Grade 8 Acting for the Theatre - Unit 2 - The Process

Unit Focus

Lights, Camera, Action! This unit focuses on a culmination of skills that students have learned throughout Acting for the Theatre this year. Students will utilize their knowledge of the rehearsal process to bring a play from script to stage. They will present their work to a formal audience. This unit will culminate in a shared theatrical performance.

Stage 1: Desired Results - Key Understandings

Standard(s)

National Core Arts Standards
Theatre: 8

- Imagine and explore multiple perspectives and solutions to staging problems in a drama/ theatre work. (TH:Cr1.1.8.a)
- Imagine and explore solutions to design challenges of a performance space in a drama/ theatre work. (TH:Cr1.1.8.b)
- Articulate and apply critical analysis, background knowledge, research, and historical and cultural context to the development of original ideas for a drama/theatre work. (TH:Cr2.1.8.a)
- Share leadership and responsibilities to develop collaborative goals when preparing or devising drama/theatre work. (TH:Cr2.1.8.b)
- Use repetition and analysis in order to revise devised or scripted drama/theatre work. (TH:Cr3.1.8.a)
- Refine effective physical, vocal, and physiological traits of characters in an improvised or scripted drama/ theatre work. (TH:Cr3.1.8.b)
- Implement and refine a planned technical design using simple technology during the rehearsal process for devised or scripted drama/ theatre work. (TH:Cr3.1.8.c)
- Use various character objectives and tactics in a drama/theatre work to overcome an obstacle. (TH:Pr4.1.8.b)
- Use a variety of acting techniques to increase skills in a rehearsal or drama/theatre performance. (TH:Pr5.1.8.a)
- Perform a rehearsed drama/theatre work for an audience. (TH:Pr6.1.8.a)
- Develop a scripted or improvised character by articulating the character's inner thoughts, objectives, and motivations in a drama/theatre work (TH:Cr1.1.8.c)

Transfer

Students will be able to independently use their learning to...
T1 Make appropriate choices as a responsible, respectful participant within a communal artistic experience
T2 Examine a topic or genre to better understand a piece of art or artist in relation to time and place

Meaning

Understanding(s)	Essential Question(s)
Students will understand that... **U1** effective rehearsals are essential to a successful performance. **U2** rehearsals are a process of constant revision. **U3** collaboration leads to a stronger performance. **U4** consistency is the heart of dull acting. **U5** every character has an objective. **U6** acting is taking action to get what you want. **U7** any performance is a collaboration of various theatre artists. **U8** Artists improve the quality of a performance/piece of art through a cycle of deliberate practice and examination of results. **U9** professional actors exhibit specific traits.	*Students will keep considering...* **Q1** How do we put on a play? **Q2** How much freedom do I have to be creative and also work within established criteria? **Q3** What does quality look/feel/ sound like? How do I fine tune my work for and with an audience?

Acquisition of Knowledge and Skill

Knowledge	Skill(s)
Students will know... **K1** how to develop a character. **K2** the roles of technical artists in the rehearsal process. **K3** how to take a play from script to stage. **K4** that a performance has technical needs.	*Students will be skilled at...* **S1** running a successful rehearsal. **S2** reciting their lines with accuracy. **S3** sustaining their character. **S4** utilizing playable actions in their performance.

Stage 1: Desired Results - Key Understandings		
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) • Decision Making: Make responsible decisions, based on potential outcomes. (POG.4.2)		**S5** analyzing the text. **S6** recognizing the technical needs for a performance.