

UNIT FOUR PLAN

Class: Advanced Acting
Unit: - Springing into Acting - Preparing for the Spring Show
Pacing: 4 weeks
<p>PLC Question: <i>What do we want all students to know and be able to do?</i></p> <p>All students should know:</p> <ol style="list-style-type: none"> <i>How to use research and script analysis to create a more effective and realistic character.</i> <i>How to use the rehearsal process to more completely analyze a script.</i> <i>How to use the creative process to prepare for a production, either scripted and devised.</i>
<p>Grade Level Priority Standards:</p> <ul style="list-style-type: none"> Anchor Standard 3: Refine and complete artistic work. Anchor Standard 6: Convey meaning through the presentation of artistic work.
<p>Supporting Standards:</p> <ul style="list-style-type: none"> Anchor Standard 1: Generate and conceptualize artistic ideas and work. Anchor Standard 5: Develop and refine artistic techniques and work for presentation.
Learning Targets
<ol style="list-style-type: none"> <ol style="list-style-type: none"> Use the rehearsal process to analyze the dramatic concept and technical design elements of a devised or scripted drama/theatre work. Use research and script analysis to revise physical, vocal, and physiological choices impacting the believability and relevance of a drama/ theatre work. <ol style="list-style-type: none"> Present a drama/theatre work using creative processes that shape the production for a specific audience.
Student Friendly Learning Targets
<p>Standard:</p> <ul style="list-style-type: none"> <i>3: I can use the rehearsal process to refine my skills and prepare to perform to my full potential.</i> <i>3: I can use research and script analysis to inform my character choices and to create a believable character.</i> <i>6: I can use my creativity to prepare for a production where I will engage my fellow theatre artists, myself, and our audience to create the best possible show.</i> <p>Potential Success Criteria:</p> <ul style="list-style-type: none"> <i>Students will be successful when they use rehearsal and script analysis to improve their performance.</i> <i>Students will be successful when they use the rehearsal process to build their skills in staging conventions and acting techniques.</i> <i>Students will be successful when they create realistic characters.</i>
Essential Vocabulary
<p>Key Academic Vocabulary: script analysis, design concept, blocking, creative processes</p> <p>Scaffolded (Review) Academic Vocabulary: collaboration, rehearsal process, vocal and physiological choices, review tech theatre jobs</p>

PLC Question: How will we know when students have learned?

Assessment and Evidence		
<p>State Assessments</p> <ul style="list-style-type: none"> Wyoming State Thespian Festival 	<p>District Essential Assessments</p> <p>Team Generated Common Formative Assessments (2 to 3 weeks)</p> <ul style="list-style-type: none"> Script analysis Performing scenes in process to peers Peer and self-evaluation <p>End of Module/Unit Assessment</p> <ul style="list-style-type: none"> Act 1 Performances Act 2 Performances Self-reflection 	<p>Supporting Evidence</p> <p><u>Pre-Assessment:</u> auditions for the shows</p> <p><u>Mid-Module Assessments:</u> Character analysis work</p> <ul style="list-style-type: none"> Checklist Backstory work <p>Blocking Act 1 Blocking Act 2 Tech checklists</p> <p>Classroom Assessment and Evidence:</p> <ul style="list-style-type: none"> Daily Work Exit Tickets Checklists and observation Anecdotal Records Skill tracking <p>Student Self Assessment:</p> <ul style="list-style-type: none"> Student skills tracker Self-reflection after each performance

Priority Standard Proficiency Scales

PLC Question: How will teachers facilitate the learning?

Key Curriculum Resources and Instructional Strategies	Supporting Resources and Instructional Strategies
<p>The Theatre Director’s Survival Guide Drama Menu: Theatre Games in Three Courses Wyoming State Thespian Rubrics and Guidelines</p>	<p>Additional lessons needed for standards:</p> <p>Digital Tools: Google Suite</p>

PLC Question: What will we do when students have not learned?

Interventions	
<p>Tier 3 - Intensive</p> <p>Using formative assessment data, identify those kids who cannot grasp basic concepts and engage in one-on-one instruction to build understanding and confidence.</p>	<p>Tier 2 - Strategic</p> <p>Place struggling students in acting groups with those who are at or above the standard</p> <p>Use daily/weekly formative assessments to place students in appropriate intervention groups</p> <p>Refer struggling students to Devil Pride Time.</p>

PLC Question: What will we do when students have learned?

Enrichment

Have these students lead acting games, work with struggling students to build up skills, ask them to “direct” their acting groups in a skill at which they excel.

PLC Reflections

How will we increase our instructional competence?

Gather the data and USE the data in a timely fashion

Have a clear learning target EVERY day and hold the students accountable for recording where they are on hitting that target

How will we coordinate our efforts as a collaborative team?

I will work with the musical and visual arts teachers to review my data and their data. We can help each other, even in different disciplines.

I also hope to introduce them to the National Fine Arts Standards as they are so clear and focused on our content.