



**Acting Unit 1:**  
***The Technique***

**Day 1: Theatre Theorist**  
**Ms. K. Chisolm**

**Unit Assignment: Theatre Theorist Assignment**

Lesson Plans, Assignment, and Assessment can be modified at any time to accommodate the needs of the students in the classroom as the teacher sees fit!

## Acting Unit 1

### **Acting Unit 1 : The Technique Rationale**

Young actors tend to lack proper technique while they are in K-12 theatre programs. The Technique Unit is the first unit in acting for the theatre course. Students will benefit from learning different techniques by finding theorist to research. Students will gain a better understanding of technique if they are completing the research instead of the teacher giving a lecture due to the creative nature of the assignment. Students will present the information that they find from researching their theatre theorist. This presentation will let the teacher know the student's comfortability talking to a group of people, their memorization skills, and willingness to be prepared. Students will work on this assignment mostly outside of the classroom however, where time is allotted, students can work on the assignment during the class period. There will be a day at the end of the unit that will allow for students to work on their presentation and meet with the teacher one on one to discuss the student's progress. Throughout the unit, students are beginning their understanding of objectives, actions, and tactics. Also, they begin analyzing a script. Using the scaffolding method, each day students will acquire more knowledge about the basis of character/scene work to use in the following unit which would be scene work.

## Acting Unit 1

**Lesson Focus:** Theatre Theorist

**Educator:** Kalaylah Chisolm

**Date:** Spring 2021

**Target Group/Level:** 9-12<sup>th</sup>

**Approximate Length:** 90 min.

**Materials/Resources:** Computer projected onto the promethean board to display the *Theatre Theorist* powerpoint (refer to notes in the presentation for additional information for instruction), Theatre Journals, Tablet or another electronic device that will allow you to create a digital presentation

### **State Curriculum Standards:**

**Benchmark T.P IL.3** I can experiment with physical and vocal characterization choices in a simple theatrical work.

**Indicator T.P. IL.3.2** I can examine the work of a professional actor or theatre theorist to learn their technique.

**Pre-Assessment:** Students will use their Theatre Journals to complete the warmup exercise in the *Theatre Theorist* powerpoint. Students are to promptly begin writing about their favorite actor once being seated in the classroom. Students are to explain the reasons why they chose the actor and possibly any theatrical techniques/tactics that their actor uses.

### **Learning Objectives:**

- Students will identify their favorite actor and the possible theatrical techniques that they use.
- Students will research a theatre theorist of their choosing from a provided list of theorists.
- Students will create a digital presentation that will focus on the background and acting method that was formed by the theatrical theorist.
- Students will present their digital presentation of their theorist to the class.

### **Instructional Procedures:**

- **Welcome/Pre-Assessment**
  - Teacher will welcome each student to class at the classroom door as they enter and instruct them to take out their Theatre Journals and complete the warmup that is on the promethean board
  - Once the final bell has rung indicating for class to begin, Teacher will take attendance and allow for students to finish up their thoughts for the warmup in their journal. **(If students are not complete once attendance is taken, allow students to work on the warmup for at least 2 – 5 more minutes)**
  - Teacher will allow students, who are willing, to share who their favorite actor is, why they chose them, and any theatrical technique or tactics that they believe their actor may use.
- **Theatre Theorist**
  - Teacher will go over the vocabulary that will be used in the lesson. **(Vocabulary Includes: Acting Technique, Acting Method, Theatre Theorist)**
  - Teacher will give an example of a Theatre Theorist and the method that they developed

Lesson Plans, Assignment, and Assessment can be modified at any time to accommodate the needs of the students in the classroom as the teacher sees fit!

