

Joyelle Ball

INTRODUCTION TO ACTING

BEGINNING / NO PREREQUISITES

Course Description:

This course is an introduction to the craft of acting and the basic techniques of actor training. We will introduce the foundations of ensemble, vocal, physical, and script work for the purpose of creating believable performances. Course activities encourage your active participation in the learning process: together, we will play and explore and take risks as we create a trusting community in pursuit of a deeper understanding and enjoyment of theater.

Units:

Unit: Ensemble *Standard:* TH.10.CO1.HS1 Investigate how cultural perspectives, community ideas and personal beliefs impact a drama/theatre work.

Unit: Movement *Standard:* TH.3.CR3.HS1 Explore physical, vocal and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work.

Unit: Voice *Standard:* TH.5.PR2.HS1 Practice various acting techniques to expand skills in a rehearsal or drama/theatre performance

Unit: Character *Standard:* TH.4.PR1.HS1 Shape character choices using given circumstances in a drama/theatre work.

Unit: Monologue *Standard:* TH.6.PR3.HS1 Perform a scripted drama/theatre work for a specific audience.

Texts For Use (as reference for students, not assigned):

Title: <i>Theater Games for the Classroom</i>	Author: Viola Spolin
Title: <i>Respect for Acting</i>	Author: Uta Hagen
Title: <i>The Viewpoints Book</i>	Author: Ann Bogart
Title: <i>The Actor Speaks</i>	Author: Patsy Rodenberg

Assumptive Calendar: (*i.e. Semester with 15 weeks, Block schedule, class 1.5hrs*)

Quarter - 10 weeks; 2 synchronous virtual meetings/week; 1 hr classes

Week Breakdown

(Include a *Warm Up*, *Main Lesson*, *Formative or Summative Assessment*)

Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	<p><i>Ensemble</i></p> <p>Warm-Up: Name and Gesture game</p> <p>Main: Get to Know You</p> <p>Assessment: Partner Interviews + Share Outs</p>		<p><i>Ensemble</i></p> <p>Warm-Up: “Ball” toss -- bowling ball, tennis ball, bouncy ball, egg</p> <p>Main: Listening Circle</p> <p>Assessment: Storytelling: Partners A/B tell each others’ stories</p>	
Week 2	<p><i>Ensemble</i></p> <p>Warm-Up: Numbers Counting</p> <p>Main: Listening + “Yes, and...”</p> <p>Assessment: One Word Story → Three Word Scenes</p>		<p><i>Ensemble</i></p> <p>Warm-Up: Opposite Day (Stop Means Go)</p> <p>Main: Object Presentations</p> <p>Assessment: “Do Something” Activity (Uta Hagen object exercise)</p>	
Week 3	<p><i>Movement</i></p> <p>Warm-Up: Slow Motion Race</p> <p>Main: Knowing the Body (Boal)</p> <p>Assessment: Mirrors</p>		<p><i>Movement</i></p> <p>Warm-Up: Sound and Movement Pass</p> <p>Main: Body as Language (Boal)</p> <p>Assessment: Statues +</p>	

			Machines	
Week 4	<p><i>Movement</i></p> <p>Warm-Up: Crazy Dance "Tag"</p> <p>Main: Tempo + Duration (Viewpoints)</p> <p>Assessment: Two Sitting, One Standing</p>		<p><i>Movement</i></p> <p>Warm-Up: Follow the Leader</p> <p>Main: Body as Expressive</p> <p>Summative Assessment: Pantomime Scenes</p>	
Week 5	<p><i>Voice</i></p> <p>Warm Up: Tongue Twisters</p> <p>Main: Breath Work</p> <p>Assessment: Exhale competitions: ssss, mmmm, oooo</p>		<p><i>Voice</i></p> <p>Warm Up: Plosive Ping Pong</p> <p>Main: Resonators + pitch</p> <p>Assessment: High/low counts to 20</p>	
Week 6	<p><i>Voice</i></p> <p>Warm Up: student-led vocal warm-ups (assessment)</p> <p>Main: Vocal variety (tempo, projection, emphasis)</p> <p>Assessment: Partner Repetition (adapted from</p>		<p><i>Voice</i></p> <p>Warm Up: student-led vocal warm-ups (assessment)</p> <p>Main: Sonnet workshop</p> <p>Summative Assessment: Recitation of sonnet with given vocal focus (pitch, tempo,</p>	

	Meisner)		projection, emphasis)	
Week 7	<p><i>Character</i></p> <p>Warm Up: Gesture → Character Game</p> <p>Main: Creating a Character</p> <p>Assessment: Three Entrances (Uta Hagen)</p>		<p><i>Character</i></p> <p>Warm Up: Show and Tell</p> <p>Main: Given Circumstances</p> <p>Assessment: Status Walks</p>	
Week 8	<p><i>Character</i></p> <p>Warm Up: Won't You Please Smile</p> <p>Main: Objectives, Obstacles, + Tactics</p> <p>Summative Assessment: Objective Catchphrase/ Charades</p>		<p><i>Character</i></p> <p>Warm Up: Gibberish Scenes + Affect the Player</p> <p>Main: Context-less monologue workshop</p> <p>Summative Assessment: Context-less Monologues</p>	
Week 9	<p><i>Monologue</i></p> <p>Warm Up: Pass the Word</p> <p>Main: Monologue Basics (choosing, duration, direction)</p> <p>Assessment: Monologue Choices</p>		<p><i>Monologue</i></p> <p>Warm Up: New Choice</p> <p>Main: Beats + Scoring</p> <p>Assessment: Script Scoring Worksheet</p>	
Week 10	<i>Monologue</i>		<i>Monologue</i>	

	<p>Warm Up: Character Greetings</p> <p>Main: Monologue Workshop</p> <p>Summative Assessment: Monologue Performances</p>		<p>Warm-Up: Class choice of game</p> <p>Main: Class-Wide Responses and Debriefs on Performances</p> <p>Assessment: self-reflection/assessment</p>	
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Departing Skills:

After leaving this course, students will be able to:

1. Students will be able to collaborate with an ensemble to create a performance.
2. Students will be able to demonstrate their awareness of body movement, physical expression, and non-verbal communication.
3. Students will be able to identify and use projection, diction, and vocal variations of tempo, pitch, tone, and emphasis.
4. Students will be able to prepare for a performance by analyzing and scoring a script.
5. Students will be able to create a believable character using given circumstances, objectives, and tactics.
6. Students will be able to perform a rehearsed monologue while demonstrating their understanding of stage rules.