



Acting II

Course Information

Grade(s):	9-12
Discipline/Course:	Fine Arts/Theatre/Acting II
Course Title:	Acting II
Prerequisite(s):	Acting I
Course Description: <i>Program of Studies</i>	Acting II continues the work begun in Acting I, focusing on the actor’s need to begin to know his own intellectual, physical, and emotional capabilities. The emphasis is on improvisation, theatre games, and some scene work. Work will include a study of the basic principles of stage voice and diction, blocking and business, script analysis and interpretation. Intensive work in character-building through advanced scene work and monologue preparation will be geared to exploring the student’s potential.
Course Essential Questions:	<ul style="list-style-type: none"> ● What life skills can we learn from theatre? ● What are the interdependent roles and responsibilities of people involved in theatre arts? ● How does theatre reflect life and life reflect theatre? ● Why is art essential to our lives?
Course Enduring Understandings:	<ul style="list-style-type: none"> ● Preparation and spontaneity are equally important for the well-lived life. ● Artists of all disciplines must support each other in order to support the necessity of the arts as an integral part of well-being. ● Stories played out in theatre are often mirrors of stories played out in life. ● Without beauty and stories life would be dull and meaningless.
Duration: Credit:	1 semester .5 credit

Course Materials/Resources:	<ul style="list-style-type: none"> ● <i>Respect for Acting</i> by Uta Hagen ● <i>An Actor Prepares</i> by Constantin Stanislavski ● <i>Impro: Improvisation and the Theatre</i> by Keith Johnstone ● <i>Whose Line Is It Anyway?</i> Comedy Series
FPS Course Academic Expectation(s):	<ul style="list-style-type: none"> ● Creating and Constructing ● Collaborating Strategically
Year at a Glance (Units)	<p>Unit 1: Speak Up! Finding Your Voice</p> <p>Unit 2: Deep Breath In: Controlling the Stage With Movement and Air</p>

Units

Unit Number and Title:	Unit 1: Speak Up! Finding Your Voice
Duration:	One quarter
Resource(s):	<ul style="list-style-type: none"> ● <u>Drama Notebook</u> ● <i>The Monologue Audition Teacher’s Manual; A Practical Guide for Actors</i> by Karen Kohlhaas
Unit Overview:	In this unit, students will first engage in a scene analysis and breakdown. They will consider ways of forming the most effective partnerships for performing in a scene as well as strategies for building chemistry in that partnership. Students will perform scenes and offer peer feedback that is constructive in nature. Additionally, students will experiment with a number of vocal exercises meant to improve projection and articulation. They will work on breath control, resonance, and the practice of vocal variety. To conclude, students will deliver monologues with clear diction.
Standard(s):	<ul style="list-style-type: none"> ● Anchor standard 5: Develop and refine artistic techniques and work for presentation
Essential Question(s):	<ul style="list-style-type: none"> ● What can I do to fully prepare a performance or technical design?
Enduring Understanding(s):	<ul style="list-style-type: none"> ● Theatre artists develop personal processes and skills for a performance or design.

<p>Learning Goal(s): <i>Students will be able to use their learning to:</i> (Content/ Skills)</p>	<p>Content:</p> <ul style="list-style-type: none">● Characteristics of partner chemistry● Scene analysis● Artistic techniques of performance and design● Social Justice Theatre● Musical Theatre● Production● Technical Theatre● Physical Theatre● Playwriting● World Theatre History <p>Skills:</p> <ul style="list-style-type: none">● Build chemistry with scene partners● Break down a scene● Participate in a variety of acting exercises and techniques that can be applied in a rehearsal or drama/theatre performance.● Devise scenes● Direct scenes or plays
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Unit Number and Title:	Unit 2: Deep Breath In: Controlling the Stage With Movement and Air
Duration:	One quarter
Resource(s):	<ul style="list-style-type: none"> • <i>Respect for Acting</i> by Uta Hagen • <i>An Actor Prepares</i> by Constantin Stanislavski • <i>The Art of Acting</i> by Stella Adler
Unit Overview:	Acting students will continue their development by learning about emotional expression, stage movement, and blocking. First they will learn techniques for accessing and portraying emotions. This will lead to scene work with a focus on emotional depth and performance of emotional-range monologues. Following this, students will shift their attention to understanding stage directions and blocking. This will include choreographing movement on stage, blocking a scene for a final performance, and rehearsing and refining scenes.
Standard(s):	<ul style="list-style-type: none"> • Anchor standard 5: Develop and refine artistic techniques and work for presentation
Essential Question(s):	<ul style="list-style-type: none"> • How, when, and why do theatre artists' choices change?
Enduring Understanding(s):	<ul style="list-style-type: none"> • Theatre artists work to discover different ways of communicating meaning.

<p>Learning Goal(s): <i>Students will be able to use their learning to:</i> (Content/ Skills)</p>	<p>Content:</p> <ul style="list-style-type: none">● Emotional memory● Emotional range● Blocking and movement● Social Justice Theatre● Musical Theatre● Production● Technical Theatre● Physical Theatre● Playwriting● World Theatre History <p>Skills:</p> <ul style="list-style-type: none">● Access and portray a range of emotions● Craft and follow stage directions and blocking● Choreograph movement on stage● Devise scenes● Direct scenes or plays
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