

Wallenpaupack Area School District

Planned Course Curriculum Guide

High School Fine Arts Department: Theatre
Name of Course: Acting I
<p>Course Description:</p> <p>This performance-based, project-oriented course offers students the opportunity to explore various acting styles and techniques used by world renowned Theatre professionals to create their own tool belt on character development and quality performance on stage. Units of study for the semester will include Acting through Improvisation, Method Acting, Meisner Technique, and Theatre Exercises to Improve Acting Skills.</p>
<p>Initial Creation Date (if applicable) and Revision Dates: 6/3/26</p>

Wallenpaupack Area School District Curriculum	
COURSE: Acting I	GRADE/S: 9-12
UNIT 1: Theatre Basics/Terminology	TIMEFRAME: 1 week (5 blocks)

PA COMMON CORE/NATIONAL STANDARDS: 9.1.12. A, B, C, D, H 9.3.12.B
<p>UNIT OBJECTIVES (SWBATS):</p> <ul style="list-style-type: none"> • Identify areas of the stage • Demonstrate areas of the stage • Define theatre directing/acting, theater venues, theater constructs

<ul style="list-style-type: none"> • Demonstrate body positions and their importance • Demonstrate levels, planes, emphasis and their importance • Create balanced set designs • Constructively critique their classmates and use those critiques to alter their performances
<p>INSTRUCTIONAL STRATEGIES/ACTIVITIES:</p> <ul style="list-style-type: none"> • Term Identification • Term Definition Discussion • Area of Stage Demonstration • Tour of Backstage, Proscenium Stage, Black Box, Tech Booth • Improvisation Activity: “You're the Director, Set Designer, Prop Master, Costume Designer” • Pop Quizzes: Areas of the Stage, Term Test, Discussion • Balancing the Stage Exercise—Practice with improvisation scenes • Discussions throughout
<p>ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):</p> <ul style="list-style-type: none"> • In-Class Discussions (before exercise, after exercise, comparing exercises) • In-Class Participation • Theatre Basics, Terminology Test/Practical Exam
<p>DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):</p> <ul style="list-style-type: none"> • Research more theatre terminology, other theater/performances venues • Explore more activities or variations on activities to further help students grasp concepts
<p>RESOURCES (Technology Based Resources, Text Resources, etc.):</p> <p>Theatre Terms Packet (my own creation)</p> <p>Book: Orientation to the Theatre Theodore W. Hatlen</p> <p>Online: www.cambridgeinternational.org Glossary of Dramatic and Theatrical Terms</p>
<p>KEY VOCABULARY: Improvisation, Downstage, Upstage, Stage Left, Stage Right, Proscenium Stage, Black Box Theater, Thrust Stage, Arena Stage, Flies, Front Curtain, Body Positions, Level of Emphasis, Upstaging, Stage Turn</p>

Wallenpaupack Area School District Curriculum	
COURSE: Acting I	GRADE/S: 9-12
UNIT 2: Characterization	TIMEFRAME: 2.5 weeks (13 blocks)

PA COMMON CORE/NATIONAL STANDARDS: 9.1.12 A, B, C, E, F, H 9.2.12 A, B, F, L
<p>UNIT OBJECTIVES (SWBATS):</p> <ul style="list-style-type: none"> • Create a character

- Make choices in character based on that character's traits
- Problem-Solve in character based on that character's traits
- Communicate and work together as a group in character
- Evaluate and analyze real-world problems and develop solutions/test them out in a fictitious world
- Reflect on choices throughout the drama
- Discuss choices and effects of choices

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

- Develop and act as a character based on a basic plotline/character profile
- Students as characters will come together in large group improvisation to solve problems as characters
- Based on the choices they make, the drama may move in various directions
- Students in character will document feelings, thoughts, background information in writing (journals, letters, diaries, etc)
- The drama will culminate to a final resolution or failure based on the choices of the characters
- The students in character will look back on their decisions and share with the group their regrets, successes, failures, admit any secrets, etc.
- As a class (out of character) we will discuss choices and effects of choices, how this drama connects to real world issues—what are the underlying themes and important issues? How did we work through them? What do you wish you had done differently? What did you do well?

