

# Improvisation Unit Two: The Long and Short of It or “get over your fear”

<p>ESTABLISHED GOALS:</p> <p><u>Competencies:</u></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Students will demonstrate the ability to analyze and critically evaluate dramaturgy in order to determine its impact and effectiveness on different audiences.</li> <li>• Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials.</li> <li>• 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.</li> <li>• Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style.</li> </ul> <p><u>Content Standards:</u></p> <ul style="list-style-type: none"> <li>• Theatre Anchor Standard 5: Develop and refine artistic techniques and work for presentation.</li> <li>• Theatre Anchor Standard 6: Convey meaning through the presentation of artistic work.</li> <li>• Theatre Anchor Standard 7: Perceive and analyze artistic work.</li> <li>• Theatre Anchor Standard 8: Interpret intent and meaning in artistic work.</li> <li>• Theatre Anchor Standard 9: Apply criteria to evaluate artistic work.</li> <li>• Theatre Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</li> <li>• Theatre Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</li> </ul>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to <b>confidently, effectively and creatively overcome individual or group challenges.</b></i></p>	
	<b>Meaning</b>	
	<p>ENDURING UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• theatre artists develop personal processes and skills for a performance or design.</li> <li>• theatre artists share and present stories, ideas, and envisioned worlds to explore the human experience.</li> <li>• theatre artists reflect to understand the impact of drama processes and theatre experiences.</li> <li>• theatre artists’ interpretations of drama/theatre work are influenced by personal experiences and aesthetics.</li> <li>• theatre artists apply criteria to investigate, explore, and assess drama and theatre work.</li> <li>• theatre artists allow awareness of interrelationships between self and others to influence and inform their work.</li> <li>• theatre artists understand and can communicate their creative process as they analyze the way the world may be understood.</li> </ul>	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> <li>• Are there life skills which are learned exclusively in an improv class?</li> </ul>
	<b>Acquisition</b>	
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• that the differences between effective short</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>• taking basic plot devices from literature and</li> </ul>	

and long form performance is a wide gulf of challenge and only dedicated improvisers consistently meet with success when transitioning to long form.

- that improvisation is much like drama, but that in improvisation a script is created on the spot.
- that the more one reads, watches others, and researches professional groups, the more a student improviser will create an unconscious performance base.
- that an improvisation performer must listen intently, be supportive of his/her partners, and adhere to strict rules of effective improvisation performance foundations.
- that the better a student gets at improvisation, the more he/she will be able to transfer those skills to real-life situations beyond the classroom setting.
- that to gain keener insight into the integration of knowledge and ideas, effective readers and performers analyze and evaluate content, reasoning, and claims in diverse formats.
- that effective readers and performers use a variety of strategies to make sense of key ideas and details presented in a text or performance.
- that to perform improvisation effectively in short and long form games, students must follow set rules.
- that improvisation will help a student understand human interactions and how much people in everyday situations actually perform to a set script of body language, responses, and accepted psychological signals.

**Vocabulary:** accepting, advancing, denial, endowing, narration, justifying, handle, raising the stakes, running gag, wimping, yes and, short form, long form, status shift

- applying them to improvised scenes on stage.
- understanding plot structure as based on performance.
- creatively adapting to ever-changing scenes on the fly.
- responding to what is seen, felt, and heard in improvisation handles and games in order to develop criteria for artistic choices.
- critiquing their work and the work of others through written and oral input.
- analyzing and comparing artistic choices developed from personal experiences in performances
- collaborating with others as they improvise scenes varying appropriately in length.
- learning how to allow every member of a group to have a chance to shine on stage and advance a scene.
- building on the short and long form improvisation handles and games playing established handles and games while also creating their own handles and games.
- seeing how everyday social interactions are part of a theatrical production, whether a short improvisation scene or a full long form presentation.
- showing more empathy and compassion for others on stage and in social interactions, both in the classroom and out.
- performing on stage utilizing the basic rules of improvisation.
- investigating how cultural perspectives, community ideas and personal beliefs impact a scene.
- researching and reporting on established improvisation groups through online research sources.

<b>Content Area Literacy Standards</b>	<b>21<sup>st</sup> Century Skills</b>
<ul style="list-style-type: none"> <li>● W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>● W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</li> <li>● W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</li> <li>● RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</li> <li>● RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem</li> <li>● W.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.</li> <li>● W.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.</li> <li>● W.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.</li> </ul>	<ul style="list-style-type: none"> <li>● <i>solve problems</i></li> <li>● <i>think creatively</i></li> <li>● <i>work creatively with others</i></li> <li>● <i>communicate clearly</i></li> <li>● <i>collaborate with others</i></li> <li>● <i>access and evaluate information</i></li> <li>● <i>analyze media</i></li> <li>● <i>be flexible</i></li> <li>● <i>be self-directed learners</i></li> <li>● <i>interact effectively with others</i></li> </ul>

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

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

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