

**Hoboken Public Schools**

**Principals of Acting-Theatre One  
Curriculum**



# Principals of Acting-Theatre I

HOBOKEN PUBLIC SCHOOLS

## Course Description

This course is designed to introduce students to scene study, directing, and characterization, while still building on skills of improvisation. Students begin the course by working as an ensemble to create improved scenes that plan and present movements and execute stage directions. Students will then become familiar with acting techniques created by Stanislavski to create believable objectives and actions in order to generate physical and emotional involvement. These techniques will help students to master the understanding of character development and analysis. Students will perform monologues for their mid-term projects with emphasis placed on given circumstances, character objective, beat by beat analysis, and emotional memory recall. They will apply this knowledge to their final exam in which students will perform a ten minute paired scene in front of an audience.

## Course Resources

### Unit One

- Drama Games For Classrooms and Workshops Book
- 112 Acting Games Book
- Theatre Games for Young Performers Book

### Unit Two

1. Improv Idea: A Book of Games and Lists
2. Theatre Games for the Classroom Viola Spolin
3. Improvisation for the Theater Viola Spolin

### Unit Three

- Basic Drama Projects Textbook
- Multitudes of Handouts

### Unit Four

- Stanislavski in Practice: Exercises For Students Textbook
- The Stanislavski Secret: A Way of Thinking Textbook

### Unit Five

- The Essential Theatre Textbook
- Theatre Brief Version Textbook
- The Necessary Shakespeare Textbook
- A Musical History Textbook
- The History of Theater DVD

## Unit Six

- Basic Drama Projects Textbook
- Multitudes of Handouts

## Pacing Guide

Unit Titles	Time Frame
<b>Unit One: Team Building Exercises</b>	<b>4-6 Weeks</b>
<b>Unit Two: Improvisation</b>	<b>4-6 Weeks</b>
<b>Unit Three: Block &amp; Theatre Terminology</b>	<b>3-4 Weeks</b>
<b>Unit Four: Character Development/Stanislavski</b>	<b>18-20 Weeks</b>
<b>Unit Five: Theatre History</b>	<b>3-4 Weeks</b>
<b>Unit Six: Interpreting Theatre and Aesthetics</b>	<b>3-4 Weeks</b>

## Unit 1 – The Creative Process: Technical Scripted Scene Work

4-6 Weeks

### Unit 1 Overview

In this unit, students will be able to execute and implement voice articulation, team building skills, and self-confidence by performing/standing up in front of the class through team building exercises.

### Essential Questions

- How does movement and voice communicate emotion to engage an audience?
- Through creating theatre experiences how can I better understand myself and the world?
- How do we evaluate our own work and or successfully evaluate the work of others?
- How is collaboration meaningful in the creative process?

### Essential Learning Outcomes

- Students will be able to execute and implement voice articulation, team building skills, and self-confidence by performing/standing up in front of the class through team building exercises.

### Technology Infusion

- 8.1.12.A.4: Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts, and data from all worksheets to convey the results.

### Standards Addressed

- 1.1.12.C.2: Formulate a process of script analysis to identify how the physical, emotional, and social dimensions of a character are communicated through the application of acting techniques.
- 1.3.12.C.1: Create plays that include well-structured plots and subplots, clear thematic intent,

- original characters, and technical theatrical elements appropriate to a variety of theatrical genres.
- 1.3.12.C.2: Create and evaluate performances by citing evidence of specific physical choices, sustained vocal techniques, and clearly motivated actions.
  - 1.4.12.B.1: Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of theatre and multimedia artwork from diverse cultural contexts and historical eras.

## **Differentiation**

### **Struggling Learners**

- Partnered with a peer leader
- Typed handout with all the information that was gone over in each lesson.
- Extra time allowed for activities based on the work ethic in class.
- Repeated oral instruction.
- Un-timed tests
- Assignments broken down into small chunks, which provide clarity instead of one big assignment.
- Create visuals for lectures so all information is not just orally spoken
- Provide cooperative learning opportunities

**On Level Learners** - Follow unit lessons accordingly

### **Advanced Learners**

- Peer Lead a student that may be struggling.
- Create more than one scenario/interdisciplinary connection for all activities so that they are being challenged and do not finish earlier than the rest of the class.
- Create challenging, independent projects where attention span will be held.
- Create flexible grouping for activities.
- Allow students to lead group based learning so that they are becoming self-regulated learners in a classroom environment.

### **ESL**

- Partnered with a Peer Leader
- Typed handout with all the information that was gone over in each lesson.
- Extra time allowed for activities based on the work ethic in class.
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- Assignments broken down into small chunks, which provide clarity instead of one big assignment.
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- Provide cooperative learning opportunities.
- 

### **Assessments**

- Daily Participation
- Reflective Journals
- Formative Assessment

- Peer Evaluation
- Self Reflection
- Student teaching/leading the class in exercises

## **21<sup>st</sup> Century Learning Connection**

- Creativity & Innovation
- Critical Thinking & Problem Solving
- Communication & Collaboration
- Life & Career Skills

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## **Unit 2 Improvisation**

4-6 Weeks

### **Unit 2 Overview**

In this unit, students will be able to understand the basics and importance of improvisation by working collaboratively with others after identifying the principal elements of improvisation. Students will be able to demonstrate movement, voice, and body to create improvisation scenes by thinking quick on their feet, listening to their partners, and working collaboratively with others.

### **Essential Questions**

- How does movement and voice communicate emotion to engage an audience?
- Through creating theatre experiences how can I better understand myself and the world?

### **Essential Learning Outcomes**

- Students will be able to understand the basics and importance of improvisation by working collaboratively with others after identifying the principal elements of improvisation.
- Students will be able to demonstrate movement, voice, and body to create improvisation scenes by thinking quick on their feet, listening to their partners, and working collaboratively with others.

### **Technology Infusion**

- 8.1.12.A.4: Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts, and data from all worksheets to convey the results.
- 8.1.12.D.1: Demonstrate appropriate application of copyright, fair use and /or creative commons to an original work.

### **Standards Addressed**

- 1.1.12.C.2: Formulate a process of script analysis to identify how the physical, emotional, and social dimensions of a character are communicated through the application of acting techniques.
- 1.3.12.C.1: Create plays that include well-structured plots and subplots, clear thematic intent, original characters, and technical theatrical elements appropriate to a variety of theatrical genres.
- 1.3.12.C.2: Create and evaluate performances by citing evidence of specific physical choices, sustained vocal techniques, and clearly motivated actions.
- 1.4.12.B.1: Formulate criteria for arts evaluation using the principles of positive critique and

observation of the elements of art and principles of design, and use the criteria to evaluate works of theatre and multimedia artwork from diverse cultural contexts and historical eras.

## **Differentiation**

### **Struggling Learners**

- Partnered with a peer leader
- Typed handout with all the information that was gone over in each lesson.
- Extra time allowed for activities based on the work ethic in class.
- Repeated oral instruction.
- Un-timed tests
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- Create visuals for lectures so all information is not just orally spoken
- Provide cooperative learning opportunities

**On Level Learners** - Follow unit lessons accordingly

### **Advanced Learners**

- Peer Lead a student that may be struggling.
- Create more than one scenario/interdisciplinary connection for all activities so that they are being challenged and do not finish earlier than the rest of the class.
- Create challenging, independent projects where attention span will be held.
- Create flexible grouping for activities.
- Allow students to lead group based learning so that they are becoming self-regulated learners in a classroom environment.

## **ESL**

- Partnered with a Peer Leader
- Typed handout with all the information that was gone over in each lesson.
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- Assignments broken down into small chunks, which provide clarity instead of one big assignment.
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- Provide cooperative learning opportunities

## **Assessments**

- Daily Participation
- Reflective Journals
- Quizzes
- Formative Assessment
- Peer Evaluation
- Self Reflection
- Student teaching/leading the class in exercises

## **21<sup>st</sup> Century Learning Connection**

- Creativity & Innovation

- Critical Thinking & Problem Solving
- Communication & Collaboration
- Life & Career Skills

### **Unit 3 – Blocking & Theatre Terminology**

8 Weeks

#### Unit 3 Overview

In this unit, Students will be able to understand, define, and demonstrate body positions for an actor. Students will be able to identify, memorize, and demonstrate areas of the stage for both a director and actor. Students will be able to create and sketch expressions of thoughts, feelings, and characters through body positions and plotted stage directions.

#### **Essential Questions**

- How do we evaluate our own work and or successfully evaluate the work of others?
- How does the word collaboration play a role in theatre?
- How do theatre practices reveal human creativity?

