

Visual and Performing Arts
Performing Arts: Theatre Arts I
Unit 2: The Creative Process

Essential Understandings	<ul style="list-style-type: none"> ▪ The creative process in theater involves a variety of strategies and problem solving skills, and techniques.
Essential Questions	<ul style="list-style-type: none"> ▪ What creative thinking strategies, processes, problem solving skills, and techniques are used by performing artists? ▪ What is the creative process?
Essential Knowledge	<ul style="list-style-type: none"> ▪ Actors use specific processes and techniques to create a character. ▪ Actors use observation, imagination and concentration in the creative process. ▪ Actors use their bodies, voices, and stage space correctly and creatively to create a believable character. ▪ There is a specific vocabulary associated with theater.
Vocabulary	<ul style="list-style-type: none"> ▪ <u>Terms:</u> <ul style="list-style-type: none"> ○ improvisation, emotion memory, sense memory, believability, imagination, observation, concentration, atmosphere, stage movement, blocking, upstage, downstage, stage left, stage right, wings, proscenium arch, apron, cyclorama, teaser, fly space, house, legs, traveler, grand curtain, green room, royalties, public domain, orchestra pit, gels, gobos, proscenium stage, thrust stage, theater in the round, box set, unit set
Essential Skills	<ul style="list-style-type: none"> ▪ Apply real world observations to created characters. ▪ Use imagination to develop believable characters. ▪ Maintain focus and concentration during a performance. ▪ Use emotion memory and sense memory to create believable atmosphere and emotion. ▪ Demonstrate character, emotion and environment through the use of appropriate gestures, facial expression, and body movement. ▪ Apply the principles of blocking and stage movement to the performance of a scene. ▪ Improvise a scene. ▪ Analyze a scene for mood, pacing, transitions, and character relationships. ▪ Speak clearly onstage, using effective expression, volume, enunciation, and rate of speed. ▪ Define and explain theater terms such as areas of the stage and terms for physical features of the performing space. ▪ Perform a polished scene. ▪ Direct a scene, creating blocking and coaching actors.

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<p>Related Maine Learning Results</p>	<p><u>Performing Arts</u></p> <p>A. Disciplinary Literacy - Theater</p> <ol style="list-style-type: none"> 1. Terminology Students identify and define the parts of the stage , and identify the crisis, resolution, and theme of the play 2. Production Students fulfill at least one technical role from pre-show through strike. <p>B. Creation, Performance, and Expression - Theater</p> <ol style="list-style-type: none"> 1. Movement Students refine gesture and stage business in the portrayal of a role. 2. Character Students demonstrate development of a character’s attitude and point of view using voice timing, voice tone/level, and physicality to communicate ideas, moods, intentions, and/or feelings. 3. Improvisation Students improvise through theater games or productions to address unforeseen circumstances <p>C. Creative Problem Solving</p> <ol style="list-style-type: none"> 1. Application of Creative Problem Solving: Students apply and analyze creative problem solving and creative thinking skills to improve or vary their own work and/or the work of others. <p>E. Visual and Performing Arts Connections</p> <ol style="list-style-type: none"> 2. The Arts and Other Disciplines Students analyze similar concepts across disciplines. 3. Goal Setting Students make short and long term goals based on rigorous criteria and related to time management, interpersonal interactions or skill development that will lead to success in the arts. 4. Impact of the Arts on Lifestyle and Career Students explain how their knowledge of the arts relates to school-to-school, school-to-work, and other career and life decisions including that the arts are a mean of renewal and recreation.
<p>Sample Lessons And Activities</p>	<ul style="list-style-type: none"> ▪ Discuss theater terms, including interesting applicable anecdotes. ▪ Perform a pantomime to music which tells a story, creates a character, and demonstrates believable action, emotion, and atmosphere. ▪ Recreate a past emotion through emotion memory exercise. ▪ Choose, cast, block, rehearse, and perform a scene.

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Sample Classroom Assessment Methods	<ul style="list-style-type: none">▪ Quiz on theater terms▪ Assessment sheets on performances of pantomime to music, scene, and one act play▪ In class oral critique and student/peer critiques▪ Character worksheets▪ In class observation of students' scene preparation
Sample Resources	<ul style="list-style-type: none">▪ <u>Other Resources:</u><ul style="list-style-type: none">○ Basic Drama Projects by Fran Averett Tanner Ph.D.○ One act play, "Competition Piece"○ Selected scenes from a variety of plays