

Intermediate Acting

Instructor(s):

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Course Description

Intermediate Acting is a continuation of Fundamentals of Acting, and is a course for students wishing to pursue more challenging roles. Intermediate Acting concepts include but are not limited to performance, various systems and theories of acting, spatial awareness, script analysis and development, development of a professional audition portfolio, and viewing live and recorded professional performances. Intermediate Acting students will execute skills that are more defined in the form of fully memorized, in-class presentations utilizing monologues and scene work with partners.

****THIS DOCUMENT IS SUBJECT TO CHANGE****

Year Long / 1 credit

Graduation Standards: (the number of the standard is referenced in the performance indicators listed in each unit.)

E. THEATRE

- A1 - Generate and conceptualize artistic ideas and work
- A2 - Organize and develop artistic ideas and work
- A3 - Refine and complete artistic work
- B1 - Select, analyze, and interpret artistic work for presentation
- B2 - Develop and refine artistic techniques for work and presentation
- B3 - Convey meaning through performance/presentation of artistic work
- C1 - Perceive and analyze artistic work
- C2 - Interpret intent and meaning in artistic work
- C3 - Apply criteria to evaluate artistic work
- D1 - Synthesize and relate knowledge and personal experiences to create art
- D2 - Relate artistic ideas and works with societal, cultural, and historical contexts to deepen understanding
- E1 - Develop and demonstrate disciplinary literacy

Unit 1	Classical Monologue Study
Summary	Students build on their previous study of monologue and audition skills by researching a Shakespearean play and selecting a monologue from it that is appropriate for their portfolio.
Performance Indicators Assessed in Unit	<ul style="list-style-type: none"> ● B1 - Select, analyze, and interpret artistic work for presentation ● B2 - Develop and refine artistic techniques for work and presentation ● C1 - Perceive and analyze artistic work ● E1 - Develop and demonstrate disciplinary literacy

Understandings:	Students will know...	Students will be able to...
<ul style="list-style-type: none"> The structure of a classical monologue Create a character using informed choices. Understand the character's "need to speak." 	<ul style="list-style-type: none"> The steps to approaching a character in a classical play. How to utilize previous knowledge of physicality and voice and build upon those skills for further exploration. 	<ul style="list-style-type: none"> Determine the need for the character to speak Create a character using informed choices. Recognize operative words within classical text.
Unit 2	Classical Scene Work Study	
Summary	Students build on their previous study of scene work skills by researching a Shakespearean play and staging a scene from it with a partner. The context of their research must influence their performance, as well as their understanding of key blocking and movement concepts.	
Performance Indicators Assessed in Unit	<ul style="list-style-type: none"> B3 - Convey meaning through performance/presentation of artistic work B2 - Develop and refine artistic techniques for work and presentation C2 - Interpret intent and meaning in artistic work E1 - Develop and demonstrate disciplinary literacy 	
Understandings:	Students will know...	Students will be able to...
<ul style="list-style-type: none"> Students will understand the given circumstances of a scene The importance of playing an objective The importance of playing a tactic 	<ul style="list-style-type: none"> The steps to approaching a character The importance of relating characters to each other How to utilize previous knowledge of physicality and voice and build upon those skills for further exploration. 	<ul style="list-style-type: none"> Determine how the given circumstances inform a scene and inspire choices. Memorize and perform a given scene
Unit 3	Staged Reading Study	
Summary	Students build upon their previous study of monologue and scene work skills by working together as an ensemble to present a staged reading of Charles Dickens' A Christmas Carol.	
Performance Indicators Assessed in Unit	<ul style="list-style-type: none"> D2 - Relate artistic ideas and works with societal, cultural, and historical contexts to deepen understanding E1 - Develop and demonstrate disciplinary literacy 	
Understandings:	Students will know...	Students will be able to...
<ul style="list-style-type: none"> The inner-workings of staged reading 	<ul style="list-style-type: none"> The steps to approaching a character 	<ul style="list-style-type: none"> Determine how the given circumstances inform a

