Theatre 1 & Acting 1

Course #0400310 (Theatre 1)
https://www.cpalms.org/PreviewCourse/Preview/3982
Course #0400370 (Acting 1)
https://www.cpalms.org/PreviewCourse/Preview/4061

Curriculum Map

Sequence

Supports

Feedback

Quarter	Unit		IG	Topic Name	Standards	Assessment	Days*
First Quarter	Introduction to Acting and Theatre Etiquette			Cover classroom rules and protocols. Introduction to the theatre space, and proper etiquette for actors and audience.	TH.68.C.1.5 TH.68.S.1.1		Week 1
				Work with students to create an understanding of the different types of stages, in particular the stage or area they will be working with.\n\nLearn about the theatre space, define stage locations (Upstage, DownStage, Stage Left, Stage Right)	TH.68.O.3.1	Summative Assessment	Week 2 & 3
				Preparing for Acting and Warm Up Practices. Using Acting Games to strengthen specific aspects of stage performance.	TH.68.F.1.2 TH.68.F.1.3	Formal Observation	Week 4 & 5
				Basic vocabulary for theatre jobs, roles, performance styles (eg. Monologues, Duet, Ensemble Scenes). Introduce jobs and roles of technical theatre practitioners.	TH.68.O.3.1	Summative Assessment	Week 6
Second Quarter	Performance/ Scene Work\n\nAudition and competition Preparations.			Exploring text and choosing appropriate material for the actor. Development movement practices, and basics of grounding. Develop voice and speech practices by focusing on projection, articulation, and diction.	TH.68.H.3.4 LAFS.6.L.1.1	Formative Observation	Week 1 & 2
				Introduce physicality as a storytelling tool and develop pantomime performances based on simple scenarios.	TH.68.O.2.4	Formative Observation	Week 3 - 5
				Introduce basic scripts and dialogue to reinforce concepts of grounding and vocalization covered in week 1 and 2. *Work with monologues and independent performance in this unit.	TH.68.H.1.5 TH.68.S.2.4	Formal Observation (Performance)	Week 7&8
				Introduction to the audition process & slating for auditions and competitions. Complete a Mock Audition process with students.	TH.68.H.1.5 TH.68.S.2.4	Summative Performance	Week 9
Third Quarter	Ensemble Performance			Introduce ensemble style acting games and activities to encourage a collaborative performance environment.	TH.68.C.2.1		Week 1 & 2
				Pair students and work with duet scenes and scripts. Emphasize "Acting is Reacting" in duet relationships on stage. Active listening and mirroring activities can be used to strengthen performance.	TH.68.C.2.1 TH.68.S.3.1	Formal (Project)	Week 3 - 5
				Group students into ensembles of 3 or more and select appropriate material for acting practice. Emphasize self awareness in scenes when not speaking to enhance the connectivity to characters and honesty of performance.	TH.68.C.2.1	Formal (Project)	Week 7&8
				Presentation with discussion and feedback of monologues, duets, or ensemble scenes. Allow for student reflection on preparation and rehearsal process.	TH.68.C.2.1 TH.68.S.2.4	Summative Assessment (Performance)	Week 9
Fourth Quarter				Select a one act or full length play to conduct, read through, audition, rehearsal, and performance process within the classroom. Strengthen and	TH.68.S.2.4 TH.68.S.3.1	Formal Observation	

		Class Performance Presentation	utilize all prior learning on movement, vocalization and performance technique.			Weeks 1 & 2
			Audition and cast production, assign basic backstage roles and publicity roles.	TH.68.S.2.4 TH.68.S.3.1	Formal Observation	Weeks 3, 4, 5, 6 & 7
			Conduct rehearsals.	TH.68.S.2.4 TH.68.S.3.1	Formal Observation	Weeks 8 & 9
			Present in school and/or after school presentations of the final production.	TH.68.S.2.4 TH.68.S.3.1	Summative Assessment	Weeks 10

*The days provided for each unit/topic is an estimate that may be adjusted by subject-level PLCs based on student achievement data. The days are based upon **every other day scheduling** and should be adjusted, if necessary, based upon a daily format. The recommended days shown are less than the actual days for each quarter to allow for additional time for routines, testing, absences, remediation and outside considerations.*