

**Davison Community Schools
ADVISORY CURRICULUM COUNCIL
Phase II, Date 4/8/13**

Introduction to Theater Performance

Course Essential Questions (from Phase I report):

- How can we use our imagination and knowledge to improvise and write scripts?**
- How can we develop basic acting skills to portray characters?**
- How can we develop environments for improvised and scripted scenes?**
- How can we act as leaders during rehearsal of improvised and scripted scenes?**
- How can we research information to support our dramatic choices?**
- How can we compare dramatic media (film, television, etc.) with other art forms?**
- How can we analyze the meaning of improvised and scripted scenes and of dramatic media?**
- How can we recognize the context of dramatic media in daily life, community, and other cultures?**

Phase II Curriculum

Unit: Body Awareness

Essential Questions:

- 1. What is body awareness?**
- 2. How is body awareness important to actors?**
- 3. What is gesture?**
- 4. What is blocking?**
- 5. What are stage directions?**
- 6. How does the actor overcome stage fright?**

Essential Understanding:

- 1. Body awareness is being aware of your body and other bodies on the stage.**
- 2. All body movements should be on purpose as part of the character, not accidental fidgeting.**
- 3. Blocking is how players are positioned and move about the stage.**
- 4. Gesture is movement that adds meaning to the performance.**
- 5. Stage directions instruct the actor where to move on stage.**
- 6. Stage fright can be conquered through being well prepared, good memorization technique, losing yourself in the character, and more performing!**

Curriculum Standards

- 2.2 Students demonstrate acting skills (such as sensory recall, concentration, breath control, diction, body alignment, control of isolated body parts) to develop characterizations that suggest artistic choice.
- 7.2 Students articulate and support the meanings constructed from their and others' dramatic performances.

| Knowledge/Content Students will know about.... | Skills/Processes Students will be able to..... |
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| <ol style="list-style-type: none"> 1. Body awareness, blocking, gesture, and stage directions. 2. Every action has a meaning. 3. Techniques to overcome stage fright. | <ol style="list-style-type: none"> 1. Describe body awareness and its importance for actors. 2. Direct their own and others' movements using stage directions. 3. Diagram the stage space, using stage directions. 4. Practice exaggerated gestures, engaging the five senses, awareness of habits, awareness of personal space, through theater games. 5. Define the following vocabulary terms: upstage, downstage, stage right and left, etc., blocking, gesture, body awareness. |

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| <i>Introduction to Theater Performance</i> | |
| Phase II Curriculum | |
| Unit: Stage Presence | |
| Essential Questions: <ol style="list-style-type: none"> 1. What is stage presence and how is it important to actors? 2. What does it mean to “fake it till you make it”? 3. What does it mean to “share the spotlight”? | Essential Understanding: <ol style="list-style-type: none"> 1. Stage presence is the ability to command an audience’s attention with expressive style or manner. 2. You don’t have to be calm to appear calm. 3. Good stage presence does not mean you are the center of attention in every moment, but you always have something to do on stage. |
| Curriculum Standards | |
| <p>2.2 Students demonstrate acting skills (such as sensory recall, concentration, breath control, diction, body alignment, control of isolated body parts) to develop characterizations that suggest artistic choice.</p> <p>7.2 Students articulate and support the meanings constructed from their and others’ dramatic performances.</p> | |
| Knowledge/Content Students will know about.... | Skills/Processes Students will be able to..... |
| <ol style="list-style-type: none"> 1. The definition of stage presence. 2. Ways to command the audience’s attention: facial and vocal expression, projection, etc. 3. Acting is believing. | <ol style="list-style-type: none"> 1. Define and describe good stage presence. 2. Practice sharing the spotlight, facial and vocal expression, “acting is believing,” and “fake it till you make it” through theater games. |

