

**Visual and Performing Arts**  
**Performing Arts: Theatre Arts II**  
**Unit 2: The Creative Process**

<b>Essential Understandings</b>	<ul style="list-style-type: none"><li>▪ The creative process in theater involves a variety of strategies and problem solving skills, and techniques</li></ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"><li>▪ What creative thinking strategies, processes, problem solving skills, and techniques are used by performing artists?</li><li>▪ What is the creative process?</li></ul>
<b>Essential Knowledge</b>	<ul style="list-style-type: none"><li>▪ Actors use specific processes and techniques to create a character.</li><li>▪ 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.</li><li>▪ Actors use their bodies, voices, and stage space correctly and creatively to create a believable character.</li><li>▪ There is a specific vocabulary associated with theater.</li><li>▪ Lighting, costume, and set designers use specific processes and techniques to design a show.</li></ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"><li>▪ <u>Terms:</u><ul style="list-style-type: none"><li>○ 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</li></ul></li></ul>

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