

Course Title: Introduction to Acting THR101

Scope and Sequence

Grade Level: 9-12			Content Area: Theatre			
Unit or Topic	Standards	Length of Time	Key Content	Assessment Tools	Scaffolding Strategies (Interventions, Special Education)	Resources & Materials
What is acting?	9.1.12 ABC	36 Weeks These concepts are worked on all year long. The course is a year long.	Define what is acting. Define how acting historically developed.	Teacher created assessments. Youtube clips to show historical development and classical characters in drama.	Video clips Physical show Reteach Provide outline of presentation	Acting Books Teacher selected Youtube clips, Teacher created worksheets, manipulatives
Body Awareness for the actor/The Actor's Posture	9.1.12.ABCG, 9.2.3ABCDEFJ	36 Weeks These concepts are worked on all year long. The course is a year long.	How does the actor use their body using the Alexander technique? What are levels? What is "rock garden"? How do we build pictures as an ensemble? Define ¼, ½, ¾ open/closed position. What body part leads the actor	Demonstrate use of economy of physical motion. Using monologues and dialogues, the students will demonstrate rock gardens, open/closed positions with levels	Teacher/Peer demonstrations Youtube clips to illustrate mastery acting Reteach/Relearn	Acting Books Teacher selected Youtube clips, Teacher created projects Yoga Theatre Games
Let's Build a character	9.1.12.ABCG	36 Weeks These concepts are worked on all year long. The course is a year long.	Students explore internal and external ways to develop a character.	Teacher observation.	If one technique, another will be tried.	Video and written examples from Meisner Technique, Alexander technique, Method Acting

						Stanislavski Technique that can be directly applied to the assignment Developing a character through walk Attend BTE High School Theatre Workshop
Unit or Topic	Standards	Length of Time	Key Content	Assessment Tools	Scaffolding Strategies (Interventions, Special Education)	Resources & Materials
The Actor's Voice	9.1.12.ABCG	36 Weeks These concepts are worked on all year long. The course is a year long.	Students will learn: How to breathe? How to project? Good vocal habits How to articulate?	Projection Rubric used in conjunction with the performance of a memorized monologue	Reteach Peer Coaching Multiple techniques	Poems Monologues Dialogues Scenes
Developing Physical Gesture	9.1.12.ABCG	36 Weeks These concepts are worked on all year long. The course is a year long.	Students learn how to gesture to communicate the emotions of text and convey the actor's purpose. Discuss good/bad gestures.	Gestures Rubric to evaluate performance of monologues and scenes with a partner Mime project	Peer Coaching Teacher feedback Reteach The opportunity to demonstrate improvement after the feedback is given.	Mime sequences Poems Monologues Dialogues Scenes
Analyzing the Script/Acting in Context (Unifying Idea)	9.3.12 and 9.2.4.12	36 Weeks These concepts are worked on all year long.	Students will analyze the character's arc in the context of the scene, the act, the	Actor Flowchart Written analysis of the character Identification of the 5 W and H	Teacher assists students who are having difficulty by asking open-ended questions and then	The one act fall play and the spring musical

		The course is a year long.	play and the universal idea.	Summarize the actor's superior objective	refining probing questions to lead the student to understanding	
How to Memorize	9.1.12 ABC	36 Weeks But this concept is revisited throughout the year.	Students learn how to properly clean their instrument, oil valves and slides, and minor repairs on their instrument.	Frequent Performances bi-weekly on Fridays Monologues Dialogue scenes	Multiple memorization techniques will be shared: <ol style="list-style-type: none"> 1. Physical 2. Hocket 3. Puzzle 4. Blackout method 5. Using voice memos to fill in your line 	Fall one act Spring Musical Teacher selected scenes
The Audition	9.1.12 ABC	2 weeks of instruction Multiple auditions in the year	Students will the mechanics of an audition: posture, slating, dress, headshot, bio, selecting appropriate audition material, how to relate to an accompanist/director How to cope with performance anxiety	Friday performances (Rubric/written response provided) Auditions for one act Auditions for spring musical	Through the memorization techniques and body mechanics, the students should have multiple ways to develop a successful audition Through multiple experiences with auditions, the student will find their groove for preparation	Audition techniques Examples of good auditions and poor auditions Scenes to do a cold read – how to read and pick an objective and be clear Fall play Spring musical
The Actor and the Space	9.1.12 ABC	2 weeks of instruction and	Students will discuss and explore how the actor gains energy	Performance test	Teacher assistance Peer mentoring	Acting text Selected scenes

		multiple points of application	for their character portrayal through the illusion of the set being real to them	Designing their own set for one of their scenes	Explore Meisner, Stanislavski or Method to lead to understanding	Teacher selected Youtube clips Fall play Spring musical
--	--	--------------------------------	--	---	--	---