## Acting Unit 1

- Teacher will hand out the assignment sheet to students
- Teacher will explain the Theatre Theorist/Acting Methods assignment  
**(Assignment sheet is attached: This assignment can be completed in 1 week/ 1 ½ Week dependent on a balance of in/outside classroom usage for the assignment is needed.)**
- Teacher will answer any questions that may arise after explaining the assignment to Students.
- Teacher will allow students to choose what theorist they would like to work on for their assignment.
- **Independent Work Time**
  - Once the teacher has answered all questions and all students are assigned, the students will be instructed to begin working on their presentation. While completing the research for their presentation, students will use a K - W - L Chart **(Chart Provided Below)** and put it in their Theatre Journal.
  - Teacher will play music to indicate that voices should be at a Volume 1 in the classroom while students are working.
  - As students are working, teacher will walk around the room to assess student progress and answer any questions

### Accommodations

- **Technology Availability**
  - If students do not have access to a 1 to 1 device, before completing this lesson reserve the library to use their resources or a computer lab.
  - If students do not have any access to technology, allow the students to complete this project on posterboard **(Teacher will provide materials to create i.e., posterboards, color pencils, makers, and crayons)**. Any images that the students will need to include should be printed at the library **(if accessible, if not remove the image requirement from the assignment sheet)**.
- **Groups**
  - If there are more students than theorist that you would like your students to research, students can complete the assignment as a group **(adjust assignment and grading sheet as needed)** *This can also be helpful for ELL and IEP students.*

### Assessment of each objective:

- Students share their favorite actor and the techniques/tactics that the actor uses.
- Students choose their theorist to complete their research presentation.
- Students create their theorist presentation.
- Student presents their theorist presentation to the class during the presentation class period.

### Lesson Plan Assessment:

- Student will complete a KWL chart in their Theatre Journal for a participation grade for the day which will also count towards their daily journal check. **(Refer to Participation Rubric and Journal Entry Grading Sheet Below)**

Lesson Plans, Assignment, and Assessment can be modified at any time to accommodate the needs of the students in the classroom as the teacher sees fit!

## Acting Unit 1

### **Closure:**

Announcements and Positive Closing Ritual, passing the pulse circle or passing a compliment.

**Reflection:** (To be completed after lesson is taught)

## Acting Unit 1

Journal Entry Date: \_\_\_\_\_

### Theatre Theorist Research Chart

<b>What Do I Know About My Theorist?</b> *It is okay if you do not know anything about them! This is the point of the assignment! 😊 *	<b>What Do I Want to Know?</b> *Refer to your Assignment Sheet!*	<b>What Have I Learned?</b>

Lesson Plans, Assignment, and Assessment can be modified at any time to accommodate the needs of the students in the classroom as the teacher sees fit!

## Acting Unit 1

### Theorist/Acting Method Assignment Sheet

Hello friends! To begin our acting unit, we are going to start by learning why we do the acting work that we do as actors!

#### What do I need to do to complete this assignment?

- ✓ Choose a theorist that you would like to learn more about.
- ✓ Collect information on your theorist:
  - Background Information (Where they are from/lived, birth/death date, education, and any other fun facts that you can find about the theorist)
  - What is their theory/method and how did it begin?
  - What impact did the theorist have on the theatrical world?
  - Identify something that you thought was interesting about the theorist and/or their technique
- ✓ Create a digital presentation that includes all the information that is provided above (i.e., PowerPoint, Prezi, Google Slides, etc.)
  - **I love seeing new ways to present digital so, please do not think you are constricted from using other presentation tools!**

#### What do I need to include in my presentation?

- ✓ Information that you collected about your theorist
- ✓ At least 3 – 5 images throughout your presentation
- ✓ A video of the theorist method at work **OR** demonstrate an activity with the class of an activity that encompasses the theorist method
- ✓ Works Cited Page (**For the purpose of this presentation please just provide links, MLA format will not be required**)

#### What will I be graded on?

- ✓ Inclusion of all the above information
- ✓ Completion of the assignment by the due date
- ✓ Organization of your Presentation
  - Be clear and concise!
- ✓ Presentation Etiquette
  - Be prepared!! (**DO NOT READ EACH SLIDE WORD FOR WORD!**) 😊

**Due Date: TBA**

**List of Theorist:**

Lesson Plans, Assignment, and Assessment can be modified at any time to accommodate the needs of the students in the classroom as the teacher sees fit!

