



Acting Workshop I - Unit 1 - Introduction to the Theater and Acting

Unit Focus

In this unit, students will be introduced to the basics of ensemble work, the stage, and improv. They will engage in team-building activities and learn about ways to prepare to act, engaging in - amongst other things - warm-up and voice exercises. They will also learn their way around the theater by studying stage directions, types of stages, and different ways one can act (improvisation and pantomime will be introduced). As a means to understand the theater as an institution, students will research the history of the dramatic arts. Finally, students will demonstrate their understanding of the introductory elements of theater through an interactive, scenario-based assessment.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
Common Core English Language Arts: 9-10 <ul style="list-style-type: none">Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (CCSS.ELA-LITERACY.SL.9-10.6) National Core Arts Standards Theatre: HS Accomplished <ul style="list-style-type: none">Cooperate as a creative team to make interpretive choices for a drama/theatre work. (TH:Cr2.1.HSII.b)Discover how unique choices shape believable and sustainable drama/ theatre work. (TH:Pr4.1.HSII.a)Refine a range of acting skills to build a believable and sustainable drama/theatre performance. (TH:Pr5.1.HSII.a) Theatre: HS Proficient <ul style="list-style-type: none">Research how other theatre artists apply creative processes to tell stories in a devised or scripted drama/theatre work, using theatre research methods. (TH:Cn11.2.HSI.a)Use basic theatre research methods to better understand the social and cultural background of a drama/theatre work. (TH:Cn11.2.HSI.b)Explore physical, vocal and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/ theatre work. (TH:Cr3.1.HSI.b)	<i>Students will be able to independently use their learning to...</i> T1 Research and identify credible resources to expand knowledge and understanding of a topic or issue. T2 Make appropriate choices as a responsible, respectful participant within a communal artistic experience T3 Develop and refine techniques and skills through purposeful practice and application to become more fluent	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> U1 Drama students demonstrate teamwork by cooperatively working in groups and engaging in constructive peer relationships. U2 Actors use their bodies, minds, and voices to perform. U3 Actors observe the world around them using all of their senses for inspiration. U4 Actors rely on critiques and self reflection to improve their craft.	<i>Students will keep considering...</i> Q1 Why is teamwork necessary in dramatic activities? Q2 How do you find your way around a theater? Q3 What makes improvisation successful? Q4 How can observation improve my acting?
	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
	<i>Students will know...</i> K1 stage directions and types of stages/ theaters. K2 warm-up exercises K3 improv and pantomime K4 content-specific vocabulary: stage geography, stage right, stage left, upstage, downstage, proscenium, in the round, thrust theater,	<i>Students will be skilled at...</i> S1 Movement/Pantomime S2 Improvisation S3 Observation S4 Moving appropriately on the stage, following stage directions

Stage 1: Desired Results - Key Understandings

Madison Public Schools Profile of a Graduate

- Collective Intelligence: Working respectfully and responsibly with others, exchanging and evaluating ideas to achieve a common objective. (POG.3.1)
- Product Creation: Effectively use a medium to communicate important information. (POG.3.2)

4th wall, pantomime, improvisation (improv), ensemble, offstage, stage business, cheating out, upstaging

S5 Collaborating

S6 Critiquing the acting skills of others respectfully