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| Phase II Curriculum | |
| Unit: Voice | |
| Essential Questions: <ol style="list-style-type: none"> 1. What is projection and why is it important? 2. What is enunciation and why is it important? 3. What is inflection and why is it important? 4. Can I improve my breath capacity? | Essential Understanding: <ol style="list-style-type: none"> 1. Projection is using abdominal muscles and breath energy to make your voice heard throughout the room. 2. Enunciation is clear pronunciation of consonants; it is important so the audience can <i>understand</i> the actor even in the back row! 3. Inflection is change in vocal tone or pitch; it is important because it makes the actor's words sound more interesting. 4. Breath capacity can be improved. |
| Curriculum Standards | |
| <p>2.2 Students demonstrate acting skills (such as sensory recall, concentration, breath control, diction, body alignment, control of isolated body parts) to develop characterizations that suggest artistic choice. Students use variations of ... vocal pitch, tempo, and tone for different characters.</p> <p>7.3 Students use articulated criteria to describe, analyze, and constructively evaluate the perceived effectiveness of artistic choices found in dramatic performances.</p> | |
| Knowledge/Content Students will know about... | Skills/Processes Students will be able to..... |
| <ol style="list-style-type: none"> 1. The importance of projection, enunciation, and inflection. 2. Breath capacity can be improved. 3. Actors can use their voices to enhance portrayal of characters through accent, emphasis, inflection, pauses, etc. 4. Voice should match your character's age, occupation, and mood. | <ol style="list-style-type: none"> 1. Define projection, enunciation, and inflection. 2. List ways actors can use their voice to portray characters. 3. Practice performing lines, projecting, and enunciating through theater games. 4. Choose words in a line to receive emphasis. 5. Define the following vocabulary terms: projection, enunciation, and inflection. |

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| Phase II Curriculum | |
| Unit: Memorization | |
| <p>Essential Questions:</p> <ol style="list-style-type: none"> 1. Why are actors required to memorize? What is the advantage? 2. Can I improve my ability to memorize? 3. What are techniques that can be used to aid memorization? 4. What is a cue? | <p>Essential Understanding:</p> <ol style="list-style-type: none"> 1. Advantages to memorizing are increased confidence, concentration, and a more convincing performance. 2. Memorization skills can be improved. 3. Memorization techniques include: chunking, mnemonics, visualization, reading aloud, working with a partner, voice recording, kinesthetic response, etc. 4. A cue is the line or signal that comes before another. |
| Curriculum Standards | |
| <p>2.2 Students demonstrate acting skills (such as sensory recall, concentration, breath control, diction, body alignment, control of isolated body parts) to develop characterizations that suggest artistic choice.</p> <p>7.3 Students use articulated criteria to describe, analyze, and constructively evaluate the perceived effectiveness of artistic choices found in dramatic performances.</p> | |
| Knowledge/Content | Skills/Processes |
| Students will know about.... | Students will be able to..... |
| <ol style="list-style-type: none"> 1. The importance and advantages of memorization in the context of theater. 2. Memorization techniques such as chunking, starting at different places, speaking to different audiences, writing it out, creating a mental framework/visualization, reading aloud, working with a partner, voice recording, and adding meaning. | <ol style="list-style-type: none"> 1. Memorize names and movements in theater games. 2. Memorize short passages using memorization techniques. |

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Introduction to Theater Performance

Phase II Curriculum

Unit: Monologue Study and Performance

Essential Questions:

1. What is the difference between a monologue and a dialogue?
2. How much eye contact is appropriate in performance?
3. How do I perform a successful monologue?
4. How do I work with other actors to improvise dialogue?

Essential Understanding:

1. **Monologue:** spoken words on stage by one person. **Dialogue:** spoken words on stage by two or more people.
2. Limited eye contact or skimming heads allows connection with the audience without distraction.
3. However, there are advantages to increased eye contact with the audience, particularly while performing a monologue.
4. There are 10 steps to performing a successful monologue: enjoy your piece, memorize lines, use inflection, use facial expression, use gesture, be the character, practice.
5. Actors work together to improvise dialogue that makes sense and has a clear beginning, middle, and end.

Curriculum Standards

- 1.1 Students collaborate to select interrelated characters, environments, and situations for classroom dramatizations.
- 1.2 Students improvise dialogue to tell stories, and formalize improvisations by writing or recording the dialogue.
- 2.2 Students demonstrate acting skills (such as sensory recall, concentration, breath control, diction, body alignment, control of isolated body parts) to develop characterizations that suggest artistic choice.
- 7.3 Students use articulated criteria to describe, analyze, and constructively evaluate the perceived effectiveness of artistic choices found in dramatic performances.

| Knowledge/Content Students will know about.... | Skills/Processes Students will be able to..... |
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| <ol style="list-style-type: none"> 1. The difference between a monologue and a dialogue. 2. Proper eye contact during different performance situations: monologue, dialogue, speech, comedy, etc. 3. The ten steps to performing a successful monologue. | <ol style="list-style-type: none"> 1. Analyze specific examples of monologue and dialogue from film and television. 2. Perform a monologue by memory with a specific character in mind. |

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Phase II Curriculum

Unit: Script Review and Auditions

Essential Questions:

1. What should be considered when choosing a script?
2. What should actors and actresses be careful to avoid when auditioning?
3. What can actors and actresses do to help them audition well?

