



Learning Plan

Class Name: Teen Acting	Session: Fall Session 2025	Day: <input checked="" type="checkbox"/> Tues <input type="checkbox"/> Wed <input type="checkbox"/> Sat <input type="checkbox"/> Sun
Class Length: 1h 15m	Session Length: 12 weeks	Class Time: 4:15pm – 5:30pm
Instructor:	Location: <input checked="" type="checkbox"/> DEYA <input type="checkbox"/> DFT <input type="checkbox"/> HFT <input type="checkbox"/> HCP <input type="checkbox"/> KWT	
Created on: 2025/06/02	Created by: Hanna Freitas	
Last edited: 2025/06/02	Version: 1	

Class Rubric – Acting

Class Learning Goals	Success Criteria
Technique	<ul style="list-style-type: none">- Student is able to perform one scene audibly, clearly, and accurately to the script- Student is able to perform one monologue audibly, clearly, and accurately to the script- Student demonstrates and applies pace, pitch, and volume to create character and support narrative- Student uses physicality and space to create character and support narrative- Student is able to learn and repeat blocking for their scene- Students is listening, responding, and reacting to their scene partner(s) during performance and activities
Engagement with Material	<ul style="list-style-type: none">- Student is able to articulate their understanding of their scene and how their role contributes to the overall narrative- Student is able to articulate their understanding of their monologue's narrative and how this is portrayed through their performance choices- Student demonstrates a clear and unique understanding of their character and uses this to inform their choices in both their scene and monologue
Performance and Audience Awareness	<ul style="list-style-type: none">- Student demonstrates the ability to communicate a specific story effectively through their work to an audience- Student's performance is engaging to watch and demonstrates confidence in their abilities
Professionalism	<ul style="list-style-type: none">- Student is prepared to learn and engage at the start of class with all required materials on hand- Student actively participates in class activities- Student treats instructors and other students with respect- Student rehearses material outside of class so they are adequately prepared for class and performances



	<ul style="list-style-type: none">- Student actively takes part in warm up activities led by the instructor that prepares their body, voice, and mind for creative work
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Delivery Schedule

Dates	Class Title	Class Topics	Learning Goals	Materials
Week 1	1 – Introduction	<ul style="list-style-type: none">- Class structure and expectations- Getting to know you- What is scripted acting?- Allowing yourself to be seen*	At the end of this lesson, students will... <ul style="list-style-type: none">- Have an understanding of class structure and expectations- Understand this is a space where students can work creatively and to their fullest, being seen but not judged	<ul style="list-style-type: none">- Materials handed out to students
		Key Activities		
		<ul style="list-style-type: none">- Group warm up- As a class, create your “classroom code” for the session – list of classroom values that help everyone succeed (ex. Respect, kindness, an open mind, etc.)- Introduction to scripted acting- Getting to know you Activity Suggestions: <ul style="list-style-type: none">- Getting to know you: The Name Game; Alliteration Introduction; the Great Wind Blows		

Notes:

*i.e. Acting exercises often have students doing activities that, to them, can seem weird or funny; part of their learning is in allowing themselves to be seen by others without being held back by embarrassment, and to see others without negative judgement. Everyone contributes to creating a space where this type of learning is possible.

Details for all activity suggestions can be found in the Instructor Materials binder.



Delivery Schedule

Dates	Class Title	Class Topics	Learning Goals	Materials
Week 2	2 – The Body	<ul style="list-style-type: none">- Preparing the body for physical work- Finding groundedness and making movement intentional- Exploring energy and physicality- Qualities of movement	<p>At the end of this lesson, students will...</p> <ul style="list-style-type: none">- Continue to develop confidence within the group- Understand the importance of a physical warm up for creative work- Begin to understand the process of finding groundedness in performance work- Be able to articulate different qualities of movement and what these communicate to an audience- Continue to develop skills in collaboration and active listening during activities	
		Key Activities		
		<ul style="list-style-type: none">- Group warm up- Groundedness exercise- Physicality and qualities of movement exercise <p>Activity Suggestions:</p> <ul style="list-style-type: none">- ?		
Notes:				

Details for all activity suggestions can be found in the Instructor Materials binder.



