



K I R K W O O D
S C H O O L D I S T R I C T

IMPROV 9TH-12TH
Course Overview

Course Description: Students will learn how to create scenes in the moment with little to no preparation. They will learn techniques for creating the scene, how to work with their partner, how to develop a character, and to work with an audience.

Scope and Sequence:

Title	Description
The Improv Scene	Students will learn through practice how to develop a scene on the spot for an audience. They will learn how to create a scene, characters in the scene, how to fix it if it's not working, and things to do to help guarantee a better outcome.
Character Development	Students will develop an original character to present to the class in scenes and/ or games. The character will be consistent and have a history.

Enduring Understandings:

- Art is a powerful, valuable tool for self-expression and communication.
- Theatre is collaborative; it takes people coming together.
- Theatre both reflects and affects life.

Essential Questions:

- How can participation in theatre (on or off stage) help develop empathy?
- How does participation in theatre (on or off stage) impact our choices, morality, reasoning, and ethics?
- How does participation in theatre (on or off stage) affect our behavior?
- How is theatre a reflection of life?
- How does theatre affect life?

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UNIT 1 THE IMPROV SCENE

UNIT 1 DESCRIPTION/OVERVIEW

Students will learn through practice how to develop a scene on the spot for an audience. They will learn how to create a scene, characters in the scene, how to fix it if it is not working, and things to do to help guarantee a better outcome.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
<ul style="list-style-type: none"> ● Improv is a form of entertainment, but also used in everyday life. ● Through improv, you can deal with the unexpected and adjust. ● Lessons learned in improv can be applied to life. 	<ul style="list-style-type: none"> ● How do actors work together to create a scene without practice or a script? ● How can you work with different performers and still create a successful scene? ● How will we know if something is not working in a scene? ● What steps can be taken if something is not working in a scene?
<i>Students must know:</i>	<i>Students must be able to:</i>
<ul style="list-style-type: none"> ● The “rules”: Say the first thing that comes to your head, make your partner look good, and say “Yes, and..”,. ● Instill CORE in the scene: Character, Objective, Relationship, and Environment. ● Listen to your partner and the audience. ● Interact physically with your environment. 	<ul style="list-style-type: none"> ● Volunteer for a weekly scene. ● Apply learned techniques to scenes and games. ● Give constructive feedback to peers and scenes. ● Apply feedback to scenes. ● Work with different partners in class.

Missouri Learning Standards
<p>Create</p> <ul style="list-style-type: none"> ● Envision/Conceptualize: Generate and conceptualize artistic ideas and work. <ul style="list-style-type: none"> ○ a. Apply basic research to construct ideas about the visual composition of a drama/theatre work (TH:Cr1A.I). ○ b. Explore the impact of technology on design choices in a drama/theatre work (TH:Cr1A.I). ○ c. Use script analysis to generate ideas about a character that is believable and authentic in a drama/theatre work (TH:Cr1A.I). ● Develop: Organize and develop artistic ideas and work (TH:Cr2A.I). <ul style="list-style-type: none"> ○ a. Explore the function of history and culture in the development of a dramatic concept through a critical analysis of original ideas in a drama/theatre work (TH:Cr2A.I). ○ b. Share leadership and responsibilities to develop collaborative goals when preparing or devising drama/theatre work (TH:Cr2A.I). ● Rehearse: Refine and complete artistic work. <ul style="list-style-type: none"> ○ a. Practice and revise a devised or scripted drama/theatre work using theatrical staging conventions (TH:Cr3A.I). ○ b. Explore physical, vocal and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work (TH:Cr3A.I).

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UNIT 1 THE IMPROV SCENE

- c. Refine technical design choices to support the story and emotional impact of a devised or scripted drama/ theatre work (TH:Cr3A.I).

Perform

- **Select: Select, analyze, and interpret artistic work for presentation.**
 - a. Examine how character relationships assist in telling the story of a drama/theatre work (TH:Pr4A.I).
 - b. Shape character choices using given circumstances in a drama/theatre work (TH:Pr4A.I).
- **Prepare: Develop and refine artistic techniques and work for presentation.**
 - a. Practice various acting techniques to expand skills in a rehearsal or drama/theatre performance (TH:Pr5A.I).
 - b. Use researched technical elements to increase the impact of design for a drama/theatre production (TH:Pr5A.I).
 - c. Demonstrate appropriate audience etiquette for the venue, purpose, and style (TH:Pr5A.I).
- **Share and present: Convey meaning through the presentation of artistic work.**
 - a. Perform a scripted drama/theatre work for a specific audience.

Respond

- **Reflect: Perceive and analyze artistic work.**
 - a. Respond to what is seen, felt, and heard in a drama/theatre work to develop criteria for artistic choices (TH:P7A.I).
- **Interpret: Interpret intent and meaning in artistic work.**
 - a. Analyze and compare artistic choices developed from personal experiences in multiple drama/theatre works (TH:P8A.I).
 - b. Identify and compare cultural perspectives and contexts that may influence the evaluation of a drama/theatre work (TH:P8A.I).
 - c. Justify personal aesthetics, preferences, and beliefs through participation in and observation of a drama/theatre work (TH:P8A.I).
- **Evaluate: Apply criteria to evaluate artistic work.**
 - a. Examine a drama/ theatre work using supporting evidence and criteria, while considering art forms, history, culture, and other disciplines (TH:P9A.I).
 - b. Consider the aesthetics of the production elements in a drama/theatre work (TH:P9A.I).
 - c. Formulate a deeper understanding and appreciation of a drama/ theatre work by considering its specific purpose or intended audience (TH:P9A.I).

Connect

- **Empathize: Synthesize and relate knowledge and personal experiences to make art.**
 - a. Investigate how cultural perspectives, community ideas and personal beliefs impact a drama/theatre work (TH:P10A.I).
- **Interrelate: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding**
 - a. Explore how cultural, global, and historic belief systems affect creative choices in a drama/theatre work (TH:P11A.I).
- **Research: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding**
 - a. Research how other theatre artists apply creative processes to tell stories in a devised or scripted drama/theatre work, using theatre research methods (TH:P11B.I).
 - b. Use basic theatre research methods to better understand the social and cultural background of a drama/theatre work (TH:P11B.I).

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UNIT 2 CHARACTER DEVELOPMENT

UNIT 2 DESCRIPTION/OVERVIEW

Students will develop an original character to present to the class in scenes and/ or games. The character will be consistent and have a history.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
<ul style="list-style-type: none"> ● Actors make scenes come alive by asking questions about the material and using their imaginations to make choices. ● Actors use improvisation to explore characters and make meaningful acting choices. ● Improv builds life skills as it teaches you how to react and respond to unforeseen circumstances. 	<ul style="list-style-type: none"> ● How do we make characters come to life? ● What do we need to know about a character in order to portray the character effectively? ● What skills do we learn in improv that can be used in real life situations? ● How do actors use improvisation to explore characters and make meaningful acting choices? ● How can making meaningful acting choices contribute to the depth of your performance?
<i>Students must know:</i>	<i>Students must be able to:</i>
<ul style="list-style-type: none"> ● How to create an original character. ● How to respond in situations as that character. 	<ul style="list-style-type: none"> ● Answer questions from the audience as a character. ● Respond consistently as that character would.

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