

## Acting (1640)

**Description** Acting 1640 is a course designed to aid students who are interested in performance. It covers such areas as script analysis, acting fundamentals, pantomime, characterization and improvisation. Emphasis is placed on performing and evaluating live theater.

**Credits** .5 credit

**Prerequisites** Introduction to the Theater 1630

**Textbooks/Resources** Abel, Lisa. *Theatre: Art in Action*. Glencoe, 2005.

Supplemental Text:  
Cohen, Robert. *Acting One*. McGraw Hill, 2001.

### Required Assessments

**Board Approved** May 2004  
**Revised**

### AASD Theater Goals for K-12 Students

- Recognize the interrelatedness of all elements of theater as it relates to the human experience.
- Apply the elements of theatrical performance including acting technique, movement, voice, and character development.
- Become proficient in the analysis of theatrical texts through the reading and study of composition and structure of dramatic literature and the development of a working knowledge of vocabulary unique to the theater.
- Understand the evolution of theater over time from its earliest beginnings in pre-history to the present day.
- Develop a working knowledge of all aspects of technical production for the stage including, scenic design, lighting, sound, costume, and makeup.
- Gain an appreciation for the theatrical process and the interdisciplinary nature of theater.
- Utilize a variety of higher level cognitive skills including problem solving, critical thinking, collaboration, time management, and creative discipline.
- Apply techniques of the writing process to produce a variety of written theatrical expressions such as script development, play reviews, and personal reflections.
- Appreciate the theater as an art form both as an active participant and as an engaged and educated observer.

## AASD Theater Standards for Students K-12 Students

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|------------------------------|---|
| I. Play Reading and Analysis | <ul style="list-style-type: none"> <li>A. Attend a live theatrical performance and be able to explain the personal meaning derived from the experience, and be able to analyze, evaluate, and create meaning in a broader social and cultural context in either written or oral form.</li> <li>B. Read a play and be able to analyze, evaluate, and create meaning in broader social and cultural context in either written or oral form.</li> </ul>  |
| II. Performance              | <ul style="list-style-type: none"> <li>A. Create a believable, sustained character exhibiting basic acting skills including physical and vocal technique in a presentation that shows their understanding of the emotional and psychological makeup of the character.</li> <li>B. Continue to create characters through physical movement, adapting movement and making physical choices to fit the requirements of the scene.</li> <li>C. Continue to create characters verbally, adapting language choices and dialogue to fit requirements of the scene.</li> <li>D. Continue to create characters that are appropriate to the context of the scene, using facial expressions.</li> <li>E. Continue to create characters (physically, verbally, and facially) from scripted scenes.</li> <li>F. Create a character (physically, verbally, and facially) based upon an original idea, playing the character for a sustained period of time.</li> <li>G. Articulate in written and oral form the character's wants, needs, and basic personality characteristics.</li> </ul>   |
| III. Research and Analysis   | <ul style="list-style-type: none"> <li>A. Write a critical review of a live theatrical event, its effect on the audience, and its potential impact in a broader social, historical, and cultural context.</li> <li>B. Select a play or theater-related event or individual and research the topic, gathering information from more than one source.</li> <li>C. Explain in writing the potential impact of a play on society and culture.</li> <li>D. Continue to research and synthesize information to help develop characters and the appropriate backgrounds for presentations.</li> </ul>  |
| IV. Analysis of Process      | <ul style="list-style-type: none"> <li>A. Demonstrate increased understanding of strengths ("what worked") and weaknesses ("what didn't work") in character work and scenes presented in class.</li> <li>B. Reflect on and assess their own work and the work of others.</li> <li>C. Continue to share their comments constructively and supportively within the group.</li> </ul>  |
| V. Theater Production        | <ul style="list-style-type: none"> <li>A. Create an original scene that includes the appropriate exposition, rising action, problem, conflict, crisis, and solution.</li> <li>B. Script their scene using proper script format.</li> <li>C. Analyze a play and determine appropriate setting, lighting, sound, costume, and make-up requirements.</li> <li>D. Research and design at least one element of a play (sets, costumes, make-up, lights, and/or sound).</li> <li>E. Demonstrate in written or oral form, an understanding of theater management in the successful promotion of Theater production.</li> <li>F. Direct a scene for presentation.</li> <li>G. Make decisions regarding the scene's visual elements (such as where doors are located or where the audience will sit).</li> <li>H. Plan the blocking patterns of the dramatic presentation (placement and movement of actors within a scene) and guide the actors through their blocking.</li> <li>I. Create a rehearsal schedule, planning and organizing all rehearsals and deadlines until the performance.</li> <li>J. Rehearse and perform the scene for an audience.</li> </ul> |

