



***Bristol Public Schools***  
**Office of Teaching & Learning**

<b>Department</b>	Fine Arts
<b>Department Philosophy</b>	The visual and performing arts are critical in the development of every child. In a diverse and ever changing society, the visual and performing arts are integral in the consistency, appreciation, and creativity of tomorrow's leaders. The fine arts are a universal language, allowing students to learn unique skills and means of expression that contributes back to our society. We believe visual and performing arts create lifelong learners harnessed with empathy and skills necessary to understand our past, present and future world.
<b>Course</b>	Physical Theater And Movement
<b>Course Description for Program of Studies</b>	Through movement, students will learn how their bodies can be used to express meaning, emotion and character. Students will learn fundamentals of stage combat, and about stock characters through the study of commedia dell'arte.
<b>Grade Level</b>	9-12
<b>Pre-requisites</b>	none
<b>Credit (if applicable)</b>	.5

**P** indicates standard will be a priority for the unit; **S** indicates a supporting standard

District Learning Expectations and Standards	Physical awareness	Viewpoints	Stage Combat	Commedia dell' Arte
<b>Creating</b>				
TH:Cr1.1 Generate and conceptualize artistic ideas and work.				P
TH:Cr2.1 Organize and develop artistic ideas and work.		P		P
TH:Cr3.1 Refine new work through play, drama processes and theatre experiences using critical analysis and experimentation.	P	P	P	P
<b>Performing</b>				
TH:Pr4.1 Select, analyze, and interpret artistic work for presentation.	P			P
TH:Pr5.1 Develop and refine artistic techniques and work for presentation.	P	P	P	P
TH:Pr6.1 Convey meaning through the presentation of artistic work.				
<b>Respond</b>				
TH:Re7.1 Perceive and analyze artistic work.	P	P	P	

TH:Re8.1 Interpret intent and meaning in artistic work.				
TH:Re9.1 Apply criteria to evaluate artistic work.				P
<b>Connecting</b>				
TH:Cn10.1 Synthesize and relate knowledge and personal experiences to make art.				
TH:Cn11.1 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.				
TH:Cn11.2 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.				

## UNIT ESSENTIAL QUESTIONS

- How do theatre artists transform and edit their initial ideas?
- Why are strong choices essential to interpreting a drama or theatre piece?
- What can I do to fully prepare a performance or technical design?
- How do theatre artists comprehend the essence of drama processes and theatre experiences?
- How, when, and why do theatre artists' choices change?
- What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?
- How, when, and why do theatre artists' choices change?

## UNIT ENDURING UNDERSTANDING

- Theatre artists refine their work and practice their craft through rehearsal.
- Theatre artists make strong choices to effectively convey meaning.
- Theatre artists develop personal processes and skills for a performance or design.
- Theatre artists reflect to understand the impact of drama processes and theatre experiences.
- Theatre artists rely on intuition, curiosity, and critical inquiry.
- Theatre artists work to discover different ways of communicating meaning

# UNIT 1: PHYSICAL AWARENESS

## UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
<b>TH:Cr3.1.</b> <b>HSI b.</b>	Explore physical, vocal and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work.		Content Knowledge	Head, heart, and groin centers, nonverbal communication, mime, tableau, cross, gesture, consistency, isolation, relaxation, exaggerated resistance, exaggerated expression and gesture, rotation.
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		x	Physical Skill	<b>Prior Knowledge Needed</b>
		x	Product Development	None
			Learning Behavior	
<b>TH:Pr4.1.</b> <b>HSI b.</b>	Shape character choices using given circumstances in a drama/theatre work.	x	Content Knowledge	<b>Common Misconceptions</b>
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	I am already fully aware of my body. I don't need to practice using my body to convey emotion, because I do it all the time.
			Physical Skill	
		x	Product Development	
			Learning Behavior	
<b>TH:Pr5.1.</b> <b>HSI a.</b>	Practice various acting techniques to expand skills in a rehearsal or drama/theatre performance.		Content Knowledge	<b>Resources</b>
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Improv encyclopedia
		x	Physical Skill	
		x	Product Development	
			Learning Behavior	
<b>TH:Re7.1.</b> <b>HSI a.</b>	Respond to what is seen, felt, and heard in a drama/theatre	x	Content Knowledge	
		x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	

work to develop criteria for artistic choices.	Physical Skill	
	Product Development	
	Learning Behavior	

## Learning Targets

- I CAN:
- Safely move my body in various ways when directed to (hopping, skipping, running, giant/baby steps, etc)
  - Identify large muscle groups utilized in movement (Deltoids, Pectorals, Biceps, Glutes, Quads, calves, abdominals, etc)
  - Observe others movements, and incorporate their gestures into my own performance.
  - Explore physical, and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theater work.
  - Discuss how age affects movement, and incorporate these changes into my own performance
  - Physically use props in a natural, and effective manner