Acting Unit 1

**Theorist/Acting Method Grading Sheet**

Name: \_\_\_\_\_ Theorist: \_\_\_\_\_

**The student...**

- Chose a theorist that they would like to learn more about. **(10 points)**
- Collected information on their theorist: **(30 Points)**
  - Background Information (Where they are from/lived, birth/death date, education, and any other fun facts that you can find about the theorist)
  - What is their theory/method and how did it begin?
  - What impact did the theorist have on the theatrical world?
  - Identify something that you thought was interesting about the theorist and/or their method
- Created a digital presentation that includes all the information that is provided above (i.e., PowerPoint, Prezi, Google Slides, etc.) **(10 points)**

**Points: \_\_\_\_ / 50**

**The student included in their presentation...**

- Information that they collected about their theorist **(Included Above)**
- At least 3 – 5 images **(5 Points)**
- A video of the theorist method at work **OR** demonstrated an activity with the class of an activity that encompasses the theorist method **(15 points)**
- Works Cited Page **(5 Points)**

**Points: \_\_\_\_ / 25**

**Additional Requirements**

- Assignment was turned by the due date **(10 points)**
- Presentation was organized, clear, and concise **(5 points)**
- Presentation Etiquette: Was the student Prepared? **(10 points)**

**Points: \_\_\_\_ / 25**

**TOTAL: \_\_\_\_ / 100**

**Comments:**

Lesson Plans, Assignment, and Assessment can be modified at any time to accommodate the needs of the students in the classroom as the teacher sees fit!



## Acting Unit 1



### **Journal Grading Sheet**

This assessment is to not harm a student's grade however, it is to encourage students to begin note taking the theatrical work that they do in a journal. Great theatre artists have many notebooks, journals, pages with ideas, reflections, notes from master classes etc. I believe if students begin early writing their theatre work in a journal, they will continue to do so outside of the classroom.

#### **Student will receive full credit if their entry includes:**

- ✓ A journal entry date
- ✓ A neat and well-organized journal page
- ✓ A completed entry for the day(s) that students are to use their journals (This can vary from guided notes, diagrams, reflections, etc.)

**If you have any questions regarding the submission of your journal or assistance with completing entries, please let Ms. Chisolm know sooner rather than later! 😊**



## **Day 2: Physical Action**

## Acting Unit 1

**Lesson Focus:** Physical Action

**Educator:** Kalaylah Chisolm

**Date:** Spring 2021

**Target Group/Level:** 9-12<sup>th</sup>

**Approximate Length:** 90 min.

**Materials/Resources:** Computer projected onto the promethean board to display the *A Practical Handbook for the Actor* powerpoint (refer to notes in the presentation for additional information for instruction), Theatre Journals, Tablet or another electronic device that will allow you to create a digital presentation

### **State Curriculum Standards:**

**Benchmark T.P IM.3** I can use acting techniques to develop characters and create meaning in a simple theatrical work.

**Indicator T.P. IH.3.2** I can define my character's motivation, objective, obstacles and tactics

**Pre-Assessment:** Students will use their Theatre Journals to complete the warmup exercise in the *A Practical Handbook for the Actor* powerpoint. Students are to promptly begin writing the definition of technique from their introductory reading of *A Practical Handbook for the Actor* by Melissa Bruder. Students are not to use their book for this activity, they are to recall the definition from prior knowledge.

### **Learning Objectives:**

- Students will recall the definition of technique from prior lesson and/or reading.
- Students will rewrite the meaning of an action using guided notes to indicate they are actively listening to the information read from the text.