#### **Essential Learning Outcomes**

- Students will be able to understand, define, and demonstrate body positions for an actor.
- Students will be able to identify, memorize, and demonstrate areas of the stage for both a director and actor.
- Students will be able to create and sketch expressions of thoughts, feelings, and characters through body positions and plotted stage directions.

#### **Standards Addressed**

- 1.1.12.C.2: Formulate a process of script analysis to identify how the physical, emotional, and social dimensions of a character are communicated through the application of acting techniques.
- 1.3.12.C.1: Create plays that include well-structured plots and subplots, clear thematic intent, original characters, and technical theatrical elements appropriate to a variety of theatrical genres.
- 1.3.12.C.2: Create and evaluate performances by citing evidence of specific physical choices, sustained vocal techniques, and clearly motivated actions.
- 1.4.12.B.1: Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of theatre and multimedia artwork from diverse cultural contexts and historical eras.
- 1.4.12.A.2: Speculate on the artist’s intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.

#### **Technology Standards**

- 8.1.12.F.1: Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal, and or social needs.
- 8.2.12.B.4: Investigate a technology used in a given period of history, e.g., stone age, industrial revolution or information age, and identify their impact and how they may have changed to meet human needs and wants.

#### **Differentiation**

## **Struggling Learners**

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- Create visuals for lectures so all information is not just orally spoken
- Provide cooperative learning opportunities

**On Level Learners** - Follow unit lessons accordingly

## **Advanced Learners**

- Peer Lead a student that may be struggling.
- Create more than one scenario/interdisciplinary connection for all activities so that they are being challenged and do not finish earlier than the rest of the class.
- Create challenging, independent projects where attention span will be held.
- Create flexible grouping for activities.
- Allow students to lead group based learning so that they are becoming self-regulated learners in a classroom environment.

## **ESL**

- Partnered with a Peer Leader
- Typed handout with all the information that was gone over in each lesson.
- Extra time allowed for activities based on the work ethic in class.
- Repeated oral instruction.
- Un-timed tests
- Assignments broken down into small chunks, which provide clarity instead of one big assignment.
- Create visuals for lectures so all information is not just orally spoken.
- Provide cooperative learning opportunities

## **Assessments**

- Daily Participation
- Reflective Journals
- Projects
- Acting out Scenes
- Quizzes
- Formative Assessment
- Peer Evaluation
- Self Reflection

## **21<sup>st</sup> Century Learning Connection**

- Creativity & Innovation
- Critical Thinking & Problem Solving
- Communication & Collaboration



- Life & Career Skills
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## **Unit 4 – Character Development/Stanislawski**

3-4 Weeks

### **Unit 4 Overview**

In this unit, Students will be able to interpret the relationship between the actor's physical and vocal choices and an audience's perception of character development by identifying examples of vocal variety, concentration, and given circumstances. Students will be able to identify the given circumstances of each situation in the Stanislavski Method. Students will be able to describe their behavior in pursuit of a simple task by choosing circumstances that necessitate an entrance from the wings into the playing area, and then back into the wings again. Students will be able to build and create a number of characters with different objectives in a series of different given circumstances. Students will be able to execute through truth and belief, circumstances in which actions take place on stage. Students will be able to build imaginary circumstances in which the action takes place by specifically creating a why, where, when, and who to each Stanislavski method exercise. Students will be able to create an improvisational situation that contains the same memory that was previously recalled and perform that emotion in front of the class. Students will be able to interpret the plot structure and the thematic, technical, and dramaturgical elements within scenes from plays

### **Essential Questions**

- How does movement and voice communicate emotion to engage an audience?
- How do we evaluate our own work and or successfully evaluate the work of others?

### **Essential Learning Outcomes**

- Students will be able to interpret the relationship between the actor's physical and vocal choices and an audience's perception of character development by identifying examples of vocal variety, concentration, and given circumstances.
- Students will be able to identify the given circumstances of each situation in the Stanislavski Method.
- Students will be able to describe their behavior in pursuit of a simple task by choosing circumstances that necessitate an entrance from the wings into the playing area, and then back into the wings again.
- Students will be able to build and create a number of characters with different objectives in a series of different given circumstances.
- Students will be able to execute through truth and belief, circumstances in which actions take place on stage.
- Students will be able to build imaginary circumstances in which the action takes place by specifically creating a why, where, when, and who to each Stanislavski method exercise.
- Students will be able to create an improvisational situation that contains the same memory that was previously recalled and perform that emotion in front of the class.
- Students will be able to interpret the plot structure and the thematic, technical, and dramaturgical elements within scenes from plays

