

Lesson Outline #1

Candidate:		Field Supervisor:
Date: February 25	Grade 12	Mentor:

Lesson Part	Activity description/Teacher does	Students do
Formal Preassessment (Sequence start)	[Pre-assessments for this learning sequence included: a formal, written pre-assessment, pre-instruction self-assessments of acting technique strengths and weaknesses, goal setting (group and individual), and a performance pre-assessment (neutral scene rehearsal)]	<ol style="list-style-type: none"> 1. Written pre-assessment 2. Acting Exercises (diagnostic) 3. Group Goal Setting 4. Individual Conferencing to provide process and task feedback (teacher and student) and set learning goals (student) 5. Students cold-read neutral scene and do an initial rehearsal of a neutral scene (filmed as pre-assessment)

Title	Lesson 1: Acting Tools: Sanford Meisner and Repetition	
State Standard	NCCAS TH: Cr2-III: Organize and Develop Artistic Ideas and Work	
Central Focus (CF)	Students will examine how Repetition develops acting skills by cultivating improvisatory talking and listening in rehearsal and performance	
Learning Target (LT)	<p>Students will create a personal and group definition for "Repetition."</p> <p>Students will infer how Repetition can help them toward achieving individual technique goals and predict how Repetition can be useful to actors</p>	
Academic Language	Examine and evaluate (function), Sanford Meisner, repetition, infer, describe, practice, mechanics	
Instruction	<p>Teacher introduces Repetition Exercise (PowerPoint)</p> <ol style="list-style-type: none"> 1. 3 levels of Repetition 2. Talking and Listening in Repetition 3. 2 minute film showing examples of actors performing (modeling) Repetition Exercise in studio work; actors in film model Repetition exercise, talk about its purpose, and describe how it has grown their Acting. <p>Teacher asks, "So what is Repetition? Define it in your own words. Have you practiced this type of exercise before? How is this exercise different from other approaches you've used? Working with your partner, describe in your journal how, based on what you've seen so far and based on exercises you may have done in the past, how you would define Meisner Repetition."</p> <p>Teacher says, "Teacher says, "We are sitting in two small groups on either side of the projector. Share your definitions of Repetition and any prior experiences of Meisner you may have had with your small group, and compare your definitions. How are they similar? Combine your definitions to create one definition between you and your small group partner."</p>	<p>Students take notes (5 minutes)</p> <p>Working with their partners, students create their own definition of Repetition and connect what they have seen to previous knowledge. (3 minutes)</p> <p>Students share definitions and experience with partners. Some students have touched on this exercise during the rehearsal for their winter production of "The Grapes of Wrath," so they connect to prior knowledge and share this with partner. About</p>
Inquiry		

	<p>Teacher prompts small groups to connect what they have seen in the Meisner video to refine definitions and connect to prior knowledge.</p> <p>Teacher listens to conduct formative assessment as groups share Teacher uses list of goals specific to each student to tailor prompts and hints to each students' needs. Teacher listens in, redirects if necessary, and augments when appropriate.</p> <p>Teacher summarizes definitions with student help Teacher revisits learning goals and clarifies learning so far.</p>	<p>half the class was in the play. (4 minutes)</p> <p>Students create small group consensus. (3 minutes)</p> <p>Students confirm summary (1 minute)</p> <p>Students help teacher summarize class definition of Meisner Repetition. (1 minute)</p>
Informal Assessment	<p>Next teacher asks students to predict, based on what they have seen in the film and learned so far, how Meisner Repetition might help them to (1) refine targeted areas of strength in their acting and grow in targeted areas of weakness in their acting. For what purpose can they use Repetition? (2) What are they looking forward to in practicing Meisner Repetition? (Some goals students have enumerated in conference and pre-assessment: <i>staying in the moment, increasing focus and concentration, being more present, making spontaneous choices onstage, "getting out of [their] heads," becoming less aware of the audience, trying not to be so focused on "performance" or entertaining the audience.</i>)</p> <p>Teacher roves to monitor student learning. By listening to conversations, teacher can refine or redirects as needed. Teacher leads group summary. Using list of individual student acting goals, teacher can tailor feedback to each student. This may be especially helpful for autistic student, who has clear goals, but sometimes has difficulty conceptualizing.</p>	<p>In their journals, students make predictions about how Meisner Repetition might help them to refine targeted areas of strength in their acting and grow in targeted areas of weakness in their acting.</p> <p>Students do small group share. (4 minutes)</p>
Instruction and Inquiry	<p>Teacher explains that Meisner has "mechanics" or some ground rules. Teacher asks, "So, based on what you've seen and discussed, how do you DO repetition? Explain in your journal the "rules" of the Teacher roves to ask or answer clarifying questions.</p> <p>Next, teacher asks for one partner group to use their understanding of Repetition to help to demonstrate the Meisner Repetition Exercise while teacher narrates the Exercise.</p> <p>Teacher explains that she will be giving feedback hints and suggestions (feedback) to guide partners to refine their execution of the exercise. In doing so, teacher refines volunteer acting pair's execution of the Exercise until pair demonstrating Repetition are accurately modeling Meisner Repetition for the rest of the class. In doing this, teacher also demonstrates the feedback process.</p> <p>Pair/Share: What are the mechanics of the exercise? With your partner, compare notes on what you've seen and make a list of 'steps' you are going to follow when you practice the exercise."</p> <p>Teacher roves to ask clarifying questions and ensure that students have a process definition for Repetition.</p>	<p>Students explain how to do Meisner Repetition Exercise in their journals (2 minutes)</p> <p>Students take notes on what they see and ask clarifying questions (2 minutes)</p> <p>Students take notes on what they see and ask clarifying questions (2 minutes)</p> <p>Students share notes on what they've seen and decide with their partner how they are going to practice the exercise together understanding of how to do Meisner Repetition. (4 minutes)</p>