### **Instructional Procedures:**

- **Welcome/Pre-Assessment**
  - Teacher will welcome each student to class at the classroom door as they enter and instruct them to take out their Theatre Journals and complete the warmup that is on the promethean board
  - Once the final bell has rung indicating for class to begin, Teacher will take attendance and allow for students to finish up their thoughts for the warmup in their journal. **(If students are not complete once attendance is taken, allow students to work on the warmup for at least 2 – 5 more minutes)**
  - Teacher will ask each student what they wrote down in their journal as the definition of technique. After the Teacher has asked each student to share their definition. The Teacher will then reveal the definition from the text to reinforce the information to students.
- **A Practical Handbook for the Actor – The Technique**
  - Teacher will have students write down the vocabulary for the lesson in their theatre journal **(Additional Vocabulary includes: Technique)**
  - Teacher will have each Student grab their book, *A Practical Handbook for the Actor*, and turn to page. 13.

Lesson Plans, Assignment, and Assessment can be modified at any time to accommodate the needs of the students in the classroom as the teacher sees fit!

## Acting Unit 1

- Teacher will then use the shared reading strategy to read pgs. 13 – 18 in the text. Students will volunteer to read each subset of “ An action must...” in the chapter. As the students read the subset, allow them to write it down in their Theatre Journal with an example of each subset. Teacher is to give an example or demonstration of each subset for students to be able to take note of. (Guided Notes Attached)
- **Park Bench Activity**
  - In this activity, one Student decides the character for both participants. The other participant must react to their scene partner while simultaneously trying to determine their character. Objective of the Activity: Get the other participant to develop a character based on the other Student, but also have a reason for leaving the bench.
  - After the Students have done a couple of rounds ask them:
    - Where did you see parts of a physical action being done from the examples that we watched?
    - Were the actors able to successfully find their “cap” or did it happen abruptly?
    - Did they have fun?!
- **Independent Work Time (Theatre Theorist Assignment)**
  - Teacher will students to work on their Theatre Theorist assignment for remainder of the class period.
  - Teacher will play music to indicate that voices should be at a Volume 1 in the classroom while students are working.
  - As students are working, teacher will walk around the room to assess student progress and answer any questions

### Accommodations

- **ELL Students**
  - Using shared reading, guided notes, and demonstrations ELL students will be able to receive visual and auditory assistance throughout the lesson.
- **IEP Students**
  - Using shared reading, guided notes, and demonstrations IEP students will be able to receive the information visually and auditorily. In addition, all materials will be provided to the student’s aid, if applicable.
- **Technology Availability**
  - If students do not have access to a 1 to 1 device, before completing this lesson reserve the library to use their resources or a computer lab.
  - If students do not have any access to technology, allow the students to complete this project on posterboard (**Teacher will provide materials to create i.e., posterboards, color pencils, makers, and crayons**). Any images that the students will need to include should be printed at the library (**if accessible, if not remove the image requirement from the assignment sheet**).

### Assessment of each objective:

- Students share their definition of technique.
- Students will share one item that “an action must” do or not do as they exit the classroom.

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## Acting Unit 1

### **Lesson Assessment:**

- Student will complete the guided notes in their Theatre Journal for part of their participation grade for the day which will also count towards their daily journal check.  
(Refer to Participation Rubric and Journal Entry Grading Sheet Above)

### **Closure:**

Announcements and Positive Closing Ritual, passing the pulse circle or passing a compliment.

**Reflection:** (To be completed after lesson is taught)

Acting Unit 1

Journal Entry Date: \_\_\_\_\_

AN ACTION MUST...	EXAMPLE
1. Be _____ capable of being done.	
2. Be _____ to do.	
3. Be _____.	
4. Have its test in the other _____.	
5. _____ be an errand.	
6. Not _____ any physical or emotional state.	
7. Not be _____.	
8. Have a “_____.”	
9. Be in line with the intentions of the _____.	



