

## CONTENT STANDARD 2: Acting

### Grade 2

- 2.2.1 Describe characters and their relationships through physical action. (e.g., in pairs, sculpt one another in action poses. “Come alive”, using both body and voice to complete the action). (a)
- 2.2.2 Re-enact a folk tale (Tortoise and the Hare, a Coyote Story, etc.). (a/c)
- 2.2.3 Discover sounds and/or words for characters from a given story. (e.g., read a story with a variety of characters. Name the characters and tell a little about each. Suggest and perform sounds and/or words that each character might say, and move around the room as the character.) (a/c)
- 2.2.4 Use verbal variations and/or a variety of tempos and volume to show different characters. E.g., using the same word, show a different thought/emotion through inflection, tone, tempo, and pitch. (b)
- 2.2.5 Demonstrate an emotion without sounds using only facial expression. Class identifies the emotion. (b)
- 2.2.6 Create character through posture, gestures, facial expressions, sound, etc. (e.g., Become an animal with appropriate movement and sounds.) (b)

### Grade 4

- 2.4.1 Create a character based on movement. (e.g., Demonstrate an emotion by walking across the room. Based on that movement, create a character who would feel and walk this way. (a/b)
- 2.4.2 Demonstrate six different emotions and states of being (e.g., happy, sad, angry, hot, cold), first using only facial expression and body language, then only voice, then combining facial expression, body language, and voice. (a/b)
- 2.4.3 Demonstrate use of body positions to create relationships among characters. (E.g., In small groups, form an action sculpture. After holding the position for ten seconds, group comes alive using bodies and voices to complete the action.) (b)
- 2.4.4 Demonstrate ability to change character through movement and sound. (For example, while moving about, transform yourself into another animal altogether.)  
Create and perform short plays based on stories read in class. (c)  
Create and perform a short plays based on historical events. (c)

## **Grade 6**

2.6.1 Invent and use everyday observations to create characters and situations:

e.g.,

- Silently observe peers in the lunchroom. Based on those observations create a fictitious character who is eating lunch while interacting with other characters. (a)
- Observe a partner; recreate your partner's physical position. Improvise a scene based on these new body positions, (a/b)
- Observe the emotions of a family member or friend. Create a scene based on these observations. (a/b)
- Become an animal, and transform into a human character with similar characteristics. (c)

2.6.2 Demonstrate character variation based on change of emotion and states of being such as happy, sad, angry, hot, cold). (e.g., first using only facial expression and body language, then only voice, then combining facial expression, body language, and voice. (a/b)

2.6.3 Justify characterization through analysis of dramatic text. (E.g., Create a movement for a character you have selected from a script, and explain why the character moves in the way he/she does.) (c)

2.6.4 Invent characterized movement as it relates to sound or verbal prompt. ( E.g., Create a movement based on a sound made by another student. As a class, move through the room following verbal prompts such as a being told to walk on ice, walk in hip-deep water or paper, etc.) (c)

2.6.5 Use acting skills to convey meaning through tone, inflection and/or body language. (e.g., In pairs, given two words such as blue and red, students create a conversation using only those two words [one each]). (c)

## **Grade 8**

2.8.1 Analyze dramatic text by listing main and immediate objectives, actions and obstacles of a given character from a play, a novel, a movie, etc. (a)

2.8.2 Analyze characterization based on personal experience. (e.g., Perform two recreated minutes out of daily life. (a/b)

2.8.3 Perform invented characters. (e.g., Create, rehearse and tape a public service announcement for your school. (a/c)

2.8.4 Analyze, rehearse and perform a short (three to five minutes) two-character scene. (b/c)

2.8.5 Demonstrate use of acting skills in classroom exercise such as the following:

- Enter the same space in three entirely different ways. (c)
- Maintain character and continuity in a large-group improvisation. (c)
- Recreate a moment of your life using your sense memory. (c)
- Recreate a moment of your life using your emotional memory. (c)
- Perform a character as if you were dominated by one specific body system: (i.e., muscle, skeletal, circulatory, etc.) (b/c)
- Improvise a social situation in which people of different cultures interact. (a/c)

### **Grade 10**

- 2.10.1 Perform an improvisation based on personal observation. e.g., Observe a familiar person, then develop voice and movement to perform as a character based on that person. (a)
- 2.10.2 Analyze dramatic text from various genres. (e.g. Concentrating on vocal interpretation, record a favorite story or poem using a reader's theater approach.) (a)
- 2.10.3 Demonstrate acting techniques from a variety of periods. (E.g., Select a quotation by a famous historical or fictional character. Incorporate the speech into a monologue which you will perform as that character; (a/b) or perform a period monologue using appropriate vocal techniques. (b)
- 2.10.4 Create a video or multimedia presentation showcasing several kinds of techniques to improvise stage movement (tai chi, Aikido, fencing, aerobic dance, mime, commedia, etc.) (b/c)
- 2.10.5 Analyze, rehearse and perform an extended (five to ten minutes) scripted scene. (c)

### **Grade 12**

- 2.12.1 Analyze the physical, emotional and social dimensions of characters. (e.g., Experiment with different movements to find the rhythm of the language--e.g., Linking hands with a partner and gently pulling or pushing as you speak the character's lines to one another; or take your character out of the context of the play you are rehearsing or reading. (a) Create a new scene or a monologue where your character's behavior is consistent with the play. (a) or rework a scene from spoken theatre, such as the Romeo and Juliet balcony scene as an opera, singing each line. (b)
- 2.12.2 Demonstrate understanding of acting techniques from other periods and styles by
  - a. Analyzing, rehearsing, performing a classical monologue/scene. (a/b)
  - b. Choose a monologue from any play. Present it in the style of two distinctly different periods -- e.g., Renaissance theater of a specific country, rehearse English restoration, Japanese No play, etc. (b)
- 2.12.3 Maintain consistent characterization while performing in a large group improvisation. (c)