## **Standards Addressed**

- 1.1.12.C.2: Formulate a process of script analysis to identify how the physical, emotional, and social dimensions of a character are communicated through the application of acting techniques.
- 1.3.12.C.1: Create plays that include well-structured plots and subplots, clear thematic intent, original characters, and technical theatrical elements appropriate to a variety of theatrical genres.
- 1.3.12.C.2: Create and evaluate performances by citing evidence of specific physical choices, sustained vocal techniques, and clearly motivated actions.
- 1.4.12.B.1: Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of theatre and multimedia artwork from diverse cultural contexts and historical eras.
- 1.4.12.A.2: Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.

## **Technology Standards**

- 8.1.12.A.4: Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts, and data from all worksheets to convey the results.
- 8.1.12.D.1: Demonstrate appropriate application of copyright, fair use and /or creative commons to an original work

## **Differentiation**

### **Struggling Learners**

- Partnered with a peer leader
- Typed handout with all the information that was gone over in each lesson.
- Extra time allowed for activities based on the work ethic in class.
- Repeated oral instruction.
- Un-timed tests
- Assignments broken down into small chunks, which provide clarity instead of one big assignment.
- Create visuals for lectures so all information is not just orally spoken
- Provide cooperative learning opportunities

**On Level Learners** - Follow unit lessons accordingly

### **Advanced Learners**

- Peer Lead a student that may be struggling.
- Create more than one scenario/interdisciplinary connection for all activities so that they are being challenged and do not finish earlier than the rest of the class.
- Create challenging, independent projects where attention span will be held.
- Create flexible grouping for activities.
- Allow students to lead group based learning so that they are becoming self-regulated learners in a classroom environment.

## **ESL**

- Partnered with a Peer Leader
- Typed handout with all the information that was gone over in each lesson.
- Extra time allowed for activities based on the work ethic in class.

- Repeated oral instruction.
- Un-timed tests
- Assignments broken down into small chunks, which provide clarity instead of one big assignment.
- Create visuals for lectures so all information is not just orally spoken.
- Provide cooperative learning opportunities

### **Assessments**

- Daily Participation
- Reflective Journals
- Projects
- Quizzes
- Formative Assessment
- Peer Evaluation
- Self Reflection
- Acting out Monologues
- Acting out Scenes

### **21<sup>st</sup> Century Learning Connection**

- Creativity & Innovation
- Critical Thinking & Problem Solving
- Communication & Collaboration
- Life & Career Skills

## **Unit 5 – Theatre History**

3-4 Weeks

### Unit 5 Overview

In this unit, students will be able to gain knowledge about the history of theater by each selecting a theater tradition from around the world and orally presenting on their topic after researching it in class, in the school library, and on their own. Students will be able to formulate a research question to answer in their investigation based on their chosen topic. Students will be able to collect research including textual information, viewed performances, and visual materials for presentation. Students will be able to use theatre arts to explore concepts in world history and relate them to significant events, ideas, and movements from a global context.

### **Essential Questions**

- How has technology changed the arts?
- How can understanding technological advances in theatre help create accurate set designs?

### **Essential Learning Outcomes**

- Students will be able to gain knowledge about the history of theater by each selecting a theater tradition from around the world and orally presenting on their topic after researching it in class, in the school library, and on their own.
- Students will be able to formulate a research question to answer in their investigation based on their chosen topic.
- Students will be able to collect research including textual information, viewed performances, and visual materials for presentation.

- Students will be able to use theatre arts to explore concepts in world history and relate them to significant events, ideas, and movements from a global context.

### **Standards Addressed**

- 1.1.12.C.3: Apply the basic physical and chemical properties (e.g., light, electricity, color, paint, scenic construction, costumes, makeup, and audio components) inherent in technical theatre to safely implement theatre design.
- 1.1.12.C.1: Analyze examples of theatre's influence on history and history's influence on theatre in Western and non-Western theatre traditions.
- 1.2.12.A.1: Determine how theatre has influenced world cultures throughout history.
- 1.2.12.A.2: Justify impact of innovations in arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.