## **Day 3: Analyzing a Scene**

## Acting Unit 1

**Lesson Focus:** Analyzing a Scene

**Educator:** Kalaylah Chisolm

**Date:** Spring 2021

**Target Group/Level:** 9-12<sup>th</sup>

**Approximate Length:** 90 min.

**Materials/Resources:** Computer projected onto the promethean board to display the *A Practical Handbook for the Actor* powerpoint (refer to notes in the presentation for additional information for instruction), Theatre Journals, Tablet or another electronic device that will allow you to create a digital presentation

### **State Curriculum Standards:**

**Benchmark T.P IM.3** I can use acting techniques to develop characters and create meaning in a simple theatrical work.

**Indicator T.P. IH.3.2** I can define my character's motivation, objective, obstacles and tactics

**Pre-Assessment:** Students will use their Theatre Journals to complete the warmup exercise in the *A Practical Handbook for the Actor* powerpoint. Students are to promptly begin writing the “an action must” from reading pages of chapter 1 in *A Practical Handbook for the Actor* by Melissa Bruder. Students are not to use their book for this activity, they are to recall the definition from prior knowledge.

### **Learning Objectives:**

- Students will recall “an action must” from a prior lesson and/or reading.
- Students will summarize the assigned reading of pgs. 19 - 33
- Students will analyze a scene to complete the Character Action Map in their Theatre Journal with a partner.

### **Instructional Procedures:**

- **Welcome/Pre-Assessment**
  - Teacher will welcome each student to class at the classroom door as they enter and instruct them to take out their Theatre Journals and complete the warmup that is on the promethean board
  - Once the final bell has rung indicating for class to begin, Teacher will take attendance and allow for students to finish up their thoughts for the warmup in their journal. **(If students are not complete once attendance is taken, allow students to work on the warmup for at least 2 – 5 more minutes)**
  - Teacher will ask students to share one of the “an action must” until the class has reached all nine of the points.
  - After the Teacher has asked each student to share their definition. The Teacher will then reveal and read the nine points to “an action must” to reinforce the information with students.
- **A Practical Handbook for the Actor – The Technique**
  - Teacher will have each Student grab their book, *A Practical Handbook for the Actor*, and turn to page. 19
  - Teacher will then use the Character Action Map (**attached below**) to refine Student's understanding of the questions: “What is the character literally doing?”,

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## Acting Unit 1

“What is the essential action of what the character is doing in this scene? What is that action like to me? It’s as if…”

- **Character Action Map (Partners)**

- Teacher will pair Students together to complete the Character Action Map for a selected scene. [Link for Scenes](#)
- Teacher will indicate that voices should be at a Volume 2 in the classroom while students are working.
- As students are working, teacher will walk around the room to assess student progress and answer any questions
- After approximately ten minutes, debrief with students asking the questions of: “What is the character literally doing?”, “What is the essential action of what the character is doing in this scene? What is that action like to me? It’s as if…” for the selected scene

### **Independent Work Time (Theatre Theorist Assignment)**

- Teacher will students to work on their Theatre Theorist assignment for remainder of the class period.
- Teacher will play music to indicate that voices should be at a Volume 1 in the classroom while students are working.
- As students are working, teacher will walk around the room to assess student progress and answer any questions

### **Accommodations**

- ***ELL Students***

- Using the flow diagram titled “Character Action Map”\_while revisiting the assigned pages and allowing the students to work with assigned pairs will allow students to listen to the information from the text again. (Audio files of the assigned pages will also be provided).

- ***IEP Students***

- All materials will be provided to the student’s aid, if applicable.

- ***Technology Availability***

- If students do not have access to a 1 to 1 device, before completing this lesson reserve the library to use their resources or a computer lab.
- If students do not have any access to technology, allow the students to complete this project on posterboard (**Teacher will provide materials to create i.e., posterboards, color pencils, makers, and crayons**). Any images that the students will need to include should be printed at the library (**if accessible, if not remove the image requirement from the assignment sheet**).

### **Assessment of each objective:**

- Student will share the nine “an action must”.
- Students will answer questions regarding the questions that create the Character Action map.

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## Acting Unit 1

### **Lesson Assessment:**

- Student will turn in their theatre journals at the end of class to be able to check the Character Action Map for students who may have not spoke in class. In addition, it will be used as part of the daily journal check for the day and participation for class. **(Refer to Participation Rubric and Journal Entry Grading Sheet Above)**

### **Closure:**

Announcements and Positive Closing Ritual, passing the pulse circle or passing a compliment.

