Acting II   1 Semester

State Standards:

Standard 1: Developing Scripts

Standard 2: Directing Theatrical Activities

Standard 3: Developing Acting Skills

Standard 4: Designing and Producing Theatre

Standard 5: Evaluating and Reflecting on the Characteristics and Merits of Dramatic Content and Theatrical Forms in their Work and that of Others

Benchmarks:

1.p2	**Knows how to write record, and revise improvised dialogue to develop a script.**
2.e2	**Produces a play from audition through performance**
2.e3	**The student collaborates with technical staff and production**
3.p1	**Imagines and clearly describes characters and their relationships.**
3.p2	**Uses variations of voice, movement, and gesture to create specific characters.**
3.p3	**Knows the basic skills of performance.**
3.a1	**Analyzes characters and scene structure within a script**
3.a2	**Uses physical techniques to create a character**
3.a4	**Knows how to work within an effective acting ensemble**
3.e2	**Evaluates use of physical techniques to create a character.**
3.e4	**Creates an effective acting ensemble**
4.p3	**Creates accessories needed for classroom plays and staged productions**
4.a3	**Creates accessories for a self designed script.**
5.p1	**Analyzes and evaluates the dramatic elements that work and why, in performances and electronic media**
5.p2	**Explains how and why personal meanings and emotional responses to performances apply self and society.**
5.e2	**Compares critics' evaluations of performances with personal meanings and emotional responses**
5.a4	**Analyzes how audience responses affect the criticism of performances.**
5.e4	**Analyzes how criticism affects audience responses toward performances**

Indicators:

1.p2.1	**Improvises a scene that effectively applies the basic elements of theatre**
2.e2.1	**Demonstrates taking a play from page to stage.**
2.e3.1	**Effectively collaborates by coordinating the work of all staff, designers, and performers to create a unified production**
3.p1.2	**Role plays a character who interacts with and responds to a specific situation**
3.p1.7	**Creates characters from a published script.**
3.p1.8	**Identifies points where characters make choices within scenes and how their interaction impacts their choices.**
3.p1.11	**Demonstrates clear physical and vocal projection.**
3.p2.1	**Develops clear vocal and physical characterization during rehearsal and presents it in performance.**
3.p3.1	**Uses effective memorization that includes lines and cues.**
3.p3.3	**Uses the vocabulary of stage directions.**
3.a1.1	**Analyzes the physical, emotional, and social dimensions of characters found in various dramatic texts**
3.a1.2	**Embodies analysis in performance**
3.a2.1	**Demonstrates voice, movement, and gesture that are appropriate for character portrayal and consistent throughout a performance**
3.a2.3	**Monitors and evaluates strengths and weaknesses in the development of physical, vocal, and**

movement techniques.

3.a4.1 Places ensemble goals before personal goals
3.a4.2 Meets schedules and deadlines
3.a4.3 Identifies a specific personal goal for each successive rehearsal
3.a4.6 Participates in developing trust and team building exercises
3.e4.1 Provides leadership in the creation and maintenance of the production ensemble.
4.p3.3 Collects costumes needed for a production.
4.p3.6 Studies facial features of a character and practices basic makeup techniques by applying makeup
4.a3.1 Assists in effectively creating and collecting the functional scenery, properties, lighting, sound, costumes, and makeup needed for a production.
5.p1.3 Defends and justifies personal evaluations of one's own and others' performances
5.p2.2 Compares characters' situations in plays/performances with personal experiences.
5.e2.1 Recognizes why critics' responses are different and at times similar to personal interpretations of works.
5.e2.2 Compares critics' evaluations with personal views
5.e2.3 Defends personal meanings and interpretations of performances in light of critics' reviews
5.a4.2 Recognizes the distinctions in performances based on audience response.
5.e4.3 Evaluates audience's response in relationship to actors' performance.

Prerequisites: Passing Grade in Acting I and Instructor Permission	**Suggested Activities:** - Selecting the subject for the play through script, film, and book study. - Comparing and contrasting different subjects for the play. - Studying play format and proper play writing format. - Studying expositional dialogue: what it is, what it does, how to recognize it, avoid it, and fix it. - Studying well written play dialogue: what it looks like, what it accomplishes, how to craft it. - Adaptation of other's works into an original dramatic script. - Writing and compilation of script pieces into a cohesive final copy. - Studying rehearsal steps in theatre. - Participate as a cast member in the original show by attending all rehearsals, memorizing lines, and putting on successful performances for the community and elementary schools. - Analyze character and use this analysis to make acting choices as well as create an original costume for the character.
Vocabulary:	
District Resources:	**Accommodations:** ESL/SPED Have clear expectations and class rules Avoid colloquial phrases and expressions Supplement discussion with visual cues Adhere to IEP and 504 accommodations
Approved Supplemental Resources: Copies of films and books of chosen subject for the semester	
Technology Source:	**Enrichment:** Script reading Film study Additional play attendance Makeup work
Assessment: Completion of the assignments necessary to mount a successful performance including: Performance Rehearsal Attendance Critiques Tests Quizzes Classwork Homework	

Classroom	District	State	Test Item Examples
129	USD #457	▲	