

Theater: Acting II (Meisner Approach)

Spring 2020

Course Section: CRSC1QQB-11

2019-2020 School Year

Instructor: S. Manas

Learning Standards:

Course Objective:

Students will create a characterization, both in writing and performance, through text analysis and use of Sanford Meisner's approach to acting. Students will cite evidence from the text to support their character analysis and work collaboratively with their peers to create fully realized scenes.

New York State Learning Standards for the Arts

TH:Cr1 Students will generate and conceptualize artistic ideas and work.

TH:Cr2 Students will organize and develop artistic ideas and work.

TH:Cr3 Students will refine and complete artistic work.

TH:Re9 Students will apply criteria to evaluate artistic work,

TH:Cn11 Investigate ways that artistic work is influenced by societal, cultural, and historical context and, in turn, how artistic ideas shape cultures past, present, and future.

Common Core Standards:

CCSS.ELA-LITERACY.RL.9-10.3

Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

CCSS.ELA-LITERACY.SL.9-10.6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 [here](#) for specific expectations.)

Course Description:

Sanford Meisner is one of the two most influential acting teachers in the American Theater. In Acting II: Meisner, students will go through the process of analyzing a character and text through Meisner's famous method. They will create a full analysis of this character through several steps in the Meisner approach including repetition, writing, and reflection exercises and analyzing the text for key phrases, key facts, and the characters wants.. Students will then rehearse and perform scenes together using Stanislavski's method to guide them.

Calendar:**

Class Number	Classwork	Homework
1	Introduction to Theater Class, True/False list and class discussion	
2	Hunger, what is acting exercises , and class discussion.	
3	Introduction to the Meisner Approach part 1	
4	Introduction to the Meisner Approach part 2	Journal Entry: For 24 hours, notice your first response to the people and things you come in contact with (thoughts and feelings). After having done this for 24 hours, write about your experience.
5	Building a Strong Foundation: Repetition Exercises	Journal Entry: Think about how you present yourself to the world (your act). How would you describe your behavior to someone who didn't know you?
6	Really Do It: Knot Exercise	Journal Entry: Pick an item that makes you happy, describe it, and tell me why.

7	Acting is Doing: Point of View Repetition	Journal Entry: Find an article that makes you really angry. Attach the article and tell me why it makes you angry and what it means to you.
8	10 things that are extremely important to you exercise.	Journal Entry: Observe yourself doing 5 physical activities (brushing your teeth, walking to school, etc.) and write about what you discovered. Were you fully invested in doing it? Distracted?
9	Point of View: 3 moment game	Journal Entry: Take note of 5 times you make a connection with another person before class (conversation, eye contact, etc.) What were you trying to achieve? What did you want?
10	Thinking Back: Think of 5 moments you had a connection with another person. What did they want from you? Why do you think so?	
11	Reality of Doing: 3 Moment Game into Repetition part 1	
12	Reality of Doing: 3 Moment Game into Repetition part 2	Journal Entry: Respond to this Peter Brook Quote. What does it mean to you?
13	Acting Is Not About the Words: Writing exercises	

14	Exploring Character: Key Phrases	
15	Exploring Character: Key Facts	
16	Scene partners assigned: 3 moment game into repetition	
17	Scene and casting assigned, initial read through	
18	Find key phrases and key facts	
19	Find key phrases and key facts	
20	Find key phrases and key facts	
21	Find key phrases and key facts	
22	Find key phrases and key facts	
23	Find key phrases and key facts	
24	Begin rehearsal	
25	Rehearsal	
26	Rehearsal	
27	Rehearsal	
28	Rehearsal	
29	Final scene presentation	
30	Self-evaluation & Make up work	
31	Make up work	

subject to change based on student needs

Materials and Texts:

- *Meisner for Teens: A Life of True Acting* by Larry Silverberg
- *Our Town* by Thornton Wilder
- *Oz* by Don Zolidis
- *No Exit* by Jean-Paul Sartre
- *The Strangest Kind of Romance* by Tennessee Williams
- *Antigone Now* by Melissa Cooper
- Pencils
- Paper

Grading Policy:

Projects -35%

Students will be assigned at least one project every semester. Some will have written components, some a performance/practical component, and some both. Students will be provided a rubric that the teacher will go over to assist them in completing the project to the best of their ability. Students are encouraged to frequently refer back to the rubric when completing projects.

Classwork – 15%

Students will first practice the various components of Stanislavki's method in small groups using the same script. Students are encouraged to refer to the rubrics when completing these assignments.

Homework – 10%

For homework, you will either receive a 100% for having completed it with clear effort or a 0 for having not completed it. Homework must show an effort has been made to be considered complete.

Attendance – 20%

You must come to class and you must be on time. You will receive 2 points (100%) for being present and on time, 1 point (50%) for being late, and zero points (0%) for an unexcused absence or cut.

Participation – 20%

When you are in class please participate. This is an easy way to boost your grade.

Classroom Procedures:

Students are expected to be in class, on time, and ready to work. There is a bathroom in the classroom that students may use. If a student needs the nurse, the Dean, the unit coordinator, or to go to the main office, they will be allowed to go and provided a pass at the teacher and para's discretion.

Students will come into the classroom and complete a theater exercise unless otherwise directed. The students will then participate in the lesson. As the period comes to a close, the teacher will go over their behavioral points with the students, asking them first what they think they earned and then telling them what they actually earned. The rules and point policies are detailed in the next section.

Class Rules and Behavior:

School Rules:

Students may not wear hats or bandanas in school. They may not bring weapons, drugs, alcohol, or any illegal paraphenalia into the school building. Students must attend school and be on time. Cell phones and other non-approved technology must be turned off and away while in class unless otherwise instructed.

Classroom Rules:

Rules are clearly posted in the classroom and are as follows:

1. Listen to your teachers and paras.
2. Keep your hands (and all other body parts) to yourself.
3. Be respectful of your peers and teachers.
4. Avoid side conversation.

Behavioral System:

For every period a student is in class they are eligible to receive up to 4 behavioral points, one for each rule they follow. These points will be recorded on a monthly behavioral points sheet. At the end of the month, if they have received an average of 3.5 points for the month, they will receive a reward to enjoy while they work or at a later time.