**Reflection:** (To be completed after lesson is taught)

## CHARACTER ACTION MAP

*What is the character literally doing?*  
Be as literal as possible!



*What is the essential action of what the character is doing in this scene?*  
The actual physical action that you will perform



*What is that action like to me? It's as if...*  
Allows for an actor's imagination and helps the actor gain a fuller understanding of the action they have chosen for a given scene.

Journal Entry Date: \_\_\_\_\_

## CHARACTER ACTION MAP

**What is the character literally doing?**



**What is the character essentially doing?**



**What is that action like to me? It's as if...**



## **Day 4: Putting it All Together: Objectives, Actions, and Tactics!**

## Acting Unit 1

**Lesson Focus:** Objectives, Actions, and Tactics

**Educator:** Kalaylah Chisolm

**Date:** Spring 2021

**Target Group/Level:** 9-12<sup>th</sup>

**Approximate Length:** 90 min.

**Materials/Resources:** Computer projected onto the promethean board to display the *A Practical Handbook for the Actor* powerpoint (refer to notes in the presentation for additional information for instruction), Theatre Journals, Tablet or another electronic device that will allow you to create a digital presentation

### **State Curriculum Standards:**

**Benchmark T.P IM.3** I can use acting techniques to develop characters and create meaning in a simple theatrical work.

**Indicator T.P. IH.3.2** I can define my character's motivation, objective, obstacles and tactics

**Pre-Assessment:** Students will use their Theatre Journals to complete the warmup exercise in the *A Practical Handbook for the Actor* powerpoint. Students are to promptly begin writing in their Theatre Journals, what they infer an objective and tactic are. After defining them, students are then to infer how they relate to actions.

### **Learning Objectives:**

- Students will tell in their own words what an objective and tactic are in relation to an action.
- Students will demonstrate their ability to find an objective, action, and tactics for a character in a scene.

### **Instructional Procedures:**

- **Welcome/Pre-Assessment**
  - Teacher will welcome each student to class at the classroom door as they enter and instruct them to take out their Theatre Journals and complete the warmup that is on the promethean board
  - Once the final bell has rung indicating for class to begin, Teacher will take attendance and allow for students to finish up their thoughts for the warmup in their journal. **(If students are not complete once attendance is taken, allow students to work on the warmup for at least 2 – 5 more minutes)**
  - Teacher will ask students to share their definition for objective and tactic. In addition, share how they infer its relation to actions.
  - After the Teacher has students to share. The Teacher will then show a video explaining the vocabulary. Students will complete a vin diagram showing the difference and similarity between the two while watching the video.
- **Understanding Character Objectives and Actions Video**
  - Teacher will provide the Objective, Action, Tactic Diagram Sheet
  - Teacher will then play the Understanding Character Objectives and Actions Video
  - Students will complete the diagram while watching the video.
  - Students will turn to their neighbor and share their answers. After the students have shared their answers. The Teacher will provide their completed version of

Lesson Plans, Assignment, and Assessment can be modified at any time to accommodate the needs of the students in the classroom as the teacher sees fit!

## Acting Unit 1

the diagram and the vocabulary. (**Vocabulary Include: Action, Objective, and Tactic**)

- **Scene Work with Partner**

- Students will work with their partner to find the objectives, actions, and tactics from a scene that is provided by the Teacher in their Theatre Journal to submit at the end of the class. [Link for Scenes.](#)

### **Independent Work Time (Theatre Theorist Assignment)**

- Teacher will students to work on their Theatre Theorist assignment for remainder of the class period.
- Teacher will play music to indicate that voices should be at a Volume 1 in the classroom while students are working.
- As students are working, teacher will walk around the room to assess student progress and answer any questions

### **Accommodations**

- ***ELL Students***

- Students will use be able to use auditory examples of objectives, actions, and tactics to be able to complete their assignment with their scene partner. While working on the diagram the student will be provided with a completed visual after class to use as a future reference.

