

Marlboro High School Curriculum Map
Course: Acting I/II

2015-2016

Grades: 9-12

Title/Topics (Unit organizing idea)	Concepts (Understanding)	Skills/Activities (What students actually do)	Assessment(Tests, projects, etc.)	Time Frame (Number of weeks)
Exposure to Performing/Group Discovery	-Students will step onstage or in front of their peers for possibly the first time. -They will work to gain comfort performing with and/or for an audience	-Ice Breaker Activities to help familiarize students with their peers -Improvisational Activities to give performance opportunities on a small scale	-Verbal critiques of peer performance	1 week SEPTEMBER
Theatre History: Greek Theatre	-Students will learn the origins of theatre -Students will study scenes from famous Greek tragedies -Students will use Greek Theatre ideas (masks, writing and acting out tragedies) and apply them	-Greek Theatre History packet with comprehension questions and vocabulary -Read "Oedipus Rex" brief overview, prologue, scene 1 and choral ode 1 -Greek Tragedy project packet -Greek Tragedy checkpoints	-Comprehension questions -Vocabulary worksheet and verbal application during unit -Greek Tragedy Packets- brainstorming, script writing, group work -Visual/Aural evaluation of group work and effort -Group Checkpoints-written work and goals throughout project -Performance Grade based on Rubric -Personal Critiques	5 weeks SEPTEMBER-OCTOBER
Intro to Pantomime	-Students will be introduced to the topic of pantomime (silent acting) -Students will learn pantomime vocabulary -Students will learn the elements of a good pantomime performance -Students will create or improvise their own pantomime scenes and characters	-Pantomime pairs improvise everyday scenes -Pantomime Comprehension questions -Improvised scenes -Pantomime Story Line activity (dissect and perform given scenes) -Mini-scene writing and performing -Character posing, posture expression -Pantomime Group Project Packets "Trapped": Brainstorm scene, write script, practice and perform -Written Project Critiques	-Visual assessment of effort and performance -Comprehension Questions -Group work evaluation -Verbal critique of pantomime character poses -Group Project checkpoints: brainstorm, script, rough performance -Group Project Final Performance rubric -Graded personal critiques	5 weeks OCTOBER-NOVEMBER

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Immersion into Improvisation performance and history	<ul style="list-style-type: none"> -Students will learn what makes a “good” improv -Students will be exposed to a myriad of improvisational game-like activities -Students will learn the history and origins of improvisation (Italian commedia dell’arte) -Students will perform both historical and modern improvisational scenes 	<ul style="list-style-type: none"> -Improvised scene practice in small groups -Improvisational games played -Commedia dell’arte history packet -Commedia dell’arte comprehension questions -Commedia dell’arte scene reading and scenario improvisation activity -Mini-project: create and perform commedia dell’arte scenes in small groups 	<ul style="list-style-type: none"> -Effort based grading for improvised scenes and games -Commedia dell’arte comprehension questions -Peer critiques of commedia dell’arte scenario improvisation -Commedia dell’arte mini-project rubric grading 	3 weeks NOVEMBER
Introduction to Monologues	<ul style="list-style-type: none"> -Students will write their own monologues based on specific criteria -Students will learn how to do an audition introduction -Students will review a famous monologue and dissect the parts -Students will choose an appropriate monologue for themselves, memorize and perform it for the class -Students will analyze their chosen monologue and create a written characterization of it 	<ul style="list-style-type: none"> -Awards Ceremony Speech monologue writing and performing (create Intro and Thank You speech) -Audition introduction -Charlie Brown monologue evaluation -Choose at least 2 appropriate monologues that could be performed for class -Characterization of chosen monologue -Classwork/practice time of monologue -Improv activities based on character from personal monologue (“Hot Seat” game) -Performance in class 	<ul style="list-style-type: none"> -Awards Speech performance graded on basic elements of acting (voice, movement, eye contact, etc) -Audition Intro graded based on projection and confidence -Personal Choice Monologues rubric graded -Characterization packets -Visual assessment of personal practice time -Memorization checkpoints -Participation grade based on improv activities 	6 weeks NOVEMBER-DECEMBER
Stage Basics- Vocabulary and Terminology of Theatre	<ul style="list-style-type: none"> -Introduction to Stage Directions -Difference types of stage set-up 	<ul style="list-style-type: none"> -Stage Direction scavenger hunt activity -Stage Direction worksheet 	<ul style="list-style-type: none"> -Visual assessment of stage directions activity -Written stage directions worksheet 	3 weeks JANUARY