Essential Understanding:

1. When choosing a script, we must consider number and genre of actors, audience type, message, set and props needed, royalty cost, etc.
2. Ten rules of a horrible audition: move around a lot, mumble, avoid eye contact, don't ask questions, come unprepared, get stuck in a rut, take unnecessary pauses, be rude, don't listen to the director, and choose the wrong material.
3. Ten rules of a great audition: move on purpose, speak clearly, make eye contact, ask important questions, be on time and prepared, take risks, don't use long pauses, use your manners, listen to the director and adjust, choose material that is right for you.

Curriculum Standards

- 1.1 Students, individually and in groups, create characters, environments, and actions that create tension and suspense.
- 2.1 Students analyze descriptions, dialogue, and actions to discover, articulate, and justify character motivation and invent character behaviors based on the observation of interactions, ethical choices, and emotional responses of people.
- 2.2 Students demonstrate acting skills (such as sensory recall, concentration, breath control, diction, body alignment, control of isolated body parts) to develop characterizations that suggest artistic choice.

| Knowledge/Content Students will know about.... | Skills/Processes Students will be able to..... |
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| <ol style="list-style-type: none"> 1. What to consider when choosing a script or an audition piece. 2. The ten points of a bad audition. 3. The ten points of a great audition. 4. Getting the part has everything and nothing to do with you. | <ol style="list-style-type: none"> 1. Analyze scripts and consider their workability for our class. 2. Audition for a part in front of the teacher and the class, including reading the part, and following any impromptu direction the director gives. |

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| Unit: Characterization | |
| Essential Questions: <ol style="list-style-type: none"> 1. Why is observation important to actors? 2. What does knowing yourself have to do with knowing your character? 3. What makes up a character? | Essential Understanding: <ol style="list-style-type: none"> 1. How you see the world is an important part of who you are. How does your character see the world? 2. The more an actor knows about himself and his character, the more interesting and meaningful his portrayal will be. 3. Characters have endless attributes, including age, occupation, mood, style, background, trademark, voice, etc. |
| Curriculum Standards | |
| <p>1.2 Students, individually and in groups, create characters, environments, and actions that create tension and suspense.</p> <p>2.1 Students analyze descriptions, dialogue, and actions to discover, articulate, and justify character motivation and invent character behaviors based on the observation of interactions, ethical choices, and emotional responses of people.</p> <p>2.2 Students demonstrate acting skills (such as sensory recall, concentration, breath control, diction, body alignment, control of isolated body parts) to develop characterizations that suggest artistic choice.</p> <p>7.2 Students explain how the wants and needs of characters are similar to and different from their own.</p> | |
| Knowledge/Content Students will know about.... | Skills/Processes Students will be able to..... |
| <ol style="list-style-type: none"> 1. The importance of observation to actors. 2. The importance of knowing yourself and your character. 3. People/characters have endless attributes to be observed and portrayed. | <ol style="list-style-type: none"> 1. Make and note observations of people and situations. 2. Describe attributes of themselves and characters. 3. Create characters with depth and personality. 4. Analyze a character from a script to |

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| | <p>discover and portray that character's motivations and behaviors.</p> |
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| Unit: Speech | |
| Essential Questions: <ol style="list-style-type: none"> 1. What does good communication look like? 2. What is extemporaneous speaking? 3. What is involved in giving a high quality speech? | Essential Understanding: <ol style="list-style-type: none"> 1. Good communication involves good speaking and listening skills. 2. Extemporaneous speech is performed with little or no advance preparation. 3. A high quality speech has a clear thesis, a beginning, middle, and end. 4. Give a clear, relevant message, and make the content “sticky” by using anecdotes and stories. |
| Curriculum Standards | |
| <p>8.2 Students explain the knowledge, skills, and discipline needed to pursue careers and vocational opportunities in theater, film, television, and electronic media.</p> <p>8.3 Students analyze the emotional and social impact of dramatic events in their lives, in the community, and in other cultures.</p> <p>8.4 Students explain how culture affects the content and production values of dramatic performances.</p> <p>8.5 Students explain how social concepts such as cooperation, communication, collaboration, consensus, self-esteem, risk taking, sympathy, and empathy apply in theater and daily life.</p> | |
| Knowledge/Content Students will know about... | Skills/Processes Students will be able to..... |
| <ol style="list-style-type: none"> 1. Good communication skills (good speaking and listening skills). 2. Extemporaneous speech. 3. How to give a high quality speech. 4. Connections between speech and theater. | <ol style="list-style-type: none"> 1. Identify good communication skills. 2. Describe extemporaneous speech. 3. Identify connections between speech and theater. <ol style="list-style-type: none"> 1. Give a 3-5 minute speech about a specific career in theater, film, or television, an example of a person with this career, the role of theater/film/television in society, and their personal experience with theater. |