- ***IEP Students***

- All materials will be provided to the student's aid, if applicable.

- ***Technology Availability***

- If students do not have access to a 1 to 1 device, before completing this lesson reserve the library to use their resources or a computer lab.
- If students do not have any access to technology, allow the students to complete this project on posterboard (**Teacher will provide materials to create i.e., posterboards, color pencils, makers, and crayons**). Any images that the students will need to include should be printed at the library (**if accessible, if not remove the image requirement from the assignment sheet**).

### **Assessment of each objective:**

- Students will share in their own words what an objective and tactic are in relation to an action.
- Students will submit their Theatre Journal showing their ability to find an objective, action, and tactics for a character in a scene.

### **Lesson Assessment:**

- Student will complete the vin diagram in their Theatre Journal for part of their participation grade for the day which will also count towards their daily journal check. (**Refer to Participation Rubric and Journal Entry Grading Sheet Above**)

### **Closure:**

Lesson Plans, Assignment, and Assessment can be modified at any time to accommodate the needs of the students in the classroom as the teacher sees fit!

## Acting Unit 1

Announcements and Positive Closing Ritual, passing the pulse circle or passing a compliment.

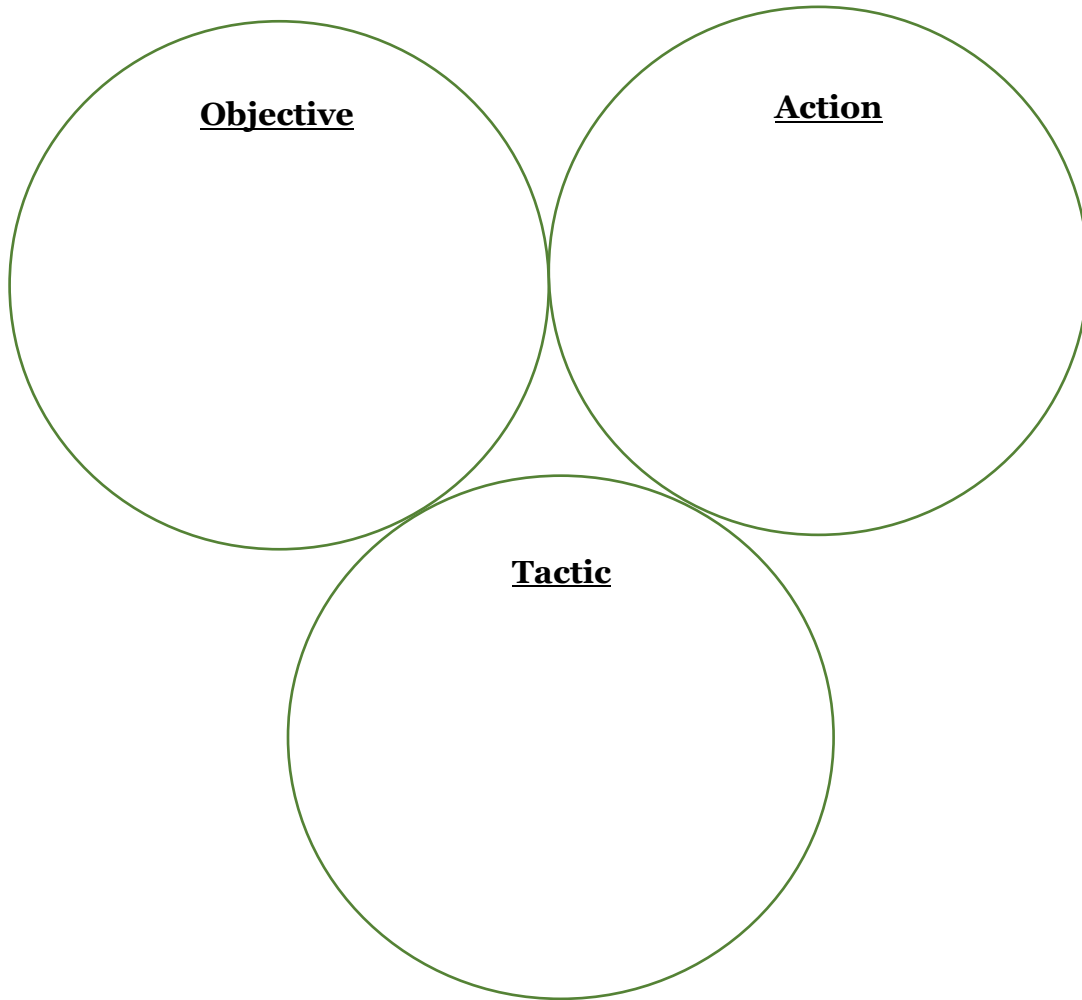
**Reflection:** (To be completed after lesson is taught)