Essential Learning Objectives	Performance Indicators	Classroom Assessments
1. <b>Explore acting fundamentals.</b>	<b>Performance will be satisfactory when the student:</b> <ol style="list-style-type: none"> <li>identifies and applies fundamental acting terms.</li> <li>recognizes the importance of intuition, imagination, vulnerability, and observation in building a character.</li> <li>demonstrates emotional empathy, range, and honesty in characterizations.</li> <li>demonstrates responsive and expressive physical and vocal acting abilities.</li> <li>demonstrates effective approach/process to “layering”/building a character.</li> <li>recognizes different approaches to schools of acting.</li> </ol>	<ul style="list-style-type: none"> <li>Quizzes</li> <li>Tests</li> <li>Scene work (presentations)</li> <li>Journals</li> <li>Classroom critiques</li> <li>Video/Audio tape for self-evaluation</li> <li>Observation</li> <li>Character analyses</li> </ul>
<b>Objectives are linked to the following AASD Theater standards:</b> Performance; Play Reading/Analysis		
2. <b>Develop theatre etiquette.</b>	<b>Performance will be satisfactory when the student:</b> <ol style="list-style-type: none"> <li>identifies the role and responsibility of the audience in a live production.</li> <li>explores theatre etiquette as it applies to actors and relations with all other members of the production company.</li> </ol>	<ul style="list-style-type: none"> <li>Observation</li> </ul>
<b>Objectives are linked to the following AASD Theater standards:</b> Performance		
3. <b>Develop artistic discipline and integrity.</b>	<b>Performance will be satisfactory when the student:</b> <ol style="list-style-type: none"> <li>recognizes interpersonal needs of other actors and responds with sensitivity, trustworthiness, and “other centered” approach to acting partners.</li> <li>fulfills all acting tasks (learning staging, memorizing lines, script analysis) in a thorough and timely fashion.</li> <li>recognizes the desirability to create unique artistic choices, rather than copying those of other performers/directors.</li> </ol>	<ul style="list-style-type: none"> <li>Scene work (presentations)</li> <li>Character analyses (written work)</li> <li>Classroom critiques (by teacher and students)</li> <li>Journals</li> <li>Anecdotal notes</li> </ul>
<b>Objectives are linked to the following AASD Theater standards:</b> Performance		

Essential Learning Objectives	Performance Indicators	Classroom Assessments
<p>4. <b>Analyze dramatic literature.</b></p>	<p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>a. identifies the appropriate historical acting style needs from studying the text.</li> <li>b. recognizes and applies in written form and performance the script's requirements and possibilities for creating a character.</li> <li>c. develops physical movement and voice skills appropriate to analysis of script's style or genre.</li> </ul>	<ul style="list-style-type: none"> <li>• Character analysis (written work)</li> <li>• Scene work (presentations)</li> <li>• Demonstrations</li> <li>• Journals</li> <li>• Classroom critiques (by teacher and students)</li> <li>• Tests</li> <li>• Quizzes</li> </ul>
<p><b>Objectives are linked to the following AASD Theater standards:</b> Performance; Play Reading/Analysis; Research &amp; Analysis</p>		
<p>5. <b>Develop group skills.</b></p>	<p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>a. recognizes the interdependency of all members of an acting ensemble/duo.</li> <li>b. develops effective rehearsal skills including mutual respect for all company members/duo partners.</li> <li>c. recognizes the importance of synergistic problem solving approaches and solutions to creating a show/scene as a group/duo.</li> <li>d. recognizes and applies understanding of their role within the company/duo.</li> </ul>	<ul style="list-style-type: none"> <li>• Scene work (presentations)</li> <li>• Classroom activities</li> <li>• Journals</li> <li>• Observation</li> <li>• Classroom critiques (teacher and students)</li> <li>• Demonstrations</li> </ul>
<p><b>Objectives are linked to the following AASD Theater standards:</b> Performance</p>		
<p>6. <b>Develop critical evaluation skills.</b></p>	<p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>a. identifies and explains clearly, both verbally and in writing, those acting qualities of a performance that work and those which are not effective.</li> <li>b. compares and contrasts the strengths and weaknesses of the acting from one performance or production with those of another.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussions</li> <li>• Written assignments</li> <li>• Journals</li> <li>• Anecdotal notes</li> <li>• Classroom critiques (teachers and students)</li> </ul>
<p><b>Objectives are linked to the following AASD Theater standards:</b> Performance; Analysis of Process</p>		

Essential Learning Objectives	Performance Indicators	Classroom Assessments
<p>7. <b>Explore range of acting emphases.</b></p>	<p><b>Performance will be satisfactory when the student:</b></p> <p>a. explores acting careers (including skills needed, prerequisites, and training).</p> <p>b. recognizes and participates in the classroom in some of the wide range of potential acting specialties (including traditional theatre, clowning, mime, improvisation, stage combat, magic, children’s musical theatre, standup comedy, acting for TV and film, puppetry, liturgical theatre, performance art).</p>	<ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Journals</li> <li>• Written assignments</li> <li>• Discussions</li> <li>• Class projects</li> <li>• Demonstrations</li> <li>• Presentations</li> </ul>
<p><b>Objectives are linked to the following AASD Theater standards:</b> Performance</p>		

**Resources and learning activities that address course objectives:**