

PERFORMING ARTS DEPARTMENT

ADVANCED ACTING: COURSE #899

Contact Information

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The Department's Educational Philosophy

Education in the Arts plays a major role in three general areas of educational impact: societal, instructional and individual. Societally, students gain knowledge of events and historical movements that shaped society. Instructionally, the arts may help to develop critical and creative thinking skills. Individually, the arts can provide the means for communicating thoughts, emotions, and ideas that cannot otherwise be expressed.

Guiding Principles

For those students interested in developing skills in vocal, instrumental, and drama performance, the Performing Arts Department offers courses and activities of considerable variety. Performance material is selected to meet the varied needs and skill levels of the students, provide cultural enrichment for the students, provide aesthetic value for the students, make provision for technical growth of the students, provide for school and community service, and create interdisciplinary relationships.

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Course Frequency: One semester, five days a week

Credits Offered: 2.5 Credits

Prerequisites: Permission of instructor or Introduction to Acting

Background to the Curriculum

Drama is essential to the performing arts curriculum. ABRHS has had for many years a successful, award-winning drama program, including speech and debate and broadcasting, with courses in each area. The drama courses allow students to develop skills that are needed in all of these courses, and many students take the drama courses as a first step in their development of oral performance. The classes, therefore, aid those students who are interested in drama, as well as those students who are interested in both speech and debate and broadcast.

This class is for any student who has taken Introduction to Acting or who has experience in acting. This course will provide a more advanced curriculum in acting with a focus on character development and script analysis. This course includes work on voice, improvisation, body language, monologues and movement for the stage. Reading, analysis and performance of dramatic texts from various periods of theater history will be a part of the course. Students will have the opportunity to critique each other in scenes and perform for peers. A final evening performance of scenes will be produced for family and friends. Assignments will include reading and analysis of plays from various eras of theater history. Performance and analysis of scenes for peers will be a staple of the class. Acting styles will be studied periodically through the use of video and live performance. Students will be exposed to various acting styles, such as those of Sanford Meisner, Constantine Stanislavski, Viewpoints, Laban and Michael Chekov.

Core Topics/Questions/Concepts/ Skills

By the completion of this course of study, the student should be able to:

Continuation in development of acting skills

- Create and sustain believable character throughout a scripted or improvised scene.
- Consider costuming in development of character.
- Use vocal acting skills properly.
- Perform productively within an ensemble.
- Perform productively in a monologue.
- Continue to develop script and character analysis skills.
- Continue to develop the body and gesture to delineate character.

Reading and analyzing scripts

- Study scripts from a variety of genres and eras.
- Demonstrate an understanding of the playwright.

Technical Theatre

- Understand roles and responsibilities
- Analyze requirements.
- Research needs.
- Understand the relationship between technical aspects and on-stage performers.
- Apply safety procedures.

Critical Response

- Students will describe and analyze their own theatrical work and the work of others using appropriate theatre vocabulary. When appropriate, students will connect their analysis to interpretation and evaluation.

Course-End Learning Objectives

<u>Learning objectives</u>	<u>Corresponding state standards, where applicable</u>
<p>1. Begin to develop acting skills.</p> <ul style="list-style-type: none">• Create and sustain believable character throughout a scripted or improvised scene• Costuming considerations• Proper use of physical acting skills• Proper use of vocal acting skills• Character analysis• Perform productively within an ensemble <p>2. Read and analyze scripts</p> <ul style="list-style-type: none">• Study scripts from a variety of genres• Demonstrate an understanding of the playwright <p>3. Technical Theatre</p> <ul style="list-style-type: none">• Roles and responsibilities• Analyze requirements• Research of needs• Understand the relationship between technical aspects and on-stage performers• Apply safety procedures <p>4. Critical Response</p> <ul style="list-style-type: none">• Students will describe and analyze their own theatrical work and the work of others using appropriate theatre vocabulary.• When appropriate, students will connect their analysis to interpretation and evaluation.	<p>1.14 Create complex and believable characters through the integration of physical, vocal, and emotional choices.</p> <p>1.15 Demonstrate an understanding of a dramatic work by developing a character analysis.</p> <p>1.16 Perform in a variety of scenes and/or plays for invited audiences. Demonstrate an increased ability to work effectively alone and collaboratively with a partner or in an ensemble.</p> <p>1.18 Apply appropriate acting techniques and styles in performances of plays from a variety of dramatic genres and historical periods.</p> <p>1.19 Demonstrate a high level of consistency and believability in portraying characters on stage in formal dramatic productions.</p> <p>1.20 Demonstrate sensitivity to audience response.</p> <p>2.11 Read plays from a variety of genres and styles; compare and contrast the structure of plays to the structures of other forms of literature.</p> <p>2.12 Demonstrate an understanding of the playwright as a collaborating artist who works with the director, actors, designers, and technicians. Recognize and understand the roles and responsibilities of various technical personnel in creating and producing a theatrical performance. Read and analyze a play for its technical requirements, identifying points in the script that require the addition of a technical element.</p> <p>4.12 Conduct research to inform the design of sets, costumes, sound, and lighting for a dramatic production. <i>For example, students select a play from a particular historical period, genre, or style and conduct research using reference materials such as books, periodicals, museum collections, and the Internet to find appropriate examples of hairstyles, furnishings, decorative accessories, and clothing.</i> Demonstrate an understanding of the interrelationship between the technical aspects of production and the on-stage performers.</p>

	<p>Apply technical knowledge of safety procedures and practices in the theatre environment.</p> <p>5.13 Use group-generated criteria to assess their own work and the work of others.</p> <p>5.14 Demonstrate objectivity in assessing their personal abilities and creative endeavors.</p> <p>5.15 Demonstrate the ability to receive and act upon coaching, feedback, and constructive criticism.</p> <p>Devise specific methods for documenting and assessing one's own artistic development throughout participation in a theatre project.</p> <p>5.17 Document and reflect on their own work created over several years and identify successful approaches that could be applied in the development of future work.</p> <p>Research the ways in which other artists have used self-reflection to document and refine their work.</p>
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Assessment

Students will be assessed on the following:

- growth over the length of the course
- attainment of pre-stated goal
- journals
- ensemble scene work
- performance – all aspects including voice, body, memorization and characterization

Materials and Resources

Materials will be used from varying eras of theater literature ranging from Greek to present day contemporary. Dramatic literature for scene selections will be substantial in its educational value.