**Journal Entry Date:** \_\_\_\_\_

Lesson Plans, Assignment, and Assessment can be modified at any time to accommodate the needs of the students in the classroom as the teacher sees fit!



## **OBJECTIVES, ACTIONS, AND TACTICS!**



**What do these three terms have in common?**



# **Day 5: Independent Workday on Theatre Theorist Assignment**

## Acting Unit 1

**Lesson Focus:** Theatre Theorist

**Educator:** Kalaylah Chisolm

**Date:** Spring 2021

**Target Group/Level:** 9-12<sup>th</sup>

**Approximate Length:** 90 min.

**Materials/Resources:** Tablet or another electronic device that will allow you to create a digital presentation

### **State Curriculum Standards:**

**Benchmark T.P IL.3** I can experiment with physical and vocal characterization choices in a simple theatrical work.

**Indicator T.P. IL.3.2** I can examine the work of a professional actor or theatre theorist to learn their technique.

**Pre-Assessment:** Students will complete a check in with the Teacher. Student will be required to do a one on one with the Teacher throughout the workday to check on progress of their project.

### **Learning Objectives:**

- Students will research a theatre theorist of their choosing from a provided list of theorists.
- Students will create a digital presentation that will focus on the background and acting method that was formed by the theatrical theorist.
- Students will present their digital presentation of their theorist to the class.

### **Instructional Procedures:**

- **Welcome/Pre-Assessment**
  - Teacher will welcome each student to class at the classroom door as they enter and instruct them to take out their tablets and begin working on their project.
  - Once the final bell has rung indicating for class to begin, Teacher will take attendance and allow for students to get settled in and begin working on their presentation.
- **Independent Work Time**
  - Teacher will play music to indicate that voices should be at a Volume 1 in the classroom while students are working.
  - As students are working, teacher will call students to meet to discuss their progress in the project. Allow students to show you what they are working on in addition to asking you guests. This is not to grade the student, but more so get a sense of where the students are in their process.

### **Accommodations**

- **Technology Availability**
  - If students do not have access to a 1 to 1 device, before completing this lesson reserve the library to use their resources or a computer lab.
  - If students do not have any access to technology, allow the students to complete this project on posterboard (**Teacher will provide materials to create i.e., posterboards, color pencils, makers, and crayons**). Any images that the students

Lesson Plans, Assignment, and Assessment can be modified at any time to accommodate the needs of the students in the classroom as the teacher sees fit!

## Acting Unit 1

will need to include should be printed at the library (**if accessible, if not remove the image requirement from the assignment sheet**).

- **Groups**

- If there are more students than theorist that you would like your students to research, students can complete the assignment as a group (**adjust assignment and grading sheet as needed**) *This can also be helpful for ELL and IEP students.*

### **Assessment of each objective:**

- Students choose their theorist to complete their research presentation.
- Students create their theorist presentation.
- Student presents their theorist presentation to the class during the presentation class period.

### **Lesson Plan Assessment:**

- Student will complete a one-on-one meeting with Teacher to discuss their presentation progress.

### **Closure:**

Announcements and Positive Closing Ritual, passing the pulse circle or passing a compliment.

**Reflection:** (To be completed after lesson is taught)