Delivery Schedule

Dates	Class Title	Class Topics	Learning Goals	Materials
Week 3	3 – The Voice	<ul style="list-style-type: none">- How to prepare the voice for creative work- Connecting to the breath- Projection, articulation, and clarity	At the end of this lesson, students will... <ul style="list-style-type: none">- Continue to develop confidence within the group- Understand the importance of a vocal warm up for creative work- Begin to understand the process of connecting to and using the breath- Begin to understand the basics of vocal projection and articulation- Continue to develop skills in collaboration and active listening during activities	<ul style="list-style-type: none">- Scenes
		Key Activities		
		<ul style="list-style-type: none">- Group warm up- Breath work- Articulation exercise- Projection exercise- Select scenes for students to work on for the rest of the class- Homework: Have students research/read the play/material their scene is from Activity Suggestions: <ul style="list-style-type: none">- ?		
Notes:				

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Delivery Schedule

Dates	Class Title	Class Topics	Learning Goals	Materials
Week 4	4 – Text Work	<ul style="list-style-type: none">- Beginning to approach text- Discovering context, setting, material conditions, given circumstances, etc.- Discovering objectives/wants, super-objectives, tactics, obstacles, etc.	At the end of this lesson, students will... <ul style="list-style-type: none">- Continue to develop confidence within the group- Continue to develop skills in collaboration and active listening- Practice asking questions that inform and deepen their understanding of the selection of text they are working on	<ul style="list-style-type: none">- Scenes
		Key Activities		
		<ul style="list-style-type: none">- Group warm up/Intro game- Script work for selected scenes Activity Suggestions: <ul style="list-style-type: none">- Script work: Uta Hagen’s “Nine Questions”		
Notes:				

Details for all activity suggestions can be found in the Instructor Materials binder.



Delivery Schedule

Dates	Class Title	Class Topics	Learning Goals	Materials
Week 5	5 – Blocking	<ul style="list-style-type: none">- Using your scenography- Creating and learning blocking	At the end of this lesson, students will... <ul style="list-style-type: none">- Continue to develop confidence within the group- Continue to develop skills in collaboration and active listening during activities- Understand the process of setting and recording blocking	<ul style="list-style-type: none">- Scenes
		Key Activities		
		<ul style="list-style-type: none">- Group warm up- Block all scenes		

Notes:

Details for all activity suggestions can be found in the Instructor Materials binder.



Delivery Schedule

Dates	Class Title	Class Topics	Learning Goals	Materials
Week 6	6 – Scene Coaching pt. 1	- Receiving and applying feedback	At the end of this lesson, students will... <ul style="list-style-type: none">- Continue to develop confidence within the group- Continue to develop skills in collaboration and active listening during activities- Understand the importance of feedback in the creative process- Begin receiving and applying feedback to their scenes- Reinforce prior learning related to text, body, and voice	- Scenes
		Key Activities		
		<ul style="list-style-type: none">- Group warm up- Coach half of students' scenes		

Notes:

Details for all activity suggestions can be found in the Instructor Materials binder.



Delivery Schedule

Dates	Class Title	Class Topics	Learning Goals	Materials
Week 7	7 – Scene Coaching pt. 2	<ul style="list-style-type: none">- Receiving and applying feedback	At the end of this lesson, students will... <ul style="list-style-type: none">- Continue to develop confidence within the group- Continue to develop skills in collaboration and active listening during activities- Understand the importance of feedback in the creative process- Begin receiving and applying feedback to their scenes- Reinforce prior learning related to text, body, and voice	<ul style="list-style-type: none">- Scenes- Monologues
		Key Activities		
		<ul style="list-style-type: none">- Group warm up- Coach other half students’ scenes- Debrief learning on scenes- Have students select monologues to work on OR assign students monologues based on previous work- Homework: Have students research/read the play/material their monologue is from		
Notes:				

Details for all activity suggestions can be found in the Instructor Materials binder.



