

Acting Unit

Lesson Focus: Theatre Theorist

Educator: Kalaylah Chisolm

Date: Spring 2021

Target Group/Level: 9-12th

Approximate Length: 1 hour

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

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- Teacher will hand out the assignment sheet to students
- Teacher will explain the Theatre Theorist/Acting Methods assignment
(Assignment sheet is attached)
- 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.
 - 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 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)**

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.

Closure:

Announcements and Positive Closing Ritual, passing the pulse circle or passing a compliment. As students leave, have them tell the teacher one thing they learned about their theorist while doing research.

Reflection: (To be completed after lesson is taught)

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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:

- Stella Adler. Uta Hagen. Michael Chekhov. Augusto Boal. Viola Spolin. Sanford Meisner. Antonin Artaud. Jerzy Grotowski. Constantin Stanislavski. Steven Berkoff. Rodolf Laban. Jacques Lecoq. Dario Fo. Lee Strasberg. Anne Bogart. Keith Johnstone. Joan Littlewood. Freddie Hendricks. Cristal Chanelle Truscott.

(Let me know if there is someone you would like to work on! Let us explore them together!)

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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:

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