

Name of School:

Name of Course: **Introduction to Acting**

Instructor Information

Name:
E-mail address:
School phone number:
Web page address:
Best times to be reached:

Course Description

Introduction to Acting is designed to acquaint the student with the actor's resources through exercises and theater games. Students experience observation, concentration, sense memory, imagination, basic stage directions, acting techniques, blocking, oral interpretative skills, mime, and improvisation. Students perform individual and group scenes from selected plays. This course does not fulfill the requirement for entrance at state universities.

District Standards and Power Benchmarks

Standard: Students will apply reading, writing, and speaking skills to communicate effectively.

Grade Level Benchmarks:

- Students will be able to communicate in group discussions and formal presentations.
- Students will be able to evaluate own and others' speaking effectiveness.
- Students will be able to locate and organize specific data to support and document a viewpoint.
- Students will be able to use appropriate language and vocabulary for the audience and situation.
- Students will be able to demonstrate effective delivery techniques in a variety of modes.
- Students will be able to analyze, synthesize, and evaluate verbal and nonverbal messages.
- Students will be able to use problem-solving strategies.
- **Expert:** Students will be able to understand how language influences the listener.
- **Expert:** Students will be able to use a variety of explicit style techniques for presentations.

Course Information

Introduction to Acting is a one-term elective course worth .5 credit upon successful completion. There are no prerequisites for this course.

Course Outline/Calendar

Academic vocabulary instruction is required.

Unit 1: The Basics of Acting (Vocabulary, Warming Up, Observation, Pantomime, and Improvisation)

Unit 2: Elements of Acting (Movement, Stage Directions, Voice Production and Articulation, Ensemble Work)

Unit 3: Creating a Character (Character Analysis, Character Development, Dramatic and Comic Roles)

Unit 4: The Play (Audition Techniques, The Cast, Rehearsals, Blocking, Attending the Play)

Text/Other Required Materials/Resources

- Classroom reference books
- Binder, dividers, loose-leaf paper
- Spiral notebook
- Blue or black ink pen

Additional Texts/Materials/Resources

Instructional Procedures & Support

1. A variety of teaching techniques and strategies will be used, e.g., direct instruction, Socratic discussions, reflective writing, cooperative groups, graphic organizers, note-taking, framing, QARs, Read Alouds, and higher order thinking skills.
2. District Literacy Initiative strategies will be used.
3. Students will receive verbal and written instructions for major assignments.
4. Students may come in for additional assistance before or after school. A time should be arranged with the teacher in advance.

Classroom Management Procedures

Assessment Plan

Points are accumulated through class participation, activities, quizzes, journal entries, tests and performances.

Grading System

Points accumulate for daily assignments, writing assignments, projects, presentations, quizzes, and tests. Points are divided by the total possible for the grading period to produce a percentage. The Davenport Community Schools' district percentage grading scale and grading periods are as follows:

Quarter	Mid Term	End of Quarter
Quarter 1	Sept. 20, 2010	Oct. 20, 2010
Quarter 2	Nov. 17, 2010	Dec. 21, 2010
Quarter 3	Feb. 4, 2011	Mar. 9, 2011
Quarter 4	Apr. 20, 2011	May 24, 2011

A	93 and above	Firm command of knowledge domain High level of skill development Exceptional preparation for later learning
A⁻	90 - 92	
B⁺	87 - 89	Command of knowledge beyond the basic concepts of knowledge Advanced development of most skills Has prerequisites for later learning
B	83 - 86	
B⁻	80 - 82	
C⁺	77 - 79	Command of the basic concepts of knowledge Demonstrates ability to use basic skills Lacks a few prerequisites for later learning
C	73 - 76	
C⁻	70 - 72	

I		The letter "I" indicates the student has not satisfactorily achieved the grade/course-level benchmarks and/or has missing work. "I" status is temporary and not a final grade. The letter "I" may affect athletic eligibility.
D⁺	67 - 69	Lacks knowledge of some fundamental ideas Some important skills not attained Deficient in many of the prerequisites for later learning
D	63 - 66	
D⁻	60 - 62	
F	59 and below	Most of the basic concepts and principles not learned Most essential skills have not been demonstrated Lacks most prerequisites needed for later learning