**Curriculum**

**Introduction to Acting**

**Course Overview**

An introduction to basic Acting and Theatre skills particularly use of voice and body to convey an idea, story or character.

The preparation of a story for performance to a particular audience.

The study of physical theatre through Comedia dell'Arte

**Department Standards**

Creating, performing, and participating in the Theater Arts.

Knowing and using Theatrical materials and resources.

Responding to and analyzing works within the Theater Arts.

Understanding the cultural contributions of the Theater Arts to the local and wider community.

**Benchmarks**:

1. demonstrate a practical knowledge of a theatrical practice. (1,2, 3,4)
2. evaluate critically a theatrical performance. (1,3)
3. engage practically in creating and presenting performances. (2,4)
4. reflect on their own development in theatre through continual self-evaluation and recording. (1,3)
5. acquire appropriate research skills and apply them. (1,2,3)
6. demonstrate an ability to interpret playtexts and other types of performance texts analytically and imaginatively. (1,2,3)
7. demonstrate initiative and perseverance in both individual and group projects. (1,2,3,4)

**Performance Indicators**

Understands the theoretical basis of a performance technique. (1, 2, 1a, 4a, 6a)

Understands the importance of production elements. (2, 2a, 6a)

Understands how historical and cultural contexts affect drama. (1, 3, 2a, 5a, 6a)

Understands how varying collaborative efforts and artistic choices can affect a performance. (1, 3a, 4a)

Understands how the context in which a dramatic performance is set can enhance or hinder its effectiveness (1, 3a, 6a)

Demonstrates an understanding of at least two themes and issues studied through practical performance. (1, 2, 3, 2a, 6a)

Uses subject-specific terminology (composition, rhythm, status, etc.) (1, 2, 3, 1a, 2a, 6a)

Explores through both spontaneous and structured activities (2, 4a, 6a)

Uses a developmental journal throughout the creative process. (3, 4a)

Evaluates own work and the work of others - both in written form and through discussion (3, 4a, 6a)

Discusses plays and dramatic texts from an actor’s and director's perspective. (1, 3, 4, 3a, 6a)

Interprets play texts and other types of performance texts analytically and imaginatively (1, 2, 3a, 6a)

Demonstrates sensitivity to own culture and others. (4, 4a)

Invites and accepts views from others as demonstrated through performance. (4, 4a, 6a)

Demonstrates perseverance, initiative and a willingness to take artistic risks as shown through performance - individually and as part of an ensemble (4, 4a, 7a)

Supports and encourages peers towards a positive working environment (4, 4a, 7a)

Plans and organizes effectively in order to define and set goals, negotiate and make decisions (4, 7a)

Finds original, inventive and creative solutions (2, 4, 4a, 6a, 7a)

Demonstrates commitment throughout process (tardy, absent, behavior, support, responsible) (4, 7a)

**Assessments**

Ensemble Participation

Oral Interpretation Rubric

Character Study Worksheets

Memorization Schedules

Text Mark-Up

Monologue Performance Rubric

Duologue Performance Rubric

Ensemble Performance Rubric

Play Review

Journal

**Core Topics**

Ensemble Technique

Oral Interpretation/Use of voice and presentation

Monologue Character Study and presentation

Duologue Character Study and presentation

Ensemble Study and presentation

Journal

Theatre Review

**Specific Content**

Building The Ensemble

-Theatre Games

-Trust Exercises

-Icebreakers

-stage vocabulary

-participation rubric

Oral Interpretation

Ensemble warm-ups – basics of improvisation – components of a scene (objectives, obstacles, tactics etc.)

Basics of the voice, intonation, phonation, respiration etc.

Storytelling and choosing a children’s book.

Performing for an audience, reading for elementary students.

Oral performance rubric.

Journal

Monologue Unit

Improvisation warm ups – components of scenes (objective, obstacles, tactics etc.)

How to break down the text.

Approaches to character, emotional, gesture, facial, vocal, physical.

Character handouts.

Blocking the monologue.

Working the monologue with a partner.

Initial memorized text – experimentation and exploration and reflection.

Final performance with performance rubric.

Journal

Duologue Unit

Improvisation warm ups – components of scenes (objective, obstacles, tactics etc.)

How to break down the text.

Approaches to character, emotional, gesture, facial, vocal, physical.

Character handouts.

Blocking the duologue.

Working the duologue with a partner.

Initial memorized text – experimentation and exploration and reflection.

Final performance with performance rubric.

Journal

Ensemble Performance Unit

Improvisation warm ups – components of scenes (objective, obstacles, tactics etc.)

Script Read and casting

Ensemble Rehearsal Process

Memorization Schedule

Characterization worksheets

Exploration and experimentation

Final performance w/performance rubric.

Journal

Attend one school performance during the semester. Brief write up based on characterization, scene work, use of the stage.

**Resources**

A variety of play texts based on the needs of the ensemble, may include:

Neil Simon

Shakespeare

Harold Pintar

Arthur Miller

Sam Shepard

Bertold Brecht

Jim Leanord

David Ives

Conor Mcphereson

Sarah Kane

Bernard Shaw

Franz Kafka

Stephen Berkoff

Samuel Becket

Alan Ackyborn

Sarah Ruel

Friedrich Durrenmatt

Alan Haehnel

Thorton Wilder

Henrik Iben

Anton Chekov

Improvisation Starters – Bernardi

Impro – Keith Johnstone

Stages – Alia Pura

Acting One - Cohen

Acting Characters – Paul Elsam

Sanford Meisner Approach – Silverberg