### **Technology Standards**

- 8.1.12.F.1: Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.
- 8.2.12.B.4: Investigate a technology in a given period of history, e.g., stone age, industrial revolution or information age, and identify their impact and how they may have changed to meet human needs and wants.
- 8.2.12.C.2: Analyze a product and how it has changed or might change over time to meet human needs and wants.

### **Differentiation**

#### **Struggling Learners**

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- Extra time allowed for activities based on the work ethic in class.
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- Un-timed tests
- Assignments broken down into small chunks, which provide clarity instead of one big assignment.
- Create visuals for lectures so all information is not just orally spoken
- Provide cooperative learning opportunities

**On Level Learners** - Follow unit lessons accordingly

#### **Advanced Learners**

- Peer Lead a student that may be struggling.
- Create more than one scenario/interdisciplinary connection for all activities so that they are being challenged and do not finish earlier than the rest of the class.
- Create challenging, independent projects where attention span will be held.
- Create flexible grouping for activities.
- Allow students to lead group based learning so that they are becoming self-regulated learners in a classroom environment.

#### **ESL**

- Partnered with a Peer Leader
- Typed handout with all the information that was gone over in each lesson.

- Extra time allowed for activities based on the work ethic in class.
- Repeated oral instruction.
- Un-timed tests
- Assignments broken down into small chunks, which provide clarity instead of one big assignment.
- Create visuals for lectures so all information is not just orally spoken.
- Provide cooperative learning opportunities

### **Assessments**

- Daily Participation
- Reflective Journals
- Projects
- Quizzes
- Formative Assessment
- Peer Evaluation
- Self Reflection

### **21<sup>st</sup> Century Learning Connection**

- Creativity & Innovation
- Critical Thinking & Problem Solving
- Communication & Collaboration
- Life & Career Skills

## **Unit 6 – Interpreting Theatre and Aesthetics**

3-4 Weeks

### Unit 6 Overview

In this unit, students will be able to illustrate appropriate theatre etiquette as a member of an audience, as a performer, and as a technician. Students will be able to learn how to critically and aesthetically analyze works in dramatic literature and the performing arts such as props, costumes, sets, and subtext in order to explain artistic intent in a work of art.

### **Essential Questions**

- How do we evaluate our own work and or successfully evaluate the work of others?
- How do theatrical experiences communicate or move an audience?
- How does theatre have an impact on the human experience?

### **Essential Learning Outcomes**

- Students will be able to illustrate appropriate theatre etiquette as a member of an audience, as a performer, and as a technician.
- Students will be able to learn how to critically and aesthetically analyze works in dramatic literature and the performing arts such as props, costumes, sets, and subtext in order to explain artistic intent in a work of art.

### **Standards Addressed**

- 1.4.12.A.1: Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of theatre.
- 1.4.12.A.2: Speculate on the artist’s intent, using discipline-specific arts terminology and citing

- embedded clues to substantiate the hypothesis.
- 1.4.12.A.3: Develop informed personal responses to an assortment of artwork across the four disciplines, using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.
  - 1.4.12.A.4: Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.
  - 1.4.12.B.1: Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of theatre and multimedia artwork from diverse cultural contexts and historical eras.

### **Technology Standards**

- 1.4.12.B.3: Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.
- 8.2.12.B.4: Investigate a technology used in a given period of history, e.g., stone age, industrial revolution or information age, and identify their impact and how they may have changed to meet human needs and wants.

### **Differentiation**

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- Provide cooperative learning opportunities

**On Level Learners** - Follow unit lessons accordingly

#### **Advanced Learners**

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- Create challenging, independent projects where attention span will be held.
- Create flexible grouping for activities.
- Allow students to lead group based learning so that they are becoming self-regulated learners in a classroom environment.

#### **ESL**

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- Typed handout with all the information that was gone over in each lesson.
- Extra time allowed for activities based on the work ethic in class.
- Repeated oral instruction.

- Un-timed tests
- Assignments broken down into small chunks, which provide clarity instead of one big assignment.
- Create visuals for lectures so all information is not just orally spoken.
- Provide cooperative learning opportunities

### **Assessments**

- Daily Participation
- Reflective Journals
- Formative Assessment
- Peer Evaluation
- Self Reflection
- Written Critiques

### **21<sup>st</sup> Century Learning Connection**

- Creativity & Innovation
- Critical Thinking & Problem Solving
- Communication & Collaboration
- Life & Career Skills