

Advanced Acting Unit Two: Advanced Scene Studies, or “what you say is so important the whole world must listen” Stella Adler

ESTABLISHED GOALS:	Transfer	
<p><u>Competencies:</u></p> <ul style="list-style-type: none"> • Students will utilize the creative process in order to complete artistic work. • Students will demonstrate the ability to utilize a variety of established acting techniques and practices in order to convey meaning through the presentation of artistic work. • Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials. • Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences. • Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style. 	<i>Students will be able to independently use their learning to effectively communicate their ideas through performance and engage an audience.</i>	
<p><u>Content Standards:</u></p> <ul style="list-style-type: none"> • Theatre Anchor Standard 1: Generate and conceptualize artistic ideas and work • Theatre Anchor Standard 2: Organize and develop artistic ideas and work. • Theatre Anchor Standard 3: Refine and complete artistic work • Theatre Anchor Standard 4: Select, analyze, and interpret artistic work for presentation. • Theatre Anchor Standard 5: Develop and refine artistic techniques and work for presentation. • Theatre Anchor Standard 6: Convey meaning through the presentation of artistic work.☐ 	Meaning	
	<p>ENDURING UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • theatre artists rely on intuition, curiosity, and critical inquiry. • theatre artists work to discover different ways of communicating meaning. • 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 share and present stories, ideas, and envisioned worlds to explore the human experience. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • Why is acting so hard?
	Acquisition	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • that there is a history of acting styles that have evolved over time, especially in the modern age starting with Constantin Stanislavsky and informed by the work of Carl Jung and Sigmund Freud in psychology. • that they need to know and understand acting styles and experiment with them when approaching a scene or play. • that it is imperative that approaching and using any acting style employed in a scene or 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • quickly learning a script for presentation and the strategies for memorizing a script for production and presentation. • staying completely focused during a presentation, scene study, acting challenge or full play. • doing stage business that fits the scene, character and through lines. • reading a script and applying different analyses based on changing historical context,

	<p>play must be true to the thematic elements of the play and the emotional through line of the character being presented by the student.</p> <ul style="list-style-type: none">● that they need to ALWAYS think about the audience as an unpredictable yet vital “cast” member. The more student performers think of the audience, the more they will be able to control them as opposed to the opposite.● that there comes a time when preparation for a scene must stop and a presentation, for good or for ill, must be given.● that stage focus is the most important part of a performance and learning how to be focused on stage will help the student in every facet of his/her life.● that work ethic is the most important part of preparing for a performance.● that the Constantineau Golden Rule is right: “talent will get you your first job; work ethic will get you every job after that.”● that close reading of a text (script) is only the first step toward an effective acted presentation.● that a good actor must be able to explicate a script as effectively as someone explicating a novel, film, poem or short story.● that there are many ways to create an emotional through line to a scene of play and while some may not be true to the theme of the work or the character, the investigation may reveal a new way of presenting a character or a scene from a play.● that it is vital to research how a scene or play has been produced by amateur and professional companies to gain insight and context of how, especially classic plays, have evolved through different generation, aesthetic styles, and historical milieus.● that students need to break through their own emotional barriers to be able to take the next step toward understanding characters, and	<p>character subtext, and emotional through lines.</p> <ul style="list-style-type: none">● researching play productions from acting, advertising, production, set, lights, costumes and stage effects.● implementing effective research techniques when studying a playwright or play and provide accurate citation of sources.● giving and receiving critical responses to their and other students’ scenes and plays.● changing emotion through lines in performed scenes at will and without hesitation based upon recommendations from scene partners, scene directors, critiquing sessions and teacher input.● presenting effective scenes for performance from practice, rehearsal, work shopping, performance and post production critiques.● blocking scenes, directing others, and creating a production package for a play (advertising, poster, set, costume, light plot and color palette).● investigating the collaborative nature of the actor, director, playwright, and designers and explore their interdependent roles in a drama/theatre work.
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	<p>better yet, themselves.</p> <ul style="list-style-type: none"> ● that an acting partner or cast must push each other and think collectively since they must be on the same emotive page if a scene or play is to be a success. ● that analyzing texts for structure, purpose and viewpoint allows a reader (actor) gain insight and strengthen understanding. ● that effective research presents an answer to a question, demonstrates understanding of the inquiry and properly cites information from multiple sources. <p>Vocabulary: Review of terms from Intro to Theatre, through line, focus, transformation, emotive, denotation/connotation, stage business.</p>	

Content Area Literacy Standards	21st Century Skills
<ul style="list-style-type: none"> ● CCSS.ELA-LITERACY.RH.11-12.1 - Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. ● CCSS.ELA-LITERACY.RH.11-12.2 - Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. ● CCSS.ELA-LITERACY.RH.11-12.4 - Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10). ● CCSS.ELA-LITERACY.RH.11-12.5 - Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole ● CCSS.ELA-LITERACY.WHST.11-12.7 - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. ● CCSS.ELA-LITERACY.WHST.11-12.8 - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. ● CCSS.ELA-LITERACY.WHST.11-12.9 - Draw evidence from informational texts to support analysis, reflection, and research. 	<ul style="list-style-type: none"> ● <i>be self-directed learners</i> ● <i>interact effectively with others</i> ● <i>create media productions</i> ● <i>use and manage information</i> ● <i>work creatively with others</i> ● <i>make judgments and decisions</i> ● <i>reason effectively</i> ● <i>collaborate with others</i>

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

<i>Summary of Key Learning Events and Instruction</i>		
<i>Science Integration</i>	<i>College, Career, and Civic Life Integration</i>	<i>Technology Integration</i>
<i>District Materials</i>	<i>Distance Learning/Field Trips</i>	<i>Technology Resources</i>