

Theatre Arts
Level III Unit Outline

Unit 1: Professional Development, Safety, and School Rules III

- Review of all safety and procedural guidelines in the Theatre Arts Shop.
- Review of all District safety and policy procedures.
- Review and update career paths.

Unit 2: Acting III

- Understand the characteristics of the theatrical form and the major structural elements of a play, including: the structure of dialogue, the use of editing, the relationship of audience to work; exposition, inciting incident, rising action, climax, and dénouement.
- Understand that there are many methods of memorization.
- Understand Meisner’s approach to concentration of attention, including “reality of doing,” “point of view,” and “acting vs. acting like.”
- Understand Stella Adler’s principles and deviations from Stanislavski.
- Understand Uta Hagen’s principles, including the sense of a complete physical reality on stage.
- Students will know the importance of emotional and sense memory and what their significance is to modern method acting.
- Know the various acting methods and how each can help to develop characters.

Unit 3: Audition Technique II

- Distinguish common generic groupings of classical, contemporary, comic, and dramatic materials as required in audition portfolios.
- Understand common strategies for choosing material appropriate to portfolio, including making use of type, balancing styles, finding the widest variety amongst the fewest pieces, showing range, revealing strengths, finding unusual material, and finding material with flexible timing.
- Choose at least four contrasting monologues to develop for senior portfolio, including factors of time limits, style, period, and contrast, as required by actual auditions or by hypothetical situation.
- Delineate different common types of auditions, including cattle call, musical theatre, seasonal, group, prepared and cold readings, sides, callbacks, go-see, commercial, and union practices.
- Create appropriate pictures and resumes for different auditions, including film and television, theatre, and commercial.
- Apply learned principles of Method acting to portfolio and the audition situation scenarios with actual portfolio.

Unit 4: Acting for the Camera

- Students will learn to delineate the differences between acting for the stage and acting for the camera.
- Students will know the proper application of key techniques and acting Method principles in order to act for the camera.
- Create an unscripted film segment showing a raw emotion.
- Students will know Lee Strasberg’s “Method” of acting and how it differs from Stanislavski’s “Method” of acting.
- Apply techniques of Lee Strasberg to a film monologue performance which will be filmed and viewed by their peers.

Unit 5: Technical Principles III: Section A – Set Design and Construction

- Students will learn scenic design terminology and tools techniques.
- How to analyze scripts to determine their production requirements by referencing historical and cultural contexts.
- How to study, render, plot, and build, either to scale or in full, scenery and properties.
- Identify and understand the stylistic differences in scenic design.
- Apply theory behind the design and technique in the creation of a set and properties for a scripted piece of theatre.

Unit 5: Technical Principles III: Section B – Costume Design

- Students will understand the functions of costume design.
- The importance of basic design execution and technique.
- Identify and understand the differences in periods of costume design.
- How to analyze a script to pull out textual evidence from a script to support design choices.
- Design appropriate costumes for a scripted play according to a design concept conceived from contextual evidence in the play.

Unit 5: Technical Principles III: Section C – Lighting and Sound

- Students will understand the history of theatre lighting.
- The importance and impact of lighting on a theatrical production.
- The basic elements/equipment necessary to successfully light a theatrical production.
- The basic types of lighting instruments used in modern theatre, their individual functions, and their capabilities.
- The evolution of sound in theatre over time.
- The basic types of sound equipment used in modern theatre, their individual functions, and capabilities.
- How to differentiate between sound design and sound engineer and the responsibilities that go along with each title.
- Identify and differentiate between sound design and sound reinforcement.
- Create a lighting design for a scripted piece of dramatic literature.

Theatre Arts
New Jersey Student Learning Standards

NJ Learning Standards 9.3

CONTENT AREA:	STANDARD 9.3 CAREER AND TECHNICAL EDUCATION
ARTS, A/V TECHNOLOGY & COMMUNICATIONS CAREER CLUSTER®	
Number	Standard Statement
<i>By the end of Grade 12, Career and Technical Education Program completers will be able to:</i>	
CAREER CLUSTER®:	ARTS, A/V TECHNOLOGY & COMMUNICATIONS (AR)
PATHWAY:	PERFORMING ARTS (AR-PRF)
9.3.12.AR-PRF.1	Describe the scope of the Performing Arts Career Pathway and the roles of various individuals in it.
9.3.12.AR-PRF.2	Demonstrate the fundamental elements, techniques, principles and processes of various dance styles and traditions.
9.3.12.AR-PRF.3	Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.
9.3.12.AR-PRF.4	Demonstrate knowledge of music theory.
9.3.12.AR-PRF.5	Explain key issues affecting the creation of characters, acting skills and roles.
9.3.12.AR-PRF.6	Create stage, film, television or electronic media scripts in a variety of traditional and current formats.
9.3.12.AR-PRF.7	Describe how technology and technical support enhance performing arts productions.
9.3.12.AR-PRF.8	Analyze all facets of stage and performing arts production management.