

West Linn–Wilsonville School District

The Arts – Course Statement

Course Title: <u>Acting I (Introduction to Acting)</u>	
Length of Course:	Semester
Number of Credits:	1
Grade Level:	9, 10, 11, 12
Prerequisites:	None
CIM Work Samples	
Offered in Course:	Speaking work sample
Date of Description/Revision: April 2002	
Course Overview	
<p>This is an introduction to acting technique emphasizing the basic skills required of a performer. Students will prepare individual, duo, and group acting exercises and scenes, most of which will be improvised. Some memorized scene work will be done, and written analysis work is expected for all major assignments.</p>	
Essential Questions	Concepts providing focus for student learning
<ul style="list-style-type: none">• What is “good” acting?• How do I become a good actor?	
Proficiency Statements	
<p>Upon completion of course, students will be able to:</p> <ul style="list-style-type: none">• Construct imaginative improvisations and collaborate with other student actors to refine those improvisations so that story and meaning are conveyed to an audience.• Demonstrate attention to details and precision in performance.• Use writing to analyze the physical, emotional, and social dimensions of characters found in dramatic scenes, both improvised and scripted.• Use background knowledge and experience to translate personal meaning into public performance via a final, original monologue.• Display imagination, originality, creativity, and risk-taking in improvising or scripted performances.• In individual and duo scenes, create and sustain characters that communicate believability with an audience.• Demonstrate artistic discipline in warm-ups, rehearsals, and performances.• Articulate and justify personal aesthetic criteria for critiquing the work of own and others’ performances.• Accurately define and use basic theatre vocabulary works; know names and titles of careers in the theatre.• Demonstrate knowledge of the role theatre plays in society, how the arts contribute to own lives,	

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<p>and how the arts empower people to create performances, which show who we are as a human race.</p> <ul style="list-style-type: none"> • Define and exhibit the skills of a competent actor and be aware of the demands and prerequisites of the life of a professional performing artist. 	
General Course Topics/Units & Timeframes	
<p>A. Introduction 2 weeks</p> <ul style="list-style-type: none"> • What makes a good actor? Character Journal <p>B. Learning by Doing instead of Being 2 weeks</p> <ul style="list-style-type: none"> • Observation/Mime Sketch/The Escape/The Raid <p>C. Where and When 2 weeks</p> <ul style="list-style-type: none"> • Floor Plan/Leave a Note/Dressing Room <p>D. Who 2 weeks</p> <ul style="list-style-type: none"> • Waiting/Filling Silence <p>E. What, Why, and Obstacles 2 weeks</p> <ul style="list-style-type: none"> • The Bench/Adjustments/Encounter with a Stranger <p>F. Relationships 1 week</p> <ul style="list-style-type: none"> • Concentration <p>G. Using a Script 3-4 weeks</p> <p>H. Final Exam Monologue 3 weeks</p> <ul style="list-style-type: none"> • Monologue/Final Exam Scene Analysis 	
Resources	
<ul style="list-style-type: none"> • Text: <i>Fundamentals of Acting</i>, Karen Mitchell • Video: <i>Big</i>, Directed by Penny Marshall, 20th Century Fox, 1999 • Other: Various class handouts (scene work) 	