

# Career & Technical Education | Arts & Communication

## Acting Performance

Subject Code: 40230

### Outcome & Competency Description

#### Course Description:

Meeting expectations of the casting director and audience is critical to any successful performer. This course focuses on maximizing an actor's physical and emotional expression, vocal intonation, memorization, and imagination to convey stories and feelings. Whether spoken or sung, stylistic identity is reinforced. Other topics include material selection, meeting the physical and emotional demands of a performance, sustaining a character, and self and peer critique.

#### Strand 1. Business Operations / 21st Century Skills

Learners apply principles of economics, business management, marketing and employability in an entrepreneur, manager, and employee role to the leadership, planning, developing, and analyzing of business enterprises related to the career field.

#### Outcome: 1.1. Employability Skills

Develop career awareness and employability skills (e.g., face-to-face, online) needed for gaining and maintaining employment in diverse business settings.

#### Competencies

- 1.1.1. Identify the knowledge, skills, and abilities necessary to succeed in careers.
- 1.1.2. Identify the scope of career opportunities and the requirements for education, training, certification, licensure, and experience.
- 1.1.3. Develop a career plan that reflects career interests, pathways, and secondary and postsecondary options.
- 1.1.4. Describe the role and function of professional organizations, industry associations, and organized labor and use networking techniques to develop and maintain professional relationships.
- 1.1.5. Develop strategies for self-promotion in the hiring process (e.g., filling out job applications, resumé writing, interviewing skills, portfolio development).
- 1.1.6. Explain the importance of work ethic, accountability, and responsibility and demonstrate associated behaviors in fulfilling personal, community, and workplace roles.
- 1.1.7. Apply problem-solving and critical-thinking skills to work-related issues when making decisions and formulating solutions.
- 1.1.8. Identify the correlation between emotions, behavior, and appearance and manage those to establish and maintain professionalism.
- 1.1.9. Give and receive constructive feedback to improve work habits.
- 1.1.10. Adapt personal coping skills to adjust to taxing workplace demands.

- 1.1.11. Recognize different cultural beliefs and practices in the workplace and demonstrate respect for them.
- 1.1.12. Identify healthy lifestyles that reduce the risk of chronic disease, unsafe habits, and abusive behavior.

**Outcome: 1.2. Leadership and Communications**

Process, maintain, evaluate, and disseminate information in a business.  
Develop leadership and team building to promote collaboration.

**Competencies**

- 1.2.1. Extract relevant, valid information from materials and cite sources of information.
- 1.2.4. Use negotiation and conflict-resolution skills to reach solutions.
- 1.2.7. Use problem-solving and consensus-building techniques to draw conclusions and determine next steps.
- 1.2.10. Use interpersonal skills to provide group leadership, promote collaboration, and work in a team.

**Outcome: 1.3. Business Ethics and Law**

Analyze how professional, ethical, and legal behavior contributes to continuous improvement in organizational performance and regulatory compliance.

**Competencies**

- 1.3.6. Identify deceptive practices (e.g., bait and switch, identity theft, unlawful door-to-door sales, deceptive service estimates, fraudulent misrepresentations) and their overall impact on organizational performance.
- 1.3.7. Identify the labor laws that affect employment and the consequences of noncompliance for both employee and employer (e.g., harassment, labor, employment, employment interview, testing, minor labor laws, Americans with Disabilities Act, Fair Labor Standards Acts, Equal Employment Opportunity Commission [EEOC]).

**Outcome: 1.5. Global Environment**

Evaluate how beliefs, values, attitudes, and behaviors influence organizational strategies and goals.

**Competencies**

- 1.5.6. Analyze work tasks for understanding and interpretation from a different cultural perspective.
- 1.5.7. Use intercultural communication skills to exchange ideas and create meaning.

**Outcome: 1.6. Business Literacy**

Develop foundational skills and knowledge in entrepreneurship, financial literacy, and business operations.

**Competencies**

- 1.6.5. Describe organizational structure, chain of command, the roles and responsibilities of the organizational departments, and interdepartmental interactions.

- 1.6.9 Explain how the performance of an employee, a department, and an organization is assessed.

