

ACTING LEVEL II CURRICULUM
Visual & Performing Arts Department
Theatre 9 - 12

Week	Marking Period 1
1	Team Building & Storytelling
2	Actors Toolbox : Voice, Body, & Mind
3	Advanced Improvisation
4	Advanced Improvisation
5	Auditioning
Week	Marking Period 2
6	Auditioning
7	Acting for the Camera
8	Acting for the Camera
9	Monologue
10	Monologue

Time Frame	1 Week
Topic	
<i>The Fundamentals of Acting & Storytelling</i>	
Essential Questions	
<ol style="list-style-type: none"> 1. Why is the art of acting important in my life? 2. Why is a strong ensemble the key to success in the art of acting? 3. How does storytelling communicate the principles of acting? 	
Enduring Understandings	
<ul style="list-style-type: none"> • <i>Studying drama fosters artistic appreciation, interpretation, and imagination.</i> • <i>Through theatre arts students gain a deeper understanding of themselves and the world around them.</i> 	
Alignment to NJCCCS	
1.1.8.C.2 1.1.8.C.3 1.3.8.C.2 1.3.12.C.2	
Key Concepts and Skills	
<ul style="list-style-type: none"> • Develop the essential theatre class environment comprised of fun, trust, and risk-taking • Through the art of storytelling the student will feel comfortable sharing with the class an object that is strongly significant to themselves • Utilize their bodies and voices to the fullest throughout the storytelling process in order to engage their audience • Create focus and concentration through various team exercises and games • Explore how human beings think, feel and communicate • Review basic stage terminology and directions 	
Learning Activities	
<ol style="list-style-type: none"> 1. Ensemble building circle games and trust exercises 2. 2 Truths and a Lie (individual) 3. Fabricated Story (Groups of 4) 4. Storytelling: Each student will bring in a piece of realia from home. These objects must have a strong significance to them. They will pass their item around the class and in detail share an insightful story that is related to the item. The group will reflect on which object they recalled best as well as which student had the most engaging presentation. 5. Brief review of Acting I terminology: <i>Stage Directions, House Areas, Blocking</i>\ 	
Assessments	
<ul style="list-style-type: none"> • Teacher Lead Discussion • Observations • Participation in Exercises • Daily Journal Entry • Class Discussion • Rubric Based Performances • Peer Critiques • Self-Analysis 	

<ul style="list-style-type: none"> Written Test 							
21st Century Skills							
X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Life & Career Skills		Information Literacy	X	Media Literacy		
Interdisciplinary Connections							
<ul style="list-style-type: none"> Technology Public Speaking Writing 							
Technology Integration							
<ul style="list-style-type: none"> Daily use of Google Classrooms for various writing Assignments Video Examples using YouTube Google Drive 							

Time Frame	1 Weeks					
Topic						
Actors Toolbox: Voice, Body, & Mind						
Essential Questions						
<ol style="list-style-type: none"> 1. In what ways can I use my voice to create a character? 2. How does a vocal character connect to a physical character? 						
Enduring Understandings						
<ul style="list-style-type: none"> • An actor manipulates their projection, articulation, and tone to create a character and define their characters emotions. • Physicality, including facial expression and body language, must visually tell your audience key characteristics about the role you are portraying. • The actor must engage their mind to define their character living truthfully under imaginary circumstances. 						
Alignment to NJCCCS						
1.1.5.C.1	1.1.5.C.2	1.1.5.C.4	1.1.8.C.2	1.1.8.C.3	1.3.8.C.1	1.3.8.C.2
Key Concepts and Skills						
<ul style="list-style-type: none"> • Demonstrate vocal qualities • Practice various diction and breathing techniques • Identify and demonstrate proper use of the diaphragm for strong supported sound • Create focus and concentration through various team exercises and games • Participate in daily vocal/physical actors warm-ups to develop a proper stage voice (loud, clear, and expressive) while simultaneously creating positive bonds with their peers • Link voice and body in a series of group acting exercises • Define and explore the art of a professional Voice Actor 						
Learning Activities						
<ol style="list-style-type: none"> 1. Voice - Projection: Teacher lead demonstration of strong supported sound. Students will feel the difference between speaking in their chest versus using their diaphragm. They will work individually to practice breath control and projection through various exercises including: <i>HaHaHa Bananas</i>, <i>Vow-Yell</i>, & <i>Pass the Ball</i>. 2. Voice - Articulation: We will identify the 5 articulators responsible for the production of clear speech. Students will do an extensive physical articulator warm up to identify the 5 areas. Lastly, in partners they will explore their natural clarity through a series of three rounds of dialogue both over emphasizing and ignoring proper articulation in their speech. 3. Voice – Expression: Most importantly students will explore the vast range a voice has to emote. Students will work individually and in small groups to discuss and demonstrate the impact of various vocal qualities. I will challenge them to use different tones in order to express in the following exercises: <i>Baby Talk</i>, <i>Line Readings</i>, <i>Gibberish</i>, <i>Translator</i>, & <i>A/B Scenes</i>. 4. Art of Voice Over Actors: View several <i>Backstage</i> videos highlighting the roles and responsibilities of a voice over actor, respond to questions linked to behind the scenes 						

videos of famous voice actors demonstrating various methods to create famous animated characters, and apply vocal qualities to create an original character in an individual self-recording