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

- In-class participation: Acting and reacting in character
- In-class participation: Discussion in and out of character
- Written work: journals, diaries, letters, maps, plans, etc
- Discussion/Ending evaluation

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):

- Research project on historical event drama was based on
- Written plan of how this drama could have been altered based on making different choices
- Written plan of how this drama could have been altered based on portraying different characters

RESOURCES (Technology Based Resources, Text Resources, etc.):

- Basic Plotline of Process Drama
- Basic Character Descriptions
- Secret character information
- Dorothy Heathcote Book: Drama for Learning
- Cecily O'Neill Book: Drama Worlds

KEY VOCABULARY: character, process drama, character exploration, improvisation, mantle of the expert, teacher-in-role

Wallenpaupack Area School District Curriculum

COURSE: Acting I

GRADE/S: 9-12

UNIT 3: Acting Techniques Through Scene Study

TIMEFRAME: 3.5 weeks (17-18 blocks)

PA COMMON CORE/NATIONAL STANDARDS: 9.1.12. A, B, C, H 9.3.12 A

UNIT OBJECTIVES (SWBATS):

- Identify a scene from a play to perform for the class.
- Research the play, characters, and setting to determine how best to perform it.
- Study a particular character and the choices the character makes to best embody that character.
- Create a realistic set using in-class furniture, set pieces, and props.
- Rehearse the scene with your group to understand blocking, character intention, emotional reactions, responses.
- Memorize lines.
- Read the entire script.
- Full performance of entire scene for class.
- Correct critiques posed by the teacher.
- Perform a second performance with corrections made.

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

- Research and reading of play.
- Rehearsals with scene group.
- Draw out plans for set, lists for props, ideas for costumes.
- Work on memorization individually and in group.
- Full performance of entire scene for class.
- Correct critiques posed by the teacher.
- Perform a second performance with corrections made.

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

- In-Class Participation (working on projects)
- Written Work: Summary of Play, Biography of Author, Ground Plan of Set, Props List
- Discussion/Ability to answer questions posed by teacher and class
- First Performance
- Second Performance

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):

- Potential to read and research other plays
- Potential to research playwrights, actors, or theaters that presented these plays and critiques reviews of those performances.

RESOURCES (Technology Based Resources, Text Resources, etc.):

Scene Project Requirements and Rubric
Play Scripts (from my library)
Online resources (student guided)

KEY VOCABULARY: blocking, theatre vs. theater, playwright, ground plan, realism, comedy, drama, memorization, character intention

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COURSE: Acting I

GRADE/S: 9-12

UNIT 4: Character in Monologue

TIMEFRAME: 2 weeks (10 Blocks)

PA COMMON CORE/NATIONAL STANDARDS: 9.1.12. A, B, C, H 9.3.12 A

UNIT OBJECTIVES (SWBATS):

- Choose a monologue
- Analyze character choices, intentions, etc
- Create a realistic character
- Read the play
- Identify and be able to portray characteristics, reactions, intentions for character
- Create a set, props, costume for character/monologue
- Memorize monologue
- Perform for class

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

- Read plays, watch movies
- Choose a monologue from a play or movie based on requirements
- Analyze character
- Make your own choices on designs, technical plots, costume plot, character portrayal, theme, and staging.
- Rehearse the staging of monologue and characterization
- Complete written work for monologue: character profile sheet, ground plan, props list, summary of play, blocking on monologue sheet.
- Memorize monologue.
- Perform for the class.
- Evaluate own performance.

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

- In-class participation: reading and researching
- In-class participation: writing and planning
- In-class participation: rehearsals

- Performance of monologue
- Self-evaluation

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):

- Viewing a staged production of the full play
- Viewing a filmed production of the full play
- Critiquing a staged or filmed production of the full play

RESOURCES (Technology Based Resources, Text Resources, etc.):

- Monologue Project Requirements & Rubric
- Various play scripts (found in theatre classroom, library, or online)

KEY VOCABULARY: intention, characterization, blocking/staging, reactions, motivation, memorization, monologue