Delivery Schedule

Dates	Class Title	Class Topics	Learning Goals	Materials
Week 8	8 – Intro to monologues	<ul style="list-style-type: none">- Introduce monologues- Debrief monologue research- Applying voice work to monologues- Applying text work to monologues	At the end of this lesson, students will... <ul style="list-style-type: none">- Continue to develop confidence within the group- Continue to develop skills in collaboration and active listening during activities- Understand how previous concepts can be applied to solo performance- Assess the playwright’s use of sound to communicate character and story- Begin to assess the outward journey a character is experiencing in a solo piece	<ul style="list-style-type: none">- Monologues
		Key Activities		
		<ul style="list-style-type: none">- Group warm up- Text work for monologues- Voice work for monologues Suggested Activities: <ul style="list-style-type: none">- Text: Uta Hagen’s “Nine Questions” applied to monologues; Finding the “thoughts,” beginning to action the text- Voice: Vowels and consonants		
Notes:				

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Delivery Schedule

Dates	Class Title	Class Topics	Learning Goals	Materials
Week 9	9 – Coaching Monologues pt. 1	<ul style="list-style-type: none">- Receiving and applying feedback	<p>At the end of this lesson, students will...</p> <ul style="list-style-type: none">- Continue to develop confidence within the group- Continue to develop skills in collaboration and active listening during activities- Understand the importance of feedback in the creative process- Begin receiving and applying feedback to their scenes- Reinforce prior learning related to text, body, and voice	<ul style="list-style-type: none">- Monologues
		Key Activities		
		<ul style="list-style-type: none">- Group warm up- Coach half of students’ monologues		
Notes:				



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Delivery Schedule

Dates	Class Title	Class Topics	Learning Goals	Materials
Week 10	10 – Coaching Monologues pt. 2	<ul style="list-style-type: none">- Receiving and applying feedback	<p>At the end of this lesson, students will...</p> <ul style="list-style-type: none">- Continue to develop confidence within the group- Continue to develop skills in collaboration and active listening during activities- Understand the importance of feedback in the creative process- Begin receiving and applying feedback to their scenes- Reinforce prior learning related to text, body, and voice	<ul style="list-style-type: none">- Monologues
		Key Activities		
		<ul style="list-style-type: none">- Group warm up- Coach other half of students' monologues		
Notes:				



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Delivery Schedule

Dates	Class Title	Class Topics	Learning Goals	Materials
Week 11	11 – Preparing for Sharing	<ul style="list-style-type: none">- Preparing work for performance	At the end of this lesson, students will... <ul style="list-style-type: none">- Continue to develop confidence within the group- Continue to develop skills in collaboration and active listening during activities	<ul style="list-style-type: none">- Scenes- Monologues
		Key Activities		
		<ul style="list-style-type: none">- Group warm up- Determine which scenes and monologues will be shared (decided by students)*- Create order for sharing- Review scenes and monologues that will be in sharing		

Notes:

*Sharing must be kept to 30-45min. Depending on class size, not all monologues/scenes will be able to be shared. It is recommended that all students who wish to present their monologue may do so, and only selected scenes are shown.



Details for all activity suggestions can be found in the Instructor Materials binder.



Delivery Schedule

Dates	Class Title	Class Topics	Learning Goals	Materials
Week 12	12 – Parent Sharing	<ul style="list-style-type: none">- Public performance	<p>At the end of this lesson, students will...</p> <ul style="list-style-type: none">- Continue to develop confidence within the group- Continue to develop skills in collaboration and active listening during activities- Understand and experience the performance process- Put into practice their foundational learning as it applies to performance	
		Key Activities		
		<ul style="list-style-type: none">- Group warm up- Sharing for parents		
Notes:				



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