Practice Activity Support	Teacher divides students into pairs and moves students to theatre where pairs of chairs have been placed so all students can practice exercise during this ten-minute segment. Teacher roves and monitors, checking for understanding. Using list of goals, teacher shapes her feedback by first silently assessing how students are functioning in exercise, then by offering small hints and suggestions or asking questions to guide students in executing the exercise. Teacher uses knowledge of students' Acting goals and prior experience to help them relate understanding and execution of exercise to Acting problems and situations.	Students practice Repetition Exercise in pairs. Students do Repetition Exercise (10 minutes)
Informal Assessment	Teacher invites students to circle for discussion and feedback session. Discussion prompts: How was that experience for you? Can you relate the experience to your expectations?	(5 minutes) Students engage in feedback and discussion in pairs, then shares whole group
Practice Activity Support	Teacher hands out homework slips to students. Homework: do an activity that you do everyday in an "opposite way" for at least one minute. For example, if you are right-handed, eat your dinner for one minute holding your fork in your left hand.	(2 minutes)
Closure Assessment	Summary and Exit ticket Exit Ticket: How will Meisner Repetition help you as an actor? Do you have any questions about Meisner or the Repetition exercise? Teacher will use student responses on exit tickets to adjust learning support activities in Lesson #2 by paying special attention to misconceptions across the lesson and integrating student assets into the review activities in Lesson #2. (See notes on Lesson 2 Review and Inquiry for modifications.)	Students fill out exit tickets (3 minutes)

Lesson Outline #2

Lesson Part	Activity description/Teacher does	Students do
Title	Lesson 2: Acting Tools: Repetition and Point of View	
State Standard	NCCAS TH: Cr2-III: Organize and Develop Artistic Ideas and Work	
Central Focus (CF)	Students will examine how Repetition develops acting skills by cultivating improvisatory talking and listening in a dramatic work	
Learning Target (LT)	<p>Students will describe and practice Meisner Repetition Level 2</p> <p>Students will practice using Repetition Level 2 as part of a rehearsal process by sharing 1 minute of Level 2 Repetition in a performance setting.</p> <p>Teacher introduces learning targets and invites students to discuss and record learning targets in their journals. Next, teacher asks students to work with their partner to connect today's lesson goals with yesterday's lesson goals. What next steps are we taking? Teacher checks with students with special focus on Student 2 and 3.</p>	<p>Students preview information and note unfamiliar academic vocabulary/ideas in journals (2 minutes)</p> <p>Students check each other's notes for accuracy and understanding</p> <p>Students connect lesson goals with pair/share partner</p> <p>Students share definitions</p>