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Stage Basics- Vocabulary and Terminology of Theatre (continued)	-Parts of the stage/auditorium	-Writing stage directions in script (modeling and on own) -Applying stage directions to unique scene of student's choosing -Worksheet on stage types/shapes and areas -Group activity modeling stage shapes with string	-Exit Ticket (Difference between stage and house) -Stage type recreation with string participation based grade -Stage area visits-written notes graded -End of Unit Test- written assessment	(cont'd)
Monologues- Comedic vs. Dramatic	-Students will study a variety of comedic monologues -Students will study a variety of dramatic monologues -Students will reflect on their preference of performing comedic vs. dramatic monologues	-Comedic monologue examples packet -Choice comedic monologue practice and performance Dramatic monologue examples packet -Choice dramatic monologue and performance -Personal Critique of individual performance and preference between comedic and dramatic monologues	-Comedic monologue performance rubric -Dramatic monologue performance rubric -Character analysis for each monologue -Personal Critique write-up -Informal evaluation of in-class practice -Memorization checkpoints	4 weeks JANUARY-FEBRUARY
Technical Theatre Overview	Students will get a brief overview of technical theatre professionals (props, lights, sound, makeup, hair, set design, costumes, etc.)	-Intro to Tech Theatre powerpoint/packet -Focus worksheets and videos for each profession -Visit of each drama club work area corresponding with specific interests	-Completed note sheets -In-class discussions -Participation in work area visits -Survey and ranking of personal interests in tech professions -Formal written description of tech theatre interests	2 weeks FEBRUARY-MARCH
Foundations of Acting: Scene Work	Students will demonstrate their understanding of acting foundations by application to an informal performance of a contemporary scene with a	-Good vs. Bad scene acting -Short poem writing -Stage direction review using room placement -Modeling of script blocking	-Class discussion participation -Evaluation of warm-up activity effort -Completed script blocking	4 weeks MARCH-APRIL

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Foundations of Acting: Scene Work (Cont'd)	partner.	<ul style="list-style-type: none"> -Worksheet on Character props and how to develop the list -Creating a visual picture of a character -Discovering acting objectives and how to adjust for them -In class rehearsal time with small groups with peer evaluation -Performance of scenes from a specific play (ie: "Almost Maine" by John Cariani) 	<ul style="list-style-type: none"> written in personal script -Character picture completed -Objective Detective game work -Peer evaluation completed (rubric/written) -In class performance of two person scenes 	(Cont'd)
Movement: Stage Combat	<ul style="list-style-type: none"> -Stage Combat SAFETY -Stage Break Falls -Combat pieces -Combat Choreography -Acting in the fight 	<ul style="list-style-type: none"> -Safety Presentation -Modeling and practice of stage break falls -Modeling and practice of major movements -Choreographing stage combat-writing it down, practice slowly (then at actual speed) and performance -Performance of fight for class 	<ul style="list-style-type: none"> -Showing safe practices at all times -Evaluation of effort and following directions -Visual evaluation of basic movements -Written assessment of choreography -Formal assessment of choreographed performance 	April (2 weeks)
Intro to Musical Theatre	Students will learn a basic history of musical theatre and apply this information to their previous theatre education	<ul style="list-style-type: none"> -History of Musical Theatre discussion and worksheet -Watch clips of many of the most popular musicals and compare them/take notes on each to help remember -Watch clips of silent films -Create silent film-like scenes based on music brought in by teacher 	<ul style="list-style-type: none"> -Musical Theatre History worksheet/quiz -Broadway game show participation -Silent film practice -Silent Film performance (formal) -Song as monologue performance 	4 weeks MAY

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Intro to Musical Theatre (cont'd)	(cont'd)	-Acting out a song as a monologue -Choreographing a short piece of a song	-Choreography practice -Choreographed performance	(cont'd)
End of Year	Review of concepts	Personal Choice monologue- practice and perform	Rubric grading for personal choice monologue	2 weeks JUNE