

# Curriculum Outline



Campbell High School

Character – Courage – Respect – Responsibility

Course & Level: Introduction to Acting

Department: Music

Teacher: Deleault

Grade level: 9-12

## Description of Course:

This course is intended for all students who see a need to improve their personal presentation skills—skills essential to “real world” success. During this semester, students will have multiple opportunities to improve both verbal and non-verbal communication through the study and performance of exemplar scripts and acting methods. Students in this course will learn theater conventions as they prepare and perform monologues and duet acting scenes in various styles. In addition, students will grow in their ability to “think on their feet” with the help of various improvisation activities. Emphasis will also be placed upon audition/interview skills and critical evaluation of peer performances.

## School – Wide Expectations:

### Academic

1. Read, write and speak effectively
2. Exhibit critical thinking and problem solving skills
3. Use resources to obtain information and facilitate learning

*The school-wide expectations are incorporated into all courses at Campbell High School. Underlined words in the following text illustrate this alignment between school-wide expectations and the course*

### Civic/Social

1. Exhibit personal responsibility
2. Work cooperatively in an atmosphere of mutual respect

## Core Competencies as Aligned with State Standards:

**Performance:** Students will act by developing, improvising, communicating, and sustaining characters.  
NH Curriculum Standard 2: Students will act by developing, improvising, communicating, and sustaining characters.

**Evaluation:** Students will analyze, critique, and construct meanings from works of theatre. (exhibit critical thinking and problem solving skills)  
NH Curriculum Standard 7: Students will analyze, critique, and construct meanings from works of theatre.

**Relation:** Students will make connections among theatre, the arts, other disciplines, history, cultures, and/or careers. (read, write and speak effectively, exhibit critical thinking and problem solving, use resources to obtain information and facilitate learning)  
NH Curriculum Standard 6: Students will make curriculum connections among theatre, the arts, and other disciplines.  
NH Curriculum Standard 8: Students will demonstrate an understanding of context by analyzing and comparing theatre in various cultures, historical periods, and everyday life.  
NH Curriculum Standard 9: Students will understand the range of careers in the field of theatre arts, and identify careers associated with this field.

### **Suggested Texts and Media (Software, A/V, etc.):**

1. Text: *Acting for Life: A textbook on acting*. Jack Frakes, Meriwether Publishing Ltd., 2005.
2. Text: *Theatre Machine Volume I*. Viola and Goone, Pioneer Drama Service, Inc., 1987.
3. Text: *Theatre Machine Volume II*. Albert T. Viola, Pioneer Drama Service, Inc., 1996.
4. Text: *Theatre Machine Volume III*. Albert T. Viola, Pioneer Drama Service, Inc., 2003.
5. Source Material: *The Ultimate Audition Book for Teens: 111 One-Minute Monologues*. Janet B. Milstein, Smith and Kraus, 2000.
6. Source Material: *The Way I See It: Fifty value-oriented monologs for teens*. Kimberly A. McCormick, Meriwether Publishing, Ltd., 2001.
7. Source Material: *Ten-Minute comedy plays for TEENS*. Kristen Dabrowski, Smith and Kraus, 2006.

We utilize a variety of instructional resources beyond the identified textbooks and materials throughout the school year to enhance your student's educational experience. Parents/Guardians are welcome to review the available resources throughout the school year by contacting their student's teacher. Alternative assignments may be available upon request. Please contact the classroom teacher for further details.

### **Suggested Instructional Strategies:**

1. **Improvisation Exercises:** Students perform individual and group theatrical games and exercises intended to improve specific performance areas, with teacher feedback.
2. **Formative Performances:** Students perform "works in progress" and receive immediate coaching suggestions, while other students use the audience opportunity as a master class.
3. **Lecture:** Teacher shares information regarding vocal/physical technique and theatrical conventions.
4. **Evaluation:** Students write peer, self, and exemplar assessments with teacher feedback.

### **Suggested Assessment Strategies:**

1. Assessments in the performance competency may include monologues, dialogues, group scene performances, improvisation exercises, and method/element exercises.
2. Assessments in the evaluation competency may include peer evaluations, self-evaluations, analysis of scripts, analysis of video performances, and terminology worksheets.
3. Assessments in the relation competency may include theater convention quizzes, article comprehension worksheets, self-reflection essays, and guest speaker reflection essays.