

**MVLA
2025-26
COURSE INFORMATION SHEET**

Course Title: Acting I

CTE Pathway Sequence (if applicable)

School: MVHS

UC/CSU requirement: F

Textbook and/or other learning resources: Uta Hagen's *Respect for Acting*, Ivana Chubbuck's *The Power of the Actor*, Sanford Meisner's *On Acting*

Course Description/Student Learning Outcomes:

In this class, students will develop a foundation in acting technique, including movement, voice, characterization, improvisation, script analysis, ensemble skills, and performance skills. Students will perform original scenes as well as dramatic repertoire from a variety of time periods and genres. This class is designed for the student interested in serious study of the theatrical arts.

Student learning outcomes are based on the California Arts Standards. After a year of acting study, students will be able to:

Standards 1-3 (Creating)

Generate, conceptualize, organize, develop, refine, and complete artistic ideas and work.

Standards 4-6 (Performing)

Select, analyze, and interpret artistic work for presentation. Develop and refine artistic techniques and work for presentation. Convey meaning through the presentation of artistic work.

Standards 7-9 (Responding)

Perceive and analyze, interpret intent and meaning, and apply criteria to evaluate artistic work.

Standards 10-11 (Connecting)

Synthesize and relate knowledge and personal experiences to make art. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Course Outline/Units of Study/[CTE Industry Standards](#)(If applicable to your course):

Acting I:

Q1: "The Stage And You" Students familiarize themselves with theater processes and terminology while participating in a series of improvisational games and performance exercises to get them used to being on stage.

Q2: "Becoming a Character" Students analyze theater history, plays and texts, as well as study human psychology and behavior in order to create their first character.

Q3: "Making A Scene" Students study famous scenes from theater, film, and television history while practicing interactive acting techniques that promote spontaneity in scenework.

Q4: "Creating a Performance" As a group of 3-4, students produce, direct, design, and act in a short, one-act play of their choosing. They will learn to run their own rehearsals and incorporate design elements into their performances.

Acting II:

Q1: "Acting With Yourself" Students begin study of various early 20th century realistic acting techniques, including Stanislavski's Method, Hagen, Strasberg, Adler, and Meisner technique and apply knowledge of these techniques in the creation of a character.

Q2: "Lights, Camera, Action!" Students complete course study of various 20th & 21st century realistic acting techniques, including Stanislavski's Method, Hagen, Strasberg, Adler, and Meisner technique and demonstrate knowledge of these techniques in the performance of a character, either in the Fall Play, Winter Festival, or

in-class performance.

Q3: “Making a Scene II” Students study famous scenes from theater, film, and television history as they incorporate and apply realistic acting techniques in on-camera performances, spanning genre, style, and method. In addition, students learn how to write their own stories by reading and analyzing scripts and screenplays, applying knowledge of story structure in the creation of their own film.

Q4: “Lights, Camera, Action! II” As a group of 4-5, students produce, direct, design, and act in a short film that they write. They will learn to run their own production rehearsals and incorporate both analog and digital design elements into their performances.

Assessment and Grading ([BP 5121](#) / [AR 5121](#)): To ensure that every student has an equal opportunity to demonstrate their learning, the course instructors implement aligned grading practices and common assessments with the same frequency.

1. Grading categories and their percentage weights:

Ensemble Skills: 40%

Project and Assignments: 50%

Final Performances: 10%

2. Achievement evidence collected within each grading category:

Performances, Projects, & Assignments: Application of physical, vocal, and physiological choices to performances of dramatic scenes. Script and character analysis. Analyzing and comparing artistic choices in multiple theatre works.

- Scene performances
- Script analyses
- Performance critiques

Participation & Ensemble Skills: Collaboration with peers, participation in class activities, preparation, listening, and demonstration of constructive rehearsal habits are all part of the grading in an ensemble class where individual skills impact group performance.

- Daily participation grade

3. Grading scales:

A+ Over 99%	A 93 to 98.99%	A- 90 to 92.99%
B+ 87 to 89.99%	B 83 to 86.99%	B- 80 to 82.99%
C+ 77 to 79.99%	C 73 to 76.99%	C- 70 to 72.99%
D+ 67 to 69.99%	D 63 to 66.99%	D- 60 to 62.99%
	F 0 to 59.99%	

4. Homework/outside of class practices ([AR 6154](#)):

Students will not receive regular homework, but they are expected to complete some assignments outside of class, including line memorization and other short-term assignments. In addition, students are expected to read at least one script and attend at least one performance of a live (or streamed) play or musical outside of MVHS each semester. Students are also expected to attend all official MVHS productions (Fall Play & Spring Musical) and will receive a free ticket to each. Exceptions given for students who are part of the production, either onstage or backstage.

All Acting students are expected to participate in the Acting class play in May 2021. Rehearsals will largely be during class, but there may be some after school rehearsals in late May to prepare for the performance.

5. Excused absence make up practices ([Education Code 48205\(b\)](#)):

Students with an excused absence will have the opportunity to make up missed work. They must schedule an appointment during tutorial or after school to make up a performance.

6. Academic integrity violation practices ([LAHS Academic Integrity Policy](#) / [MVHS Academic Integrity Policy](#)):

There are no course-specific guidelines for academic integrity violation. Please see the MVHS Academic Integrity Policy: *Honesty, trust and integrity are vital components of the education process. The Governing Board believes that academic honesty and personal integrity are fundamental components of a student's education and character development. The Board expects that students will not cheat, lie, plagiarize or commit other acts of academic dishonesty. There are three categories for violations of academic integrity based on the severity of the offense (Categories A, B, and C). Examples of academic integrity violations include, but are not limited to, copying homework, allowing someone else to copy your work, plagiarism (taking or passing off another's ideas as one's own, including using Internet sources without documentation), copying from another's exam, improperly obtaining and/or using tests, and using unauthorized notes/materials. Check with your teachers if you are unsure of their expectations.*

7. Late work practices:

Our department believes that all work must be of an excellent quality which means that constant improvement is a necessity. Students are expected to practice until they master their part. Late or missing assignments will be marked as 'Incomplete' until requirements have been satisfied.

8. Revision practices:

See number six above. Specifically, students will have the opportunity to perform again to achieve proficiency.

9. Extra credit practices:

No extra credit will be available for this course.

10. Additional grading practices:

Acting is largely a participation-based course. Repeated absences may have an adverse effect on a student's grade. Students are expected to come to class prepared and ready to participate.

11. LMS Used:

Google Classroom

Instructors' email addresses:

pancho.morris@mvla.net

Additional information:

Performing Arts Department Expectations:

Attendance: *It is important that students attend all rehearsals and performances.*

Outside Performances: *"Students will observe performances of suitable genres that they are not actively participating in." Quantity and follow-up will be determined by individual teachers.*

Performance Proficiency Assessments: *"Students will be given multiple opportunities to achieve A-Level work." For performance-based assessments, students will achieve A-Level work or be given the opportunity to retest.*

Digital Device Policy:

Devices can only be used in class at the teacher's discretion and should use them in line with the MVLA Digital Device and Behavior Policies. If distraction becomes an issue, the teachers will manage the situation as they would with any other distraction and in line with the relevant policies.