Assessments

- Teacher Lead Discussion
- Observations
- Participation in Exercises
- Class Discussion
- Self-Analysis
- Vocal Recording

21st Century Skills

X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Life & Career Skills	x	Information Literacy	X	Media Literacy		

Interdisciplinary Connections

- Technology
- Public Speaking
- Writing
- Music
- Anatomy

Technology Integration

- Daily use of Google Classrooms for various writing Assignments
- Video Examples using *Backstage.com*
- Self-Tape Vocal Recordings (using students computers, phones, or other recording device)

Time Frame	2 Weeks					
Topic						
Advanced Improvisation						
Essential Questions						
<ol style="list-style-type: none"> 1. How does embracing the “Golden Rule” of improvisation develop an improvisational exercise? 2. What are the key components that must be established in an improv structure to make for a successful performance? 3. How can actors use improvisational skills in scripted performances? 						
Enduring Understandings						
<ul style="list-style-type: none"> • Theatre artists use their imaginations in combination with their fundamental acting skills to create original characters and scenes through exploration. • One must be able to listen and respond instinctually in order to develop believable improvisational performances. 						
Alignment to NJCCCS						
<p style="text-align: center;"> 1.1.5.C.1 1.1.5.C.2 1.1.5.C.4 1.1.8.C.2 1.1.8.C.3 1.3.8.C.1 1.3.8.C.2 1.3.12.C.2 1.1.12.C.2 1.3.12.C.1 1.3.12.C.2 1.4.12.A.1 1.4.12.A.2 1.4.12.A.4 1.4.5.B.2 1.4.5.B.3 1.4.12.B.2 </p>						
Key Concepts and Skills						
<ul style="list-style-type: none"> • Engage imagination to interpret, appreciate and extract meaning from drama. • Increase communication skills of listening and speaking • Participate in staged improvisations • Develop original written platforms for their peers • Perform spontaneously using the given circumstances in partners performances • Using the Dos and Don'ts of improvisational acting they will be able to provide feedback and constructive criticism for peers during in class games • Consider the various elements that culminate to define a character in improvisation • Lead their peers in an improvisational exercise of their choosing 						
Learning Activities						
<ul style="list-style-type: none"> • <i>Whose Line Is it Anyway & Backstage Groundlings</i> : Improvisation overview and corresponding questions on Google Classrooms • Improvisation Games: Scaffolding games starting with Basic Improv Review Games, Small Group Improvisation Warm-up Exercises, Partner Games, Full Class Group Games, Characterization Solo Games, and Modern Improvisation including technology elements • Create Original Platform Scenarios in Partners, Perform Peer Platform, & Critiquing • Lead the class in an improvisation game you are an expert in: Create Game Rules & Outline, Show peers video example you fond, Instruct group in several rounds, Side Coach as Needed throughout • Final Solo Improvisation Platform Test Performance 						
Assessments						
Teacher Lead Discussion	Observations	Participation in Exercises	Daily Journal Entry			

Class Discussion		Rubric Based Performances		Peer Critiques		Self-Analysis		Demos	
21st Century Skills									
X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration		
X	Life & Career Skills	X	Information Literacy	X	Media Literacy				
Interdisciplinary Connections									
<ul style="list-style-type: none"> • Technology • Public Speaking • Writing • Music • 21st Century 									
Technology Integration									
<ul style="list-style-type: none"> • Daily use of Google Classrooms for various writing Assignments • Video Examples using YouTube & Backstage • Using Music, Sound Effects, and Video Clips within various technology based improv games 									