**Outcome: 1.7. Entrepreneurship/Entrepreneurs**

Analyze the environment in which a business operates, and the economic factors and opportunities associated with self-employment.

**Competencies**

- 1.7.10. Describe techniques for obtaining experience (e.g., apprenticeship, co-operative [co-op] education, work placement, internship, job shadowing) related to an entrepreneurial objective.
- 1.7.13. Protect intellectual property and knowledge (e.g., copyright, patent, trademark, trade secrets, processes).

**Outcome: 1.8. Operations Management**

Plan, organize, and monitor an organization or department to maximize contribution to organizational goals and objectives.

**Competencies**

- 1.8.4. Identify alternative actions to take when goals are not met (e.g., changing goals, changing strategies, efficiencies).

**Outcome: 1.9. Financial Management**

Use financial tools, strategies, and systems to develop, monitor, and control the use of financial resources to ensure personal and business financial well-being.

**Competencies**

- 1.9.1. Create, analyze, and interpret financial documents (e.g., budgets, income statements).
- 1.9.2. Identify tax obligations.
- 1.9.4. Identify credit types and their uses in order to establish credit.
- 1.9.5. Identify ways to avoid or correct debt problems.
- 1.9.8. Identify income sources and expenditures.

### **Strand 3.                      Written Content Creation**

Learners apply content creation knowledge and skills to use the intended message for entertainment, journalism, or marketing purposes.

#### **Outcome 3.1.              Career-Based Writing**

Develop basic skills and knowledge related to fact-, entertainment-, and marketing-based copy.

##### **Competencies**

- 3.1.2.    Compare and contrast fiction and nonfiction.
- 3.1.4.    Compare and contrast vocabulary, transition words, diction, grammar, spelling, syntax, word choice, and sentence structure within writing models.

#### **Outcome 3.2.              Entertainment-based Writing**

Produce copies for products designed for amusement and enjoyment.

##### **Competencies**

- 3.2.1.    Compare and contrast entertainment-based models of content created for print, electronic, audio, video, digital, live performance, speech, and audio-visual genres.
- 3.2.2.    Compare and contrast writing to be read and writing to be performed.
- 3.2.6.    Annotate copy with phonetic spelling for the speaker or performer.
- 3.2.11.   identify different features of scripts (e.g., setting, dialogue, plot, characters)

## **Strand 7. Performance**

Learners apply knowledge and skills for performance, including roles, processes, procedures, and production design.

### **Outcome: 7.1. Interrelationships**

Examine and explore how music, dance, and theatre disciplines connect to create a production.

#### **Competencies**

- 7.1.1. Identify the similarities and differences in preparation and audition among the performing arts disciplines.
- 7.1.2. Evaluate the importance of the audience and its relationship to the performance.
- 7.1.3. Explain the differences between practice, rehearsal, tech week, and performance.
- 7.1.4. Explain the level of skill and training to reach a professional production level of a performance.
- 7.1.5. Describe and critique the elements of a performance from an audience member's perspective.
- 7.1.6. Determine the relationship among production elements including costume, scenic, lighting, video, sound, and property design.

### **Outcome: 7.2. Genres**

Analyze and critique the stylistic differences among genres.

#### **Competencies**

- 7.2.1. Describe, compare, and contrast various styles and traditions.
- 7.2.2. Identify and compare the lives, works, and influence of significant individuals in various cultures, traditions, and historical periods.
- 7.2.3. Compare and contrast characteristics (e.g., technique, form, content) of genres from a particular time period or area of influence.
- 7.2.4. Explain the influence of social context, historical periods, and culture in the development of a performance.

### **Outcome: 7.3. Basic Movement**

Execute basic movement concepts in performance.

#### **Competencies**

- 7.3.1. Use exercises that build strength, stamina, flexibility, agility, and coordination in locomotor and non-locomotor movements.

- 7.3.2. Apply appropriate alignment, isolation, strength, flexibility, agility, and coordination in locomotor and non-locomotor movements.
- 7.3.4. Exhibit stage presence, confidence, and focus.

**Outcome: 7.4. Space, Time, and Energy**

Exhibit the use of space, time, and energy through performance.

