



# Grade 7 Acting Skills - Unit 1 - Character Study

## Unit Focus

Welcome to Acting Skills! In this first unit, students will take a character from script to stage, using various character analysis techniques, which they will apply to their performance. Our young actors will develop effective physical and vocal traits of characters, envisioning and describing a scripted or improvised character's inner thoughts and objectives.

## Stage 1: Desired Results - Key Understandings

| Standard(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Transfer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                              |
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| <b>National Core Arts Standards</b><br>Theatre: 7 <ul style="list-style-type: none"><li>Develop effective physical and vocal traits of characters in an improvised or scripted drama/ theatre work. (TH:Cr3.1.7.b)</li><li>Use various character objectives in a drama/ theatre work. (TH:Pr4.1.7.b)</li><li>Envision and describe a scripted or improvised character's inner thoughts and objectives in a drama/theatre work. (TH:Cr1.1.7.c)</li></ul> <b>Madison Public Schools Profile of a Graduate</b> <ul style="list-style-type: none"><li>Self-Awareness: Examining current performance critically to identify steps/strategies to persist. (POG.4.1)</li></ul> | <i>Students will be able to independently use their learning to...</i><br><b>T1</b> Create works of art to personally engage in the artistic process and/or communicate meaning                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                              |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Meaning</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                              |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Understanding(s)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Essential Question(s)</b>                                                                                                                                                                                                                                                                                                                 |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <i>Students will understand that...</i><br><b>U1</b> Characters are developed through a combination of analysis, instinct, and imagination.<br><b>U2</b> character traits impact the choices you make as an actor.<br><b>U3</b> characters are developed through a steady process of planning, experimenting and revising.<br><b>U4</b> acting is taking action to get what you want.<br><b>U5</b> every character has an objective.<br><b>U6</b> scene analysis leads to a stronger performance. | <i>Students will keep considering...</i><br><b>Q1</b> How does an actor create a character?<br><b>Q2</b> What inspires me? Where do I get my ideas from?<br><b>Q3</b> How do I use what I visualize/ imagine and make it come to life?<br><b>Q4</b> How do actors read and analyze scenes differently than one who is reading for enjoyment? |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Acquisition of Knowledge and Skill</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                              |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Knowledge</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Skill(s)</b>                                                                                                                                                                                                                                                                                                                              |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <i>Students will know...</i><br><b>K1</b> strategies to develop a character.<br><b>K2</b> character traits are discovered through movement and text analysis<br><b>K3</b> the process of memorization.<br><b>K4</b> the vocabulary: text analysis, improvisation, monologue, character driven movements.<br><b>K5</b> the characteristics of a playable action.<br><b>K6</b> strategies for scene study.                                                                                          | <i>Students will be skilled at...</i><br><b>S1</b> analyzing their characters.<br><b>S2</b> applying character analysis to the performance.<br><b>S3</b> justifying character choices.<br><b>S4</b> sustaining characters throughout a performance.<br><b>S5</b> reciting their lines accurately.                                            |