Academic Language	Examine and evaluate (function), Sanford Meisner, repetition, infer, performance setting, concentration, focus	
Preview Inquiry	<p>Entrance Ticket: Homework Slip. Teacher previews homework slips as students enter classroom.</p> <p>Prompt: Teacher says, “Last night, each of you broke a habit. Share with the person next to you how that felt.”</p> <p>Teacher asks pairs to summarize responses and connects experience to lesson:</p> <p>Journal Prompt: Teacher says, “Yesterday, we looked at how Meisner Repetition might help you to re-form or change some habits in acting. Like your experience last night, this can sometimes be uncomfortable. Today we will continue to consider how Repetition can make you aware of your acting habits. You asked excellent questions in your exit tickets, so let’s look at those first.”</p> <p>Teacher displays and answers questions from yesterday’s exit tickets.</p> <ul style="list-style-type: none"> • How can I react without thinking? • Is repetition a technique that can be used to get to know a character better? • Do you have any tips for sustaining concentration? • Am I supposed to feel something? • Will we apply Meisner in our regular scenes? • Can we have more critiques? <p>Teacher introduces learning targets for the day and invites students to record them in their journals. Teacher reviews academic language, introduces rubric, and asks students to help refine rubric by...</p>	<p>Students give teacher entrance tickets (prior to class)</p> <p>Students share experience of habit breaking (2 minutes)</p> <p>Students offer feedback (2 minutes)</p> <p>Students write responses in journals. (2 minutes)</p> <p>(3 minutes)</p>
Review and Informal Assessment	<p>... laying groundwork for creating a rubric</p> <p>Teacher says, “It sounds like you’re refining your understanding of Repetition. Yesterday, I asked you, ‘If you had to teach me how to do Repetition, how would you do it?’ Yesterday, we agreed that Meisner Repetition requires Talking, Listening, and Focus and Concentration. Working with your scene partner, describe on the rubric what proficiency (a “3” on the Rubric) in each of these three areas looks like. Next, based on your partner definition of Meisner Repetition, add one more requirement to the Rubric in one of the blanks on the list of “rules” or requirements for Meisner Repetition.</p> <p>Teacher roves and asks guiding questions of all students with special focus on Student 1 and students with self-identified focus and concentration issues.</p>	<p>Working with partners, students add a category to the rubric and describe proficiency. (4 minutes)</p> <p>Students report back their additions to rubric. (1 minute)</p>
Instruction	<p>Teacher says, “Today, we’re going to explore how Level 2 Repetition is different from Level 1 Repetition.”</p> <p>Teacher invites two volunteers to demonstrate Level 1 Repetition.</p> <p>Teacher asks students to recall from their journal notes or from the video the differences between Level 1 and Level 2 Repetition.</p> <p>Teacher asks students to popcorn out responses. Teacher gives attention to students who are disinclined to participate by offering encouragement or restating question.</p>	<p>Volunteers model Level 1 Repetition (2 minutes)</p> <p>Students identify that Level 2 Repetition includes point of view</p> <p>Volunteers demonstrate Level 2 Repetition and make adjustments</p>

	Teacher asks students to help with the feedback process by offering hints and suggestions. After modeling feedback, teacher invites students observing group modeling Repetition to offer feedback using model. Students to call “hold” and give hints and suggestions to volunteer Acting partners.	as observing students provides hints and asks questions. (5 minutes)
Informal Assessment	<p>Teacher explains that we will first be practicing Level 1 Repetition as a review and warm-up for Level 2 Repetition. Teacher explains that, as they work, she will be giving partners hints and suggestions to each group. Teacher checks for understanding of directions. Teacher asks students to move to pre-set chairs placed in the theatre for practice. Exercise will begin with a prompt from teacher. (Students and teacher will agree on prompt.)</p> <p>Teacher roves and monitors, checking for understanding.</p> <p>Teacher ends exercise after 3 minutes and asks partners to share their experiences with each other. What worked? What didn't? What will they take into practice of Level 2 Repetition?</p>	<p>Students practice Level 1 Repetition (3 minutes)</p> <p>Students strategize for Level 2 Repetition (2 minutes)</p>
Practice Activity Support	<p>Next, teacher explains that we will first be practicing Level 2 Repetition. Teacher explains that, as they work, she will be giving hints and suggestions to guide each set of partners as they work. Teacher checks for understanding of directions. Exercise will begin with a prompt from teacher. (Students and teacher will agree on prompt.)</p> <p>Teacher gives special attention to students who require clarification or need assistance connecting current learning experience to stated Acting goals: <i>staying in the moment, increasing focus and concentration, being more present, making spontaneous choices onstage, “getting out of [their] heads,” becoming less aware of the audience, trying not to be so focused on “performance” or entertaining the audience.</i>)</p>	<p>Students practice Level with 2 Repetition with feedback</p> <p>Students suggest prompt.</p> <p>Students work with teacher guidance.</p> <p>(10 minutes)</p>
Informal Assessment	<ol style="list-style-type: none"> Partners share one minute of sustained Level 2 Repetition with Class in a performance setting. Feedback and Discussion from students 	<p>Students perform Level 2 Repetition (10 minutes)</p> <p>Students give feedback. Teacher clarifies as needed to reinforce learning (5 minutes)</p>
Closure Assessment of Student Voice	<p>Closure Meisner Master Class (2 minutes of video)</p> <p>Exit Ticket: List: 1 or more important things you learned 1 important thing you learned about yourself</p> <p>Teacher closes with fist to five “How was today?” and “How are we doing?”</p> <p>Teacher Checks for engagement and response to fist to five.</p> <p>Teacher will use student responses on exit tickets (Closure Assessment) to adjust learning support activities in Lesson #3 by paying special attention to misconceptions across the lesson and integrating student assets into the review activities in Lesson #3.</p>	<p>Students view video (2 minutes)</p> <p>Students fill out exit tickets (3 minutes)</p> <p>Students respond to teacher with fist to five rating.</p>