**Competencies**

- 7.4.1. Understand the differences among and work within theatrical and non-theatrical spaces, conventional and non-conventional spaces, and structured and unstructured spaces.
- 7.4.2. Use space and dynamics in solo and ensemble performances.
- 7.4.3. Respond to meter, rhythmic pattern, and phrasing in a performance.
- 7.4.4. Apply various patterns in performance movements.
- 7.4.5. Alter a theatrical, choreographic, or interdisciplinary performance.

**Outcome: 7.5. Choreography**

Choreograph a dance using choreographic principles, processes, and structures.

**Competencies**

- 7.5.1. Apply contrast and transition using choreographic principles.
- 7.5.2. Apply processes of improvisation, reordering, and chance.

**Outcome: 7.10. Acting Process**

Create, research, and perform a variety of believable, multidimensional roles.

**Competencies**

- 7.10.1. Analyze a script and use clues, inherent in the dialogue, to create a character.
- 7.10.2. Develop vocal and physical attributes of a role using the script, direction, and imagination.
- 7.10.3. Develop the sequence of events for a role based on given circumstances.
- 7.10.4. Apply a series of everyday activities to the role through sensory imagination.
- 7.10.5. Develop the physical, social, and emotional elements of a character through action.
- 7.10.6. Express a variety of characters and different theatrical styles through vocal qualities, posture, movement, and language.
- 7.10.7. Sustain a character as an actor in an ensemble rehearsal and performance.
- 7.10.8. Identify and execute inner monologue, personal imagery, imaginative imagery, personal associations, and elements of action.
- 7.10.9. Research different social contexts of character relationships, classes, and situations.

- 7.10.10. Apply presentational, representational, and experimental acting techniques to a performance.
- 7.10.11. Evaluate collaborative efforts and artistic choices in informal and formal productions.
- 7.10.12. Develop memorization techniques for performance.

**Outcome: 7.11.      Production Management**

Assign roles, functions, and procedures based on a script or production plan.

**Competencies**

- 7.11.1. Identify the stages in the production process.
- 7.11.2. Describe the function and responsibilities of individuals involved in creating, planning, scheduling, and producing a production.
- 7.12.6. Identify properties and set dressing and their functions and placements in a production.
- 7.12.7. Identify how highlights and shadows, scenic elements, makeup, costuming, lighting, video, projection, etc. are perceived by a live audience.
- 7.12.10. Identify and describe the various positions of a running crew (e.g. deck electrician, scenic running crew, rail operator, props master, wardrobe manager, costuming crew, etc.).

**Outcome: 7.13.      Costuming**

Create and apply wardrobe, hair style, and makeup for a performance.

**Competencies**

- 7.13.1. Develop a character analysis to create costuming for production.
- 7.13.7. Apply wardrobe, hair, and makeup to convey the mood, character, setting, and social status of a character.
- 7.13.10. Describe the relationship among costume, scenic, lighting, video, and sound designers.

**Outcome: 7.14.      Performance Demands**

Meet the physical, vocal, and psychological demands of performance.

**Competencies**

- 7.14.1. Apply the warm-up process and other techniques that prevent strain on various parts of the body and voice.
- 7.14.2. Recognize the levels of physical and mental stress as potential risk factors to the body's various movements.
- 7.14.3. Develop techniques to enhance a performance based on the knowledge of anatomy and physiology.

- 7.14.4. Develop a nutrition plan and lifestyle choices that support optimal performance and reduce stress and injury.
- 7.14.5. Anticipate the physical requirements of a performance.
- 7.14.6. Overcome psychological stresses to minimize their impacts on a performance.
- 7.14.7. Demonstrate strategies to manage and relieve anxieties.

**Outcome: 7.15. Rehearsal and Audition**

Establish skills and habits necessary for auditions, individual practice, and rehearsals.

**Competencies**

- 7.15.1. Plan for different types of auditions and adapt to in-person, audio, and video format requirements.
- 7.15.2. Select the audition material that meets the expectations of the company or individual holding the audition.
- 7.15.3. Prepare physically and mentally for rehearsal and audition demands.
- 7.15.4. Critique the strengths and weaknesses of a performance during rehearsal.
- 7.15.5. Prepare for an audition by identifying required elements including pre-screens, reels, portfolios, resumes, headshots, and websites.