

Reading Public Schools

Instilling a joy of learning and inspiring the innovative leaders of tomorrow



Fine and Performing Arts Curriculum Guide

Course: Acting II

Course Description

This course is for students who have already taken 822 Acting I. Students will perform monologues as well as scenes and plays representing important periods throughout theatre history. Directing and playwriting will also be explored as students prepare theatrical pieces for performance. All students will perform in an evening showcase at the end of the semester.

Standards for Artistic Practice

These practices describe the processes and skills students learn as practitioners throughout the elementary, middle, and high school years in order to achieve artistic literacy.

- ⇒ *Creating art with artistic intent.*
- ⇒ *Presenting, performing, or producing artistic works to evoke, express, or communicate.*
- ⇒ *Responding to art through intellect and emotion.*
- ⇒ *Connecting the arts to the self, society, history, culture, and other disciplines and bodies of knowledge.*

Source: MA Arts Curriculum Framework 2019, page 20

Content Standards for a Proficient Theatre Course

Creating:

1. Consistently apply research to develop characters that are believable and authentic in a theatrical work (e.g. student listens to recordings of a dialect from a specific place or time-period).
2. Identify different strategies actors use to approach a role (e.g. method acting).
3. Use historical and cultural context to structure and refine personal acting choices.

Presenting:

4. Explore physical, vocal, and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatrical work.
5. Plan an entire theatrical work (including script and technical elements).
6. Modify a theatrical performance by anticipating audience responses to better align to student's artistic intent.

Responding:

7. Use script analysis to generate ideas about a character who is believable and authentic in a theatrical work.
8. Compare and contrast the artistic elements that make contemporary theatre unique (e.g. compare and contrast how a contemporary theatre work is different from a contemporary interpretation of an older work).
9. Choose and defend criteria for evaluating theatrical work.

Connecting:

10. Describe how theatre influences one's understanding of other academic disciplines (e.g. the similarities between character development in theatre and literature).
11. Explain the relationship between theatre and commercialization or propaganda (e.g. how Agitprop Theatre was used in the Soviet Union, and how it influenced the works of Bertolt Brecht).

Source: MA Arts Curriculum Framework 2019, page 56

Units	Essential Questions	Key Activities May Include...
<p>1. The Audition (Learning our Acting Style)</p>	<ul style="list-style-type: none"> • What is the importance of an actor warm-up? • How does emotional intelligence make us better actors? • How do you choose roles and pieces that best display your skills? • What elements of an acting resume are the most important? • How can finding elements of yourself in a character improve your performance? • What physical, vocal, and emotional traits do you possess that add color to your canvas? • What are the best practices for audience preparation? 	<ul style="list-style-type: none"> • Actor check-ins and warm-ups • Mock audition • Monologue selection and analysis • Resume and headshot creation • Character development: finding <i>you</i> in your character
<p>2. Theatre History (The Beginning: Ancient Greek and Roman Theatre)</p>	<ul style="list-style-type: none"> • What role did theatre play in Greek and Roman society? • What parallels can be made to our own society? • What are the challenges and benefits of acting in a mask? • Where can we see Greek and Roman theatrical influences today? 	<ul style="list-style-type: none"> • Introduction to Greek theatre • Greek theatre crash course • National Theatre video observation • “My Greek Mask” • Intro to mask acting • Greek myth playwriting • Presentational style activities • Dionysian festival performance
<p>3. Theatre History (Traveling Theatre: Commedia Del’Arte)</p>	<ul style="list-style-type: none"> • What caused the drastic shift in popularity of theatre in this area? • What were the challenges of performing in this era? • Where can we see Commedia Del’Arte today? • What are the best practices and techniques for rehearsing and executing stage combat choreography? 	<ul style="list-style-type: none"> • Introduction to traveling theatre • Passion play activity • Medieval theatre crash course • Intro to Commedia Del’Arte • National Theatre video observation • Stock character scavenger hunt • Leading with parts of the body • Mask acting continued • Lazzi stage combat • Lazzi performance

Units	Essential Questions	Key Activities May Include...
<p>4. Theatre History (The Classics: Shakespeare)</p>	<ul style="list-style-type: none"> • What was Elizabethan Theatre like before Shakespeare? • Why do so many students and adults claim to dislike Shakespeare? • Are Shakespeare’s plays relevant today? • Was Shakespeare a “genius”? • How does studying Shakespeare in English class differ from studying Shakespeare in an acting class? 	<ul style="list-style-type: none"> • Globe Theatre production: <i>The Taming of the Shrew</i> • PBS Shakespeare Uncovered: <i>The Taming of the Shrew</i> • Elizabethan and Shakespearian theatre crash course • “Around Shakespeare’s World” activity • Shakespearian insults • Word order activity • Sonnet group translation • “How Do I Approach Shakespeare?” • Partner sonnet translation and performance
<p>5. Theatre History (1590-1950, Contemporary Acting)</p>	<ul style="list-style-type: none"> • How did theatre history shape the practices and styles of contemporary theatre? • What is an actor’s “tool box”? • How does psychology play a role in the theatre world? • Is theatre still important? Why? • How has your acting changed since the beginning of class? 	<ul style="list-style-type: none"> • Introduction to contemporary theatre • Sense memory workshop • Actor relaxation workshop • Acting styles activity • Mirroring • Playwriting with a partner • Play selection • Contemporary scene performance • Mock Audition: Take 2 • Final evening showcase

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Fine and Performing Arts Curriculum Guide Overview

Curriculum Guide

Curriculum guides are public documents aligned with the Massachusetts Department of Education Curriculum Frameworks. They outline and highlight the set of standards that students will learn within certain disciplines at each grade level. Curriculum guides are intended for teachers, parents, and the wide school community to provide an overview of the course of study for the year.

Curriculum Map

Curriculum maps are internal documents utilized as planning tools for teachers and administrators. Curriculum maps keep a focus on the end-of-year standards and chart a course for teaching and learning over the year. They are typically organized by month and/or marking period and may include: genres/topics or units of study, methods of assessment, and major content resources. Maps are fluid documents that are revised and revisited regularly to ensure students' needs are being met.

Content Standards

The standards used as the foundation of our curriculum come directly from the Massachusetts Arts Curriculum Framework. State standards may be viewed here: <http://www.doe.mass.edu/frameworks/>

Standards for Artistic Practice

The standards for artistic practice describe the processes and skills students learn as practitioners throughout the elementary, middle, and high school years in order to achieve artistic literacy. Based on the processes presented in the 2014 *National Core Arts Standards*, these practices are grouped into four clusters that focus on creating, presenting/performing, responding, and connecting across the five arts disciplines (dance, media arts, music, theater, and visual arts)."
- *MA Arts Curriculum Framework 2019*, p.20

Essential Questions

Essential questions are questions that are not answerable with an easy answer or a simple instruction. The purpose of essential questions is to provide opportunities for inquiry into learning and act as an umbrella to anchor the unit/lesson.

Key Activities

Key activities are examples of the instructional contexts and structures for learning that students and teachers *might* be engaged in during arts instruction. Those listed represent a sampling and the list is in no way exhaustive. The list is not intended to mandate or require certain types of instruction at any given time, merely to suggest best practices.