## UNIT 2: VIEWPOINTS

### UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
<b>TH:Cr3.1.</b> <b>HSI b.</b>	Explore physical, vocal and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work.		Content Knowledge	Space, shape, time, emotion, movement, story, Spatial Relationship, Kinesthetic Response, Shape, Gesture, Repetition, Architecture, Tempo, Duration, Topography, Pitch, Dynamic, Acceleration/Deceleration, Silence, Timbre.
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		x	Physical Skill	<b>Prior Knowledge Needed</b>
		x	Product Development	None
			Learning Behavior	
<b>TH:Pr5.1.</b> <b>HSI a.</b>	Practice various acting techniques to expand skills in a rehearsal or drama/theatre performance.		Content Knowledge	<b>Common Misconceptions</b>
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Studying spatial awareness is not important. Studying movements through space and time is not helpful. Viewpoints practice is just walking around a room.
		x	Physical Skill	
		x	Product Development	
			Learning Behavior	
<b>TH:Re7.1.</b> <b>HSI a.</b>	Respond to what is seen, felt, and heard in a drama/theatre work to develop criteria for artistic choices.	x	Content Knowledge	<b>Resources</b>
		x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	The Viewpoints Book
			Physical Skill	
			Product Development	
			Learning Behavior	

## Learning Targets

I CAN:

- Demonstrate an awareness of myself and others in the acting space
- Identify the different viewpoints (Tempo, Duration, Kinesthetic Response, Repetition, Shape, Gesture, Architecture, Spatial Relationship and Topography)
- Move safely through an acting space while exploring my spacial relationship to others
- Investigate the physical nature of my environment.
- Move my body within the given parameters my teacher has set
- Utilize both sharp and soft focus



## UNIT 3: STAGE COMBAT

### UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
<b>TH:Cr3.1.</b> <b>HSI b.</b>	Explore physical, vocal and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work.		Content Knowledge	Attacker, victim, distance, cue, reaction-action, center line, eye contact, avoidance, block, break fall, choke hold, contact strike, duck, elbow attack, expulsion, fall, hair pull, kick, knap, knee attack, lock, non-contact strike, punch, roll, slap, throw, trap,
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		x	Physical Skill	<b>Prior Knowledge Needed</b>
		x	Product Development	Body Awareness
			Learning Behavior	
<b>TH:Pr5.1.</b> <b>HSI a.</b>	Practice various acting techniques to expand skills in a rehearsal or drama/theatre performance.		Content Knowledge	<b>Common Misconceptions</b>
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	I can go full speed when pretending to attack. Stage combat is easy. There's not a lot of rules in stage combat.
		x	Physical Skill	
		x	Product Development	
			Learning Behavior	
<b>TH:Re7.1.</b> <b>HSI a.</b>	Respond to what is seen, felt, and heard in a drama/theatre work to develop criteria for artistic choices.	x	Content Knowledge	<b>Resources</b>
		x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	The Stage Combat Handbook, possible visiting clinician (pathway partnership), tumbling mats
			Physical Skill	
			Product Development	
			Learning Behavior	

## Learning Targets

I CAN:

- Be physically safe when interacting with my peers and teachers
- Safely execute stage combat choreography.
- Safely execute a stage combat fall
- Safely execute stage combat breaking away, and choking
- Safely execute stage combat punches and kicks
- Respect my scene partners' space and body using language of consent.
- Safely use props to execute stage combat choreography.
- Safely execute stage combat at various speeds
- Practice stage combat choreography with my partner(s)

## UNIT 4: COMMEDIA dell' ARTE

### UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
TH:Cr1.1. HSI a.	Apply basic research to construct ideas about the visual composition of a drama/theatre work.		Content Knowledge	Stock characters, minimalist set, improvisation, physical theater, masks, acrobatics, lazzi, timing, focus, conflict, en travesti, innamorati, intermezzo, irony, monimbanchi, parti ridicole, prima donna, servetta, vecchi, zanni,
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	<b>Prior Knowledge Needed</b>
		x	Product Development	None
			Learning Behavior	
TH:Cr2.1. HSI a.	Explore the function of history and culture in the development of a dramatic concept through a critical analysis of original ideas in a drama/theatre work.		Content Knowledge	<b>Common Misconceptions</b>
		x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Commedia Dell'Arte is a dead art form. Commedia Dell'arte is not relatable.
			Physical Skill	
		x	Product Development	
			Learning Behavior	
TH:Cr3.1. HSI a.	Practice and revise a devised or scripted drama/theatre work using theatrical staging conventions. b. Explore physical, vocal and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work.		Content Knowledge	<b>Resources</b>
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Masks (supplies to make masks), assorted Commedia scripts (Moliere, etc),
		x	Physical Skill	
		x	Product Development	
			Learning Behavior	

TH:Pr4.1. HSI a.	Examine how character relationships assist in telling the story of a drama/theatre work. b. Shape character choices using given circumstances in a drama/theatre work.	x	Content Knowledge
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)
			Physical Skill
		x	Product Development
			Learning Behavior
TH:Pr5.1. HSI a.	Practice various acting techniques to expand skills in a rehearsal or drama/theatre performance.		Content Knowledge
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)
		x	Physical Skill
		x	Product Development
			Learning Behavior
THRe9.1. HSI b. c.	Consider the aesthetics of the production elements in a drama/theatre work.  Formulate a deeper understanding and appreciation of a drama/theatre work by considering its specific purpose or intended audience.	x	Content Knowledge
		x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)
			Physical Skill
			Product Development
		x	Learning Behavior

**Learning Targets**

- I CAN:
- Explain the different Commedia dell'Arte character tropes
  - Inform my movement based on the Commedia dell'Arte character tropes
  - Create a mask that is well researched taking into consideration status, power, and animal like nature.

- Collaborate with my peers to improvise an outlined scene while adhering to my assigned commedia character.
- Find examples of Commedia dell'Arte Character tropes in modern works