Lesson Outline #3

Lesson Part	Activity description/Teacher does	Students do
Title	Lesson 3: Acting Tools: The “why” of Objectivity	
State Standard	NCCAS TH: Cr2-III: Organize and Develop Artistic Ideas and Work	
Central Focus (CF)	Students will examine how Repetition develops acting skills by cultivating improvisatory talking and listening in a dramatic work	
Learning Target (LT)	<p>Students will reinforce and refine understanding of Level 1 and Level 2 Repetition by exploring objectivity</p> <p>Students will sustain Repetition exercise over increasing intervals of time</p> <p>Students will maintain objectivity, focus, and concentration in a performance setting</p>	<p>Students restate learning targets in journals. (3 minutes)</p> <p>Students share restatements of learning targets. (2 minutes)</p> <p>Students create strategies for achieving objectivity and sustained focus and concentration. (3 minutes)</p> <p>Partners share strategies with group. (2 minutes)</p>
Academic Language	Examine and evaluate (function), Sanford Meisner, explore, objectivity, sustain, intervals, focus, concentration, performance setting	
Preview Instruction and Inquiry	<p>Prompt: Meisner master class: The Why of Objectivity (video)</p> <p>Review: Teacher asks students to recall yesterday’s work and share observations. Using information from Exit Tickets and teacher’s own observations of student work, teacher asks students to consider the following: What worked? What didn’t? How might objectivity help what didn’t work? Teacher asks Acting pairs to share additions to Rubric. Students may call out, “Don’t manipulate the text” or “Don’t do line readings,” or “Connect with your partner.”</p> <p>Teacher summarizes additions. Next, teacher says, “Let’s see what objectivity can do to solve these problems.”</p> <p>Teacher invites an acting pair to share Level 2 Repeating Exercise. Teacher provides hints and suggestions to move partners toward objectivity.</p> <p>How does objectivity answer to the prompts on your Rubric? Analyze from previous two days’ learning how objectivity aids Meisner repetition.</p> <p>Teacher invites students to share inference with partner. Teacher asks for and summarizes student responses</p>	<p>Students watch video prompt and and take notes (2 minutes)</p> <p>Students analyze differences between Level 1 and 2 Repetition and infer how objectivity can be helpful in Meisner Repetition. (2 minutes)</p> <p>Students pair/share (1 minute)</p> <p>Students analyze in journal. (3 minutes)</p> <p>Students share inferences with partner (1 minute)</p> <p>Students add objectivity to rubric and describe what “proficiency” looks like. (1 minute)</p>
Informal Assessment	Teacher reminds students of first learning goal: to sustain Repetition over increasing intervals of time. Teacher says, “you already know how to do Level 2 Repetition. Now, let’s see what happens when we sustain Repetition for an uninterrupted five minutes. Teacher asks partners to remind each of the strategies they’ve chosen. After students begin exercise, teacher roves and observes to check for understanding.	Students practice 5 minutes of sustained Level 2 Repetition (5 minutes)