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| Phase II Curriculum | |
| Unit: Drama Night Performance and Evaluation | |
| <p>Essential Questions:</p> <ol style="list-style-type: none"> 4. How do all of the skills and knowledge we have learned work together to create a high quality dramatic performance? 5. What social concepts were we able to apply while working together as a team? How might these concepts aid students in their daily life and future endeavors? | <p>Essential Understanding:</p> <ol style="list-style-type: none"> 5. Body awareness, stage presence, voice, characterization, etc. are all elements of a high-quality stage production. 6. Cooperation, communication, collaboration, consensus, self-esteem, risk taking, sympathy, empathy, etc. are important skills in theater and in life. |
| Curriculum Standards | |
| <p>8.2 Students explain the knowledge, skills, and discipline needed to pursue careers and vocational opportunities in theater, film, television, and electronic media. Students identify and compare the various settings and reasons for creating dramas and attending theater, film, television, and electronic media productions.</p> <p>8.3 Students analyze the emotional and social impact of dramatic events in their lives, in the community, and in other cultures.</p> <p>8.4 Students explain how culture affects the content and production values of dramatic performances.</p> <p>8.5 Students explain how social concepts such as cooperation, communication, collaboration, consensus, self-esteem, risk taking, sympathy, and empathy apply in theater and daily life.</p> | |
| <p>Knowledge/Content Students will know about....</p> <ol style="list-style-type: none"> 1. Physical and social elements and dramatic skills that work together in a high-quality stage production. 2. Social concepts that are a part of theater, daily life, and future endeavors such as interviewing for a job, being successful in one's job, etc. | <p>Skills/Processes Students will be able to.....</p> <ol style="list-style-type: none"> 1. Evaluate their own and others' dramatic performances for quality, looking for specific elements. |

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| Phase II Curriculum | |
| Unit: Improvisation | |
| Essential Questions: <ol style="list-style-type: none"> 1. What is improvisation? 2. Can I improve my improvisation skills? 3. What will help me improvise? | Essential Understanding: <ol style="list-style-type: none"> 1. Improvisation is making up a performance on the spot, or a scene performed with little or no rehearsal. 2. Improvisation skills can be expanded and improved with practice. 3. “Yes and,” active choices, teamwork, and endowment are concepts that aid in improvisation. 4. Other improvisation aids: having a clear goal, having a detailed character in mind, having an active imagination. |
| Curriculum Standards | |
| <p>1.1 Students collaborate to select interrelated characters, environments, and situations for classroom dramatizations.</p> <p>1.2 Students improvise dialogue to tell stories, and formalize improvisations by writing or recording the dialogue.</p> <p>2.1 Students imagine and clearly describe characters, their relationships, and their environments.</p> <p>2.2 Students use variations of locomotor and nonlocomotor movement and vocal pitch, tempo, and tone for different characters. Students demonstrate acting skills (such as sensory recall, concentration, breath control, diction, body alignment, control of isolated body parts) to develop characterizations that suggest artistic choices.</p> <p>2.3 Students in an ensemble, interact as the invented characters.</p> | |
| Knowledge/Content Students will know about.... | Skills/Processes Students will be able to..... |
| <ol style="list-style-type: none"> 1. “Yes and,” active choices, teamwork, endowment, etc. as improvisation techniques/aids. | <ol style="list-style-type: none"> 1. Define improvisation 2. Create detailed characters (age, occupation, mood, etc.) for use in improvisations. 3. Participate in improvisation exercises to improve their skills. 4. Identify and utilize techniques that aid in solo and team improvisation. |