Time Frame	2 Weeks					
Topic						
Auditioning						
Essential Questions						
<ol style="list-style-type: none"> 1. What are the different types of auditions? 2. What does an actor need to prepare according to the specific audition type? 						
Enduring Understandings						
<ul style="list-style-type: none"> ● A professional actor must have the appropriate materials (headshot, resume, demo reel, memorized contrasting monologues, rehearsed 16 bar cuts) before attending an agency audition or open call. ● The physical appearance and the way an actor behaves while waiting can say more about them than their prepared piece. ● An actor slates to show their personality and professionally introduce themselves before beginning their audition selections. ● There are several tips to becoming better at cold-readings even though an actor cannot prepare for it. ● When going for a callback the director does not wish for you to change what you did at your initial audition, but they will experiment with different actors chemistry levels. ● AEA and SAG are professional Unions which work to protect actor's rights; however they have several serious limitations. 						
Alignment to NJCCCS						
<p style="text-align: center;"> 1.1.5.C.1 1.1.5.C.2 1.1.5.C.4 1.1.8.C.2 1.1.8.C.3 1.3.8.C.1 1.3.8.C.2 1.1.5.C.4 1.3.12.C.2 1.1.12.C.2 1.3.12.C.1 1.3.12.C.2 1.4.12.A.1 1.4.12.A.2 1.4.12.A.4 1.4.5.B.2 1.4.5.B.3 1.4.12.B.2 </p>						
Key Concepts and Skills						
<ul style="list-style-type: none"> ● Preparing Materials that are suitable for an actor's type ● Type-Casting : How to Fight or Play into your Type ● Contrasting Monologue and 16 Bar Cuts to display actor's range and highlight talents ● Conduct in the Holding Room ● Dressing and Presenting oneself appropriately for an audition ● Professional Headshots: Commercial/Serious ● Creating an Acting Résumé ● Memorizing Material for an planned Agency Audition ● Mock Open Call Auditions ● Callback Auditions, reading with various partners competing for the same role ● Cold-reading Scripts on the spot successfully ● Overview of how to become an Equity Actor, including the various pros and cons ● Screen Test for auditioning for the camera ● Difference in camera acting auditions versus stage 						

Learning Activities

- Lobby Observations of interactions before auditioning
- Student PowerPoint researching and defining auditioning vocabulary. Partners will provide self-demonstrations or video examples of their specific concepts
- Headshots taken by Digital Photography Class, following the Headshot Guidelines Rules List
- Mock Auditions for...
 - Prepared Agency Call
 - Callback
 - Open Call
 - Cold-Reading
 - Screen Test

Assessments

Teacher Lead Discussion Observations Participation in Exercises Daily Journal Entry

Class Discussion Rubric Based Performances Peer Critiques Self-Analysis

Written Test Review Written Exam PowerPoint Presentations

21st Century Skills

X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Life & Career Skills	X	Information Literacy	X	Media Literacy		

Interdisciplinary Connections

- Technology
- Public Speaking
- Writing
- Digital Photography
- TV Production
- 21st Century

Technology Integration

- Daily use of Google Classrooms for various writing Assignments
- PowerPoint Partner Presentations
- Video Examples using YouTube
- Camera recordings of auditions for self-reflection and critiquing
- AEA & SAG Website Reviews

Time Frame	2 Weeks
Topic	
Acting for the Camera	
Essential Questions	
<ol style="list-style-type: none"> 1. What are the differences between acting for the camera and acting for the stage? 2. What are the key components a screen actor must remember during a scene? 	
Enduring Understandings	
<ul style="list-style-type: none"> ● Acting for the camera involves a naturalistic style performance because the camera comes to an actor. When acting for a large theatre space the actor must over-act in order to reach their audience. ● The camera picks up involuntary habits therefore an actor must always be completely engaged in the action by listening and reacting. ● Performers must practice proper focus, meaning engaging with their scene partner and never looking at the camera. 	
Alignment to NJCCCS	
<p style="text-align: center;"> 1.1.5.C.1 1.1.5.C.2 1.1.5.C.4 1.1.8.C.2 1.1.8.C.3 1.3.8.C.1 1.3.8.C.2 1.1.5.C.4 1.3.12.C.2 1.1.12.C.2 1.3.12.C.1 1.3.12.C.2 1.4.12.A.1 1.4.12.A.2 1.4.12.A.4 1.4.5.B.2 1.4.5.B.3 1.4.12.B.2 </p>	
Key Concepts and Skills	
<ul style="list-style-type: none"> ● Understanding the Career of Acting for the Camera ● Camera Etiquette : Finding your focus ● Camera Acting Skills : <ul style="list-style-type: none"> ○ Listening ○ Instinctual Reaction without Words ○ Inner Monologue ○ Acting with the Eyes ● Identifying Basic Camera Angles & Creating a storyboard ● Student-Director Lead Rehearsals ● Basic Video Editing 	
Learning Activities	
<ul style="list-style-type: none"> ● Filmed Teacher Lead Exercises: <ul style="list-style-type: none"> ○ Screen Test ○ Listening Exercise ○ Over There Emotion Exercise ○ Inner Monologue: Acting with Your Eyes Exercise ○ Over the Shoulder Reaction Exercise ● Each exercise has a specific goal working towards the appropriate level of acting for the camera. After the entire class has filmed their exercise we will watch them all together. Students respond in a journal analysis after each filming to self-assess if they were 	

successful in the daily objective and constructively critique their peers performances.

- Final Acting for the Camera Student Directed Scene: Student directors will pick a scene from a movie or TV show. Students will then audition for the 2 directors. After each director will cast using the class pool of actors. Directors will lead the class in rehearsing their scenes while actors score their scripts. Then the director and the actors will create a storyboard of shots they wish to include. They will have a day to rehearse, than film their scene. Lastly edit the different camera angles to make one concise scene.

Assessments

- Teacher Lead Discussion
- Observations
- Participation in Exercises
- Daily Journal Entry
- Class Discussion
- Rubric Based Performances
- Peer Critiques
- Self-Analysis
- Written Quiz
- PowerPoint Presentations

21st Century Skills

X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Life & Career Skills	X	Information Literacy	X	Media Literacy		

Interdisciplinary Connections

- Technology
- Public Speaking
- Writing
- Digital Photography
- TV Production
- 21st Century

Technology Integration

- Daily use of Google Classrooms for various writing Assignments
- Video Examples using YouTube
- Filming of Exercises & Short Scenes
- Viewing Filmed Student Exercise Videos
- IMovie or other video editing software to Edit Final Scene
- Online Journal Responses to the classes Filmed Exercises

Time Frame	2 Weeks					
Topic						
Monologue Performance						
Essential Questions						
<ol style="list-style-type: none"> 1. What are the steps an actor must take to successfully perform a monologue? 2. How does an actor effectively communicate the script's intent to the audience? 						
Enduring Understandings						
<ul style="list-style-type: none"> • There is no one true way to memorize a piece and everyone should find a way that works best for them. • Preparation for a monologue is more than memorization, acting cannot truly occur until one is completely off book. • Actors must relate their characters feelings to their real life experiences. If they have not experienced that emotion they will develop imaginary circumstances. • An actor has to research and determine their monologues who, what, where, when, and why. • The character always is pursuing their objective using various tactics to overcome their obstacle. 						
Alignment to NJCCCS						
1.1.5.C.4	1.1.8.C.1	1.1.8.C.2	1.1.8.C.3	1.1.12.C.1	1.1.12.C.2	1.2.8.A.2
1.3.8.C.1	1.3.8.C.2	1.3.12.C.1	1.3.12.C.2	1.4.12.A.1	1.4.12.A.2	1.4.12.A.4
		1.4.5.B.2	1.4.5.B.3	1.4.12.B.2		
Key Concepts and Skills						
<ul style="list-style-type: none"> • Selection of performance material • Learn theatre analysis skills; both written and verbal for creating a character. <ul style="list-style-type: none"> ○ Establishing Character Relationships ○ Pursuing Character Objective ○ Vocal and Physical Character Choices ○ Overcoming the Obstacle • Interpreting a script - Stanislavski System <ul style="list-style-type: none"> ○ Research Play Context ○ Time/Setting • Script Scoring <ul style="list-style-type: none"> ○ Active Monologue Tactics ○ Blocking • Creating Beats • Application of subtext to a monologue • Teacher lead Rehearsal with critiquing and feedback 						
Learning Activities						
<ul style="list-style-type: none"> • Using their knowledge of type from the <i>Auditioning</i> unit, students will select 2 contrasting 						

monologues from published plays. They must then conduct research to understand the world of the play and the characters.

- Memorization techniques: Reading informational text, *Whole-Part Memorization* Activity, Partner Practice Rehearsals, Self-Taping of Lines
- In class final verbal memorization test
- Script Scoring Writing Assignment to plan blocking and determine beats, according to characters objective.
- In class exercises to develop a series of different tactics for how they can pursue their objective within the context of their circumstances.
- Partner Practice: rehearsal with a peer to provide feedback for each other.
- Stanislavski Writing Assignment: Identifying the 7 Steps to a Realistic Character
- Teacher Lead Final Rehearsals: One at a time students will perform for the teacher and their peers. They will be provided with extensive side coaching and written feedback to develop their monologue.
- Final Performance Showcase for an audience

Assessments

- Teacher Lead Discussion
- Observations
- Participation in Exercises
- Daily Journal Entry
- Class Discussion
- Rubric Based Performances
- Peer Critiques
- Self-Analysis

21st Century Skills

X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Life & Career Skills	X	Information Literacy	X	Media Literacy		

Interdisciplinary Connections

- Technology
- Public Speaking
- Writing
- 21st Century
- History
- Language Arts

Technology Integration

- Daily use of Google Classrooms for various writing Assignments
- Video Examples using YouTube
- Filming of Final Scenes for Critiquing purposes