

ACTING

**HUMANITIES DEPARTMENT
TOWNSHIP OF OCEAN TOWNSHIP HIGH SCHOOL**

COURSE TIMELINE FOR: Acting

	1	2	3	4	5	6	7	8	9	10	
MP 1	Unit 1: Pantomime: Exercises <i>Theatre Games for Young Performers,</i> <i>More Theatre Games for Young Performers</i>				Unit 2: Improvisation Exercises <i>Improvisation for the Theatre, Active Acting,</i> <i>Improv!, Improve With Improv! and others</i>					Unit 3 Career Awareness	
	11	12	13	14	15	16	17	18	19	20	
MP 2	Unit 4 Scene Study <i>55 Short Scenes, 50 More Professional Scenes and Monologues for Student Actors, Scenes They Haven't Seen, Scenes Keep Happening, Multicultural Scenes for Young Actors, Voices of Color, High School Monologues They Haven't Heard, Monologues for Teenagers, Funnylogues for Women, Monologues for Teenage Girls and others</i>										

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Month	Marking Period 1, Unit 1 (4 weeks)
Topic	Pantomime
Essential Questions	
<ul style="list-style-type: none">• Why should I be concerned with studying Acting?• What will I gain from creating and performing drama?	
Enduring Understandings	
<ul style="list-style-type: none">• Studying drama fosters artistic appreciation, interpretation, and imagination.• Through drama one learns that the creation of art requires skill, discipline, emotional variety and inventive decision making.	
NJCCCS	1.1, 1.2, 1.3, 1.4
Key Concepts and Skills	
<ul style="list-style-type: none">• Students will participate in theatre games and exercises which build trust and confidence.• Through performance, students will increase self-confidence, concentration and discipline.• Students will explore how human beings think, feel and communicate.• Students will demonstrate the ability to work effectively alone or in small groups.• Students will demonstrate an understanding of basic staging.	
Learning Activities	
<p>Lessons will include but not be limited to the following:</p> <ol style="list-style-type: none">1. “The Mirror Game”2. “What Am I Eating?”3. “What is My Problem?”4. “The Pantomime Commercial”5. “The Pantomime Story” <p>And the following exercises taken from the Herberger College of the Arts at Arizona State University:</p> <p>“Audience Pantomime,” “Time of Day,” “Knot,” “The Fairy Tale”</p> <p>Texts used for pantomime include the following among others:</p> <p><i>Theatre Games for Young Performers</i> and <i>More Theatre Games for Young Performers</i>.</p>	
Assessments	
<ul style="list-style-type: none">• Students will evaluate one another with specific rubrics.• Teacher will evaluate with the rubric and verbal feedback.	

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Month	Marking Period 1, Unit 2 (5 weeks)
Topic	Improvisation
Essential Questions	
<ul style="list-style-type: none"> • What makes improvisation an important skill in the creation of drama? • Why is listening such an important skill? 	
Enduring Understandings	
<ul style="list-style-type: none"> • Improvisation exercises one’s powers of inventiveness-- requiring heightened concentration, articulation and imagination. • Though the artist’s imagination and intuition drive the scene, good drama requires skills and discipline (such as listening, responding and observing) to create a quality product. 	
NJCCCS	1.1, 1.2, 1.3
Key Concepts and Skills	
<ul style="list-style-type: none"> • Students will use imagination to interpret, appreciate and extract meaning from drama. • Students will increase communication skills of listening and speaking. • Students will communicate with clarity through voice and movement. • Students will participate in staged improvisations. • Students will increase self-confidence, concentration and discipline. • Students will explore how human beings think, feel and communicate. • Students will learn to receive coaching, feedback and constructive criticism. 	
Learning Activities	
<p>Lessons include, but are not limited to, the following improvisations:</p> <p>“The Question Game” “The Repetition Exercise” “The Blob” Planned Improvs Exercises from Viola Spolin’s <i>Improvisation for the Theater, Active Acting, Improv!, A Handbook for the Actor, Improve with Improv!</i> among others.</p>	
Assessments	
<ul style="list-style-type: none"> • Students will evaluate one another using rubrics. • Teacher will evaluate using rubric and verbal feedback. 	

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Month	Marking Period 1, Unit 3 (1 week)
Topic	Career Awareness
Essential Questions	
<ul style="list-style-type: none">• How would I begin to pursue a career in acting?	
Enduring Understandings	
<ul style="list-style-type: none">• There are several pathways to a career in acting including conservatories and non-academic routes.	
NJCCCS	9.1
Key Concepts and Skills	
<ul style="list-style-type: none">• To encourage on-going involvement in drama as a creative outlet.• To discover the necessary training involved in pursuing a career in acting.	
Learning Activities	
<ul style="list-style-type: none">• Students will research an actor of his or her choice specifically focusing on how the actor prepared for and began his career in acting. Speaking from notecards, students will present his or her findings to the class in a 5 minute presentation.	
Assessments	
<ul style="list-style-type: none">• Students will receive a grade from the teacher assessing depth of research and speaking skills.	

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Month	Marking Period 2, (10 weeks)
Topic	Scene Study
Essential Questions	
<ul style="list-style-type: none"> • How does performing drama differ from viewing it? • What role does the audience play in the acting process? • What purpose does the critique serve? 	
Enduring Understandings	
<ul style="list-style-type: none"> • Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process. • The point of creating drama is to foster meaning and evoke an emotional response from the people who view it as well as those who perform it. • The critical process of observing, analyzing, interpreting and evaluating leads to an awareness of the work’s effectiveness and the actor’s level of success. 	
NJCCCS	1.2, 1.3, 1.4
Key Concepts and Skills	
<ul style="list-style-type: none"> • To increase self-confidence, concentration and discipline through performance. • To provide experience in the diversity of performing arts. • To explore how human beings think, feel and communicate. • To experience what it feels like to be another person and to empathize with the plights of others. • To interpret scenes, monologues, plays and films from a variety of historical perspectives. • To analyze and interpret scripted scenes. • To engage in character analysis. • To perform at least 2 scripted scenes or more if time permits. • To demonstrate memorization and time management skills. • To improve writing skills through the creation of short plays. • To improve written communication and to explore emotional life through weekly journal writing. • To use a rubric to assess one’s own work and the work of others. • To demonstrate the ability to receive and act upon coaching, feedback and constructive criticism. • To develop an understanding of basic staging, blocking and groundplans. • To write critiques and analyses of professional acting as seen in live plays and modern films. 	
Learning Activities	
<p>Students will memorize, rehearse and perform scenes taken from the following texts among others: <i>55 Short Scenes, 50 More Professional Scenes and Monologues for Student Actors, Scenes They Haven’t Seen, Scenes Keep Happening, Multicultural Scenes for Young Actors, Voices of Color, High School Monologues They Haven’t Heard, Monologues for Teenagers, Funnylogues for Women, Monologues for Teenage Girls,</i> and others.</p>	
Assessments	
<p>Students will evaluate through rubrics and feedback. Teacher will grade scenes for preparedness and application of acting skills.</p>	