

Visual and Performing Arts
Performing Arts: Theatre Arts II
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 a clear objective, an imaginary environment, psychological gesture, the imaginary body, a character’s center, expansion and contraction, subtext, internal mantra, and molding, floating, flying, and radiating 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. ▪ Lighting, costume, and set designers use specific processes and techniques to design a show.
Vocabulary	<ul style="list-style-type: none"> ▪ <u>Terms:</u> <ul style="list-style-type: none"> ○ Michael Chekov, psychological gesture, essential action or objective, center, expansion, contraction, imaginary environment, subtext, internal mantra, imaginary body, molding, floating, flying , radiating, barn door, ellipsoidal spotlight, strip lights, Fresnel, spill, scoops, follow spot, batten, roundels, build, swatches, modified authenticity, silhouette, costume plot, straight make-up, character make-up crepe hair, putty wax, spirit gum, stippling

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<p>Essential Skills</p>	<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.▪ Create a psychological gesture for a character.▪ Utilize expansion and contraction to physicalize a character.▪ Analyze a scene to determine a character's essential action or objective and then apply that in the performance of a scene.▪ Use imagination to create a believable environment for a scene.▪ Analyze a scene for mood, pacing, transitions, and character relationships.▪ Speak clearly onstage, using effective expression, volume, enunciation, and rate of speed.▪ Create subtext for a character.▪ Perform a comedic scene, a dramatic scene and a Shakespearean scene in a polished manner.▪ Direct a scene, creating blocking and coaching actors.▪ Create a costume plot for a character.▪ Create a lighting design for a scene.▪ Create a make-up plot for a character.▪ Create a set design for a scene
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<p>Related Maine Learning Results</p>	<p><u>Visual and Performing Arts</u></p> <p>A. Disciplinary Literacy</p> <p>A2.Production Students fulfill at least one technical role from pre-show through strike.</p> <ul style="list-style-type: none">a. Apply technical knowledge and skills to collaboratively and safely create and use theater props, costumes, makeup, and stage pieces.b. Direct or stage-manage a scene or full production.c. Develop specific light and sound cues and use them in scene development.d. Participate in the audition process. <p>B. Creation, Performance, and Expression: Theater</p> <p>B1.Movement Students refine gesture and stage business in the portrayal of a role.</p> <p>B2.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</p> <p>B3.Improvisation Students improvise through theater games or productions to address unforeseen circumstances.</p> <p>C. Creative Problem Solving</p> <p>C1.Application of Creative Process 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> <p>E. Visual and Performing Arts Connections</p> <p>E2.The Arts and Other Disciplines Students analyze similar concepts across disciplines.</p> <p>E3.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.</p> <p>E4.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>
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Sample Lessons And Activities	<ul style="list-style-type: none"> ▪ Discuss the difference between the Stanislavski method of acting and the Michael Chekov method. ▪ Perform the same scene with varying objectives and discuss the differences. ▪ Improvise a scene with spoken subtext. ▪ Move on the stage using different centers for a character. Discuss how the character changes based upon a changed center. ▪ Create a psychological gesture for a character and then perform a scene utilizing the psychological gesture. ▪ Expand and contract physically. Discuss how expansion and contraction impacts a character. ▪ Discuss molding, floating, flying and radiating as methods for finding the physicality of a character. Improvise a scene and identify which characters are using molding, floating, flying, or radiating and how each impacts a character. ▪ Apply character make-up correctly to a classmate.
Sample Classroom Assessment Methods	<ul style="list-style-type: none"> ▪ Quizzes on theater history ▪ Assessment sheets on performances of in class scene work ▪ In class oral critique and student/peer critiques ▪ Short research paper on Konstantin Stanislavski and Michael Chekov ▪ In class observation of students' scene preparation ▪ Project on costume, lighting or set design ▪ Make-up plot for a character
Sample Resources	<ul style="list-style-type: none"> ▪ <u>Other Resources:</u> <ul style="list-style-type: none"> ○ <u>Basic Drama Projects</u> by Fran Averett Tanner Ph.D. ○ <u>The Practical Handbook For The Actor</u> by Melissa Bruder, Lee Michael Cohn, Madeleine Olnek, Nathaniel Pollack, Robert Previto, and Scott Zigler ○ Selected scenes from a variety of plays