

Department of Equity, Curriculum and Instruction

Acting

Visual & Performing Arts

Grade 6

Elective Overview

Revised: July 2019

Approved by the Montclair Board of Education: August 2019



Montclair Public School Elective Overview

Instructional Plan

Course: Acting 6

Marking Period or Trimester: SEMESTER

Pacing: 15 weeks

NJSLs

VPA Standards:

NJSLS VPA 1.1 (The Creative Process) All students will demonstrate an understanding of the elements and principles that govern the creation of works in dance, music, theatre, and visual arts.

Theatre Strands:

- 1.1.8.C.2 Determine the effectiveness of various methods of vocal, physical, relaxation, and acting techniques used in actor training.
- 1.1.8.C.3. Differentiate among vocal rate, pitch, and volume, and explain how they affect articulation, meaning, and character.

NJSLS VPA 1.3 (Performance) All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works in dance, music, theatre, and visual arts

Theatre Strands:

- 1.3.8.C.1 Create a method for defining and articulating character objectives, intentions, and subtext, and apply the method to the portrayal of characters in live performances or recorded venues.
- 1.3.8.C.2 Create and apply a process for developing believable, multidimensional characters in scripted and improvised performances by combining methods of relaxation, physical and vocal skills, acting techniques, and active listening skills.

Framing the Learning

Timeframe	Big Ideas	Essential Questions	Enduring Understandings
3 class periods	Collaboration with actors is essential to successful ensemble work.	How do I develop trust and support fellow classmates as we create an ensemble? What does “sensory awareness” have to do with acting?	Working through an ensemble will make scene work successful.

	Simple concentration, relaxation, and a better use of ones senses can make a more successful actor.		-Concentration and relaxation are essential tools for an actor.
8 class periods	-Theatre history unit will introduce basic knowledge about Ancient Greek Theatre, Shakespearean Theater, and the evolution to present day theatre. -Playwrights from each era will be introduced, showing their contributions to the craft.	Which theatre artists have made a tremendous impact on the theatre world? Does style of acting change with the time period? What major technical developments in history have had an effect on theater as we know it today?	Theater History can be divided into 9 eras from 2160 BCE to the present. Knowledge of history contributes to the creation of a believable character. Each theatrical era builds upon the one before it.
16-18 class periods	-Actors can interpret character using their personal physical & vocal choices. -Analysis of character voice and posture is based on many factors (social status, job, situation, etc.) -Vocal choices (pitch, volume, tone, etc.) communicate character to the audience. -Scene creation gives actors the opportunity to use these tools to create character.	Can an actor convey meaning without talking? How do vocal choices change the actor's ability to create character? Why are warmups (vocal & physical) important to an actor?	Actors must work on physical & vocal skills to effectively portray a character. Observation of others can enhance an actor's performance.

Evidence of Learning

- Quizzes
- Scene work (rubric)
- Classroom discussion
- Journaling
- Exit tickets
- Self-Assessment

Activities

- Blind Walk: Explore the environment indoors or out without the sense of sight (learning to trust a sighted partner)
- Icebreaker: Students observe a person from afar and perform them in class
- Listening & Responding Activity: Students lose inhibitions while sharing a simple rhythm exercise with classmates
- “Where Game”: Establish in the shortest time possible, a setting (where) through pantomime
- Blind/Smell Activity: Focus on objects and their scent and identify them correctly sight unseen
- Stage Directions Tic-Tac-Toe—game that tests ability to figure out stage directions
- Pantomime exercises (What are you doing?)
- 3 Ss (Stretch, shake, strike)
- Rolldown
- Blocking Rehearsal
- Script Readthru
- “Hot seating”
- Scene Presentations

DIFFERENTIATION

Special Education	ELL	Intervention	Acceleration
<ul style="list-style-type: none"> ● Modify and accommodate as listed in student's IEP or 504 plan ● Prioritize instruction ● Utilize wait-time ● Ensure directions are clear and concise ● Utilize probing and clarifying questions ● Support instruction with scaffolding ● Model (provide step by step instructions) use of learning strategies ● Provide extended time for practice and review of learning strategies ● Identify, categorize, and teach words critical to understanding instructional texts ● Utilize multiple approaches to monitor student understanding ● Create rubrics to develop assessments ● Vary assessments ● Assign peer assisted reading and tutoring ● Provide individual help to all students ● Create opportunities for/Monitor peer collaboration ● Monitor student progress frequently ● Utilize flexible/cooperative grouping based on instructional goals ● Prioritize and chunk lengthy assignments ● Utilize assistive technology, when appropriate ● Provide ongoing, effective, specific feedback ● Model/Utilize graphic organizers ● Provide leveled reading materials ● Utilize visual aids and props (flashcards, pictures, symbols) when possible ● Utilize a multi-sensory approach to new topics 	<ul style="list-style-type: none"> ● Get to know student ● Set high expectations ● Learn/Utilize/Display some words in student's heritage language ● Allow electronic translator ● Reword, repeat, and clarify directions ● Determine student knowledge and level of understanding ● Research instruction that best matches student need ● Utilize ongoing informal assessments ● Refer to NJDOE Resources: https://www.state.nj.us/education/bilingual/resources/ ● NJDOE ELL Support Descriptions: https://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf <p>*Review Special Education list for additional recommendations.*</p>	<ul style="list-style-type: none"> ● Tiered Interventions following RtI framework ● RtI Intervention Bank ● Foundations Double-Dose (Tier II) ● LLI (Tier III) ● FFI Skill Report: DRA On-Line ● enVision intervention supports ● NJDOE resources 	<ul style="list-style-type: none"> ● Process should be modified: higher order thinking skills, open-ended thinking, discovery ● Utilize project-based learning for greater depth of knowledge ● Utilize exploratory connections to higher grade concepts ● Contents should be modified: abstraction, complexity, variety, organization ● Products should be modified: real world problems, audiences, deadlines, evaluation, transformations ● Learning environment should be modified: student-centered learning, independence, openness, complexity, groups varied