<ul style="list-style-type: none">How previously learned skills can be utilized in the Reader’s Theater Style.	<ul style="list-style-type: none">The importance of relating characters to each otherHow to utilize previous knowledge of physicality and voice and build upon those skills for further exploration.	<ul style="list-style-type: none">scene and inspire choices.Perform a play in the Reader’s Theater style.	
Unit 4	10-Minute Play Study		
Summary	Students work with 10-minute dramatic texts and implement previous skills to explore performances of 10-minute scenes.		
Performance Indicators Assessed in Unit	<ul style="list-style-type: none">A1 - Generate and conceptualize artistic ideas and workA2 - Organize and develop artistic ideas and workA3 - Refine and complete artistic workC3 - Apply criteria to evaluate artistic work		
Understandings:		Students will know...	Students will be able to...
<ul style="list-style-type: none">Students will understand the given circumstances of a sceneThe importance of playing an objectiveThe importance of playing a tactic		<ul style="list-style-type: none">The steps to approaching a character and its arc in a short play.How to utilize previous knowledge of physicality and voice and build upon those skills for further exploration.	<ul style="list-style-type: none">Determine how the given circumstances inform a scene and inspire choices.Memorize and perform a given scene
Unit 5	Composition, Devising, for the HHS 10-Minute Play Festival		
Summary	Students use observations about working with dramatic texts and create their own dramatic work(s) for a 10-minute play festival. We use methods from screenwriting and playwriting experts as well as methods of using improvisation and movement for devised work.		
Performance Indicators Assessed in Unit	<ul style="list-style-type: none">D1 - Synthesize and relate knowledge and personal experiences to create artA1 - Generate and conceptualize artistic ideas and workA2 - Organize and develop artistic ideas and workA3 - Refine and complete artistic work		
Understandings:		Students will know...	Students will be able to...
<ul style="list-style-type: none">How to format a theater scriptHow to develop plotHow to communicate an idea		<ul style="list-style-type: none">How to create human interactions on the page in a thoughtful and artistic way.	<ul style="list-style-type: none">Make meaningful revisions based on criteria and feedbackConnect what they create to their own lives.
Unit 6	Directing/Performing and Execution of the HHS 10-Minute Play Festival		
Summary	Students take a written script from the previous unit. The students cast, direct, and		

	act in their dramatic work(s) for a 10-minute play festival.		
Performance Indicators Assessed in Unit	<ul style="list-style-type: none"> ● D1 - Synthesize and relate knowledge and personal experiences to create art ● A1 - Generate and conceptualize artistic ideas and work ● A2 - Organize and develop artistic ideas and work ● A3 - Refine and complete artistic work 		
Understandings:		Students will know...	Students will be able to...
<ul style="list-style-type: none"> ● Basic elements of directing - shape, style, pictures, intent, characterization, technical elements, etc. 		<ul style="list-style-type: none"> ● Basic directing skills ● Knowledge of communicating physicality and voice and build upon those skills for further exploration within the scene(s). 	<ul style="list-style-type: none"> ● Communicate effectively to achieve the needs of the play
Unit 7	TBA		
Summary	Unit Summary		
Performance Indicators Assessed in Unit	<ul style="list-style-type: none"> ● 		
Understandings:		Students will know...	Students will be able to...
<ul style="list-style-type: none"> ● 		<ul style="list-style-type: none"> ● 	<ul style="list-style-type: none"> ●
<p style="text-align: center;"><u>Summative Assessments/Retake</u></p> <ul style="list-style-type: none"> ● Summative assessments will count as 70% of the grade. ● Students have the opportunity to retake summative assessments. ● The student must submit a retake form to the teacher within five (5) school days of the date that the summative assessment score is reported to the student. ● The highest score a student can receive on a retake or late assessment is a 75. ● The score achieved on a retake will replace the current score (even if the score is lower). ● If a student is making up a test from an absence, that assessment will be graded up to 100. 			
<p style="text-align: center;"><u>Make-up Work</u></p> <p>Upon their return to school from an absence, it is the student's responsibility to secure make-up work from their teacher. The due date of the missed work will be one additional class period for each day of absence from that class or at the discretion of the teacher.</p>			

Grading of Formative Assessments

- Formative assessments will count as 30% of the grade.
- Formative assessments may be scored on either a 0-100 scale or a 0-4 scale.
- The 0-4 scale will be represented in Power School as 4=100, 3=87, 2=77, and 1=67.
- The method of scoring of formative assessments will be determined by assignment.

Finals / Midterms

An end of course Final Exam will be conducted, making up 10% of the students overall grade.