Practice Activity Support	Next, teacher explains that today, we'll be working in groups. Teacher will create groups of four. One pair will observe; the other will practice Level 2 Repetition with the addition of objectivity and sustained concentration over an increased interval of time (Learning Goals 1 and 2). After 5 minutes of practice and 2 minutes of feedback, groups will switch. Exercise will begin with a prompt from teacher. (Students and teacher will agree on prompt.) All move to pairs of chairs that have been placed for exercise. Teacher asks students to check in with each other about goals. Teacher roves and monitors, checking for understanding.	Pairs of students observe practice Level 2 Repetition; after 5 minutes of practice and 3 minutes of feedback, groups will switch. (16 minutes)
Informal Assessment	Sharing/Performance: Students practice 1 minute of Level 2 Repetition with the addition of objectivity in a performance setting.	Student pair shares work in audience setting. Students provide feedback (10 minutes)
Practice Activity Support	Homework: Students will practice a moment of Repetition in real life. (e.g. when someone says something to you in real life, practice Repetition and see how they respond. When your mother says, "It's time for dinner," you respond, "It's time for dinner." See what happens and report back.)	Students write down homework and ask clarifying questions. (2 minutes)
Closure Assessment	<p>Exit Ticket:</p> <ol style="list-style-type: none"> 1. Were you able to make objective observations during Repetition? Why is this important? 2. What did you learn by sustaining Repetition over increased intervals of time? How does this connect to your Acting goals? <p>Teacher will use student responses on exit tickets to adjust learning support activities in Lesson #4 by paying special attention to misconceptions across the lesson and integrating student assets into the review activities in Lesson #4.</p>	Students fill out exit tickets (2 minutes)

Lesson Outline #4

Lesson Part	Activity description/Teacher does	Students do
Title	Lesson 4: Acting Tools: Physical Techniques for Applying Repetition	
State Standard	NCCAS TH: Cr2-III: Organize and Develop Artistic Ideas and Work	
Central Focus (CF)	Students will examine how Repetition develops acting skills by cultivating improvisatory talking and listening in a dramatic work	
Learning Target (LT)	<p>Students will apply a physical technique (e.g. breathing) to Repetition</p> <p>Students will examine how applying a physical technique (e.g. breathing) frees them to create interactions based in real and honest impulses.</p> <p>Students will reinforce and refine understanding of Level 1 and Level 2 Repetition by exploring behavior changes</p>	<p>Students restate learning targets in journals. (3 minutes)</p> <p>Students share restatements of learning targets and make connections between today's and previous days' learning targets (2 minutes)</p> <p>Students popcorn interpretations</p>

		and connections. Students popcorn strategies for success. (3 minutes)
Academic Language	Examine and evaluate (function), Sanford Meisner, explore, objectivity, sustain, intervals, focus, concentration, performance setting, physical technique, behavior changes	
Instruction Inquiry Preview Review	<p>Review: Teacher asks students to recall yesterday’s homework and share observations stories (what worked, what didn’t). Students agree that repetition is an artistic process specific to theatre.</p> <p>Teacher observes that yesterday, she advised some students to incorporate a physical technique into their practice of Meisner Repetition. Teacher asks students to popcorn specific examples of the physical techniques they added to their practice and then asks focus students to popcorn how adding a physical technique to their practice helped them.</p> <p>Teacher asks students add uses physical techniques to rubric and strategize with partner to set goals. Based on discussion, what physical techniques will they try out?</p>	<p>Students share observations (3 minutes)</p> <p>Students popcorn responses like “Breathing!” “Relaxation!” “Eye Contact!” Focus students share experience and explain to group how adding a physical technique (i.e. breathing) increased their understanding of Repetition or helped them to achieve a goal (aka “I connected with my acting partner more fully.” “I followed my impulses” (3 minutes)</p>
Informal Assessment	Teacher asks students to, with partner, discuss and select a physical technique to add to their rubrics. Teacher roves to answer questions, ask clarifying questions, and ensure that students understand physical technique	Students discuss and infer which physical technique (aka breathing) will aid them in practicing Meisner Repetition (3 minutes)
Instruction Inquiry Preview Review	Teacher says, “Yesterday, at the end of class we saw Jim and Betty notice behavior changes in one another.” Teacher invites Lucy and Nathan to share experience. Next, teacher invites other students to say what they noticed. Teacher notes that many students have added noticing behavior changes to their practice already. Teacher asks students to give examples from their practice of noticing behavior changes.	<p>Focus students share experience with class. Other students observe how noticing behavior changes can improve the practice of Meisner Repetition (2 minutes)</p> <p>Students volunteer examples of behavior changes. “Your eye is twitching.” “Your eyes are teary.” