

Acting Methods

PEIMS Code: N1170123

Abbreviation: ACTMET1

Grade Level(s): 9-12

Award of Credit: 1.0

State Approved Innovative Course

- Districts must have local board approval to implement innovative courses.
- In accordance with Texas Administrative Code (TAC) §74.27, school districts must provide instruction in all essential knowledge and skills identified in this innovative course.
- Innovative courses may only satisfy elective credit toward graduation requirements.
- Please refer to TAC §74.13 for guidance on endorsements.

Course Description:

This course is designed to develop proficiency in acting by promoting an understanding of the methods, principles, practices and vocabulary common to all acting styles. In this course, the students begin to develop a process of character development by studying monologues and scenes from contemporary published scripts. They learn the processes used to research an in-depth character. They will incorporate appropriate stage diction and projection. They study mime and movement to prepare their bodies for the challenges of creating physical characters. The course will challenge the students to develop and use a process of character development and discover their creative processes. The course emphasizes the complexity and thoroughness required to become a successful performer.

Essential Knowledge and Skills:

- (a) General Requirements. Theatre I is a recommended prerequisite or corequisite.
- (b) Knowledge and Skills.
 - (1) Foundations: Inquiry and Understanding. The student develops concepts about acting in using modern texts. The student is expected to:
 - (A) develop authentic three-dimensional characters in scenes, improvisations and monologues using physical action as well as silhouette, speed, weight and direction;
 - (B) develop physical dexterity and spatial awareness to aid in creating characters using illusionary mime and Laban's Eight Efforts;
 - (C) employ vocal placement and physical alignment;
 - (D) analyze given circumstances found in modern texts and apply those findings to character development for both monologues and scenes;
 - (E) develop the skills of collaboration necessary to work with a partner to create and rehearse duet scenes; and
 - (F) identify and use elements of appropriate character development such as sub-text, text analysis and physicalization to create characters found in modern theatre.

- (2) Creative Expression: Performance. The student creates characters for performances in mimes, movement studies, improvisations, monologues and scenes. The student is expected to:
- (A) employ improvisation as a device to study conflict and characterization;
 - (B) employ physical action, voice and sub-text to create intellectually and emotionally complex authentic characters in scenes and monologues from modern plays;
 - (C) employ appropriate dialect and accent to create authentic characters in scenes, monologues and improvisations;
 - (D) create and perform characters in mimes using illusionary techniques and appropriate plot and conflict;
 - (E) create and perform characters in selected plays using Laban Eight Efforts to communicate appropriate characteristics;
 - (F) create appropriate character notebooks for all characters in monologues and scenes incorporating plot analysis, appropriate research, character movement, text analysis and sub-text; and
 - (G) create and sustain authentic characters from scenes and monologues from modern texts using a process of character development that is complex and repeatable.
- (3) Historical and cultural relevance. The student relates theatre to history, society and culture. The student is expected to:
- (A) read, research, and analyze culturally diverse texts and determine appropriate character choices using a comprehensive character development process in scenes, monologues and improvisations;
 - (B) research and analyze the life and work of the playwright; and
 - (C) research and analyze the locations in the plays and determine appropriate character choices within the appropriate style in scenes, monologues and improvisations.
- (4) Critical Evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:
- (A) develop and use the skills necessary to be a supportive and focused audience member;
 - (B) develop and practice the skills necessary to successfully rehearse a scene with a partner;
 - (C) develop and practice both positive and negative criticism for verbal critique of student and professional work;
 - (D) employ appropriate theatrical vocabulary to communicate between director and actor, and actor and actor;
 - (E) create and perform illusionary mime studies and movement studies; and
 - (F) perform improvisations, monologues and scenes from modern texts using action, given circumstances, text analysis and sub-text.

Recommended Resources and Materials:

- Berry, Cecily. Voice and the Actor. Harrap. 1973
- Berry, Cecily. Actor and Text. Applause Theatre Books. 1992.
- Boleslavsky, Richard. Acting: The First Six Lessons. Theatre Art Books.1987..
- Cohen, Robert. Acting One. Mayfield Publishing Co. 2007.

- Kipnis, Claude. The Mime Book. Harper and Row.
- Laban, Rudolf. The Mastery of Movement. MacDonald & Evans. Drama Book Splists.
- Lessac, Arthur. The Use and Training of the Human Voice. Drama Book Specialists
- Rolfe, Bari. Mimes on Miming. Panjandrum Books.
- Shepard, Richmond. Mime: The Technique of Silence. Drama Book Specialists. 1971.
- Access to library sources such as books and periodicals
- Access to electronic research tools
- Access to willing professionals in the Theatre field

Recommended Course Activities:

- Students will perform authentic characters in improvisations, monologues and scenes from modern plays.
- Students will read and research modern texts.
- Participate in master classes provided by professionals in the theatre.
- Collaborate with other actors in scenes and improvisations.
- Demonstrate process of character development which includes given circumstances, text analysis, physicalisation and sub-text.
- Demonstrate understanding of theatrical vocabulary at appropriate levels.
- Demonstrate an understanding of the history of acting.
- Attend professional performances.

Suggested methods for evaluating student outcomes:

- Use formative and summative evaluation to monitor student progress and mastery of course content.
 - Grading of vocabulary tests at appropriate levels.
 - Grading of skills in monologues and scenes.
 - Grading of character notebooks which include research, plot analysis, text analysis and sub-text.
 - Grading of ability to know and use acting types.
 - Monitoring by instructor of individual progress.
 - Individual conferences between instructor and student.
- Scheduled semester exams and juries on comprehensive work.

Teacher qualifications:

- Any secondary theatre certification (e.g. Theatre: EC-12) as defined by SBEC rules, TAC §231.241
- Recommended: Experience in professional/community theatre.
- Recommended: BFA and/or MFA in Acting

Additional information: