Acting Workshop I - Unit 3 - Ensemble Scene

Unit Focus

In this unit, students will use the skills from the previous units to perform a scene with an ensemble. Depending on the group dynamic, students (with teacher guidance) will select a scene from a play to perform for an authentic audience. Throughout this unit, students will work collaboratively to develop characters, set design, lighting, sound, costumes, and props.

Stage 1: Desired Results - Key Understandings

Standard(s)

Connecticut Goals and Standards
Theatre: 9

- in an ensemble, create and sustain characters. (THEATRE.9-12.2.3)
- develop designs that use visual and aural elements to convey environments that clearly support the text; (THEATRE.9-12.3.3)
- apply technical skills and understandings, including scientific and technological advances, to collaboratively and safely create functional scenery, properties, lighting, sound, costumes and makeup; (THEATRE.9-12.3.4)
- develop multiple interpretations and visual and aural production choices for scripts and production ideas and choose those that are most appropriate; (THEATRE.9-12.4.1)
- justify selection of text, interpretation and visual/aural choices; (THEATRE.9-12.4.2)
- effectively communicate directorial choices to a small ensemble for improvised or scripted scenes. (THEATRE.9-12.4.3)
- analyze and critique performances and con structively suggest alternative artistic choices; (THEATRE.9-12.7.3)
- constructively evaluate their own and others' collaborative efforts in informal and formal productions. (THEATRE.9-12.7.4)

School-specific
Theatre: 9

- CT Theater Content Standard 2: Students will act by developing, communicating and sustaining characters (1111299970)
- CT Theater Content Standard 3: Students will design and produce the technical aspects of theatre by conceptualizing and realizing artistic interpretations (1111299971)

Transfer

Students will be able to independently use their learning to...
T1 Students will act by developing, communicating and sustaining characters.
T2 Students will direct by planning or interpreting works of theater and by organizing and conducting rehearsals.
T3 Use a variety of planning tools and sources to gather and to create independent goals and ideas for performance.

Meaning

Understanding(s)	Essential Question(s)
Students will understand that... **U1** Readers recognize that authors don't always say things directly or literally; sometimes they convey ideas indirectly (e.g. metaphor, satire, irony) **U2** Characters are born from the creator's experiences with people and situations. **U3** A scene needs a blueprint for it to run smoothly.	*Students will keep considering...* **Q1** Why is it important to analyze and understand characters' motivations and emotions? **Q2** How do stage presence and delivery impact presentation? **Q3** How do I use my own experiences to present those of a character? **Q4** How do I effectively block a scene for more than one character?

Acquisition of Knowledge and Skill

Knowledge	Skill(s)
Students will know... **K1** character development through dialogue, action, thoughts, and asides	*Students will be skilled at...* **S1** Creating a center of interest in a scene **S2** Blocking a scene

Stage 1: Desired Results - Key Understandings		
• CT Theater Content Standard 4: Students will direct by planning or interpreting works of theatre and by organizing and conducting rehearsals (1111299972) • CT Theater Content Standard 7: Students will analyze, critique and construct meaning from works of theatre (1111299973) **Madison Public Schools Profile of a Graduate** • Design: Engaging in a process to refine a product for an intended audience and purpose. (POG.2.2) • Collective Intelligence: Working respectfully and responsibly with others, exchanging and evaluating ideas to achieve a common objective. (POG.3.1)	**K2** stage parts and directions by official names **K3** aesthetic balance, asymmetrical balance, blocking, counter-focus, direct focus, floor plan, open stance, symmetrical balance, unity, props, round, dynamic	**S3** using props to help tell a story **S4** Creating round and dynamic characters **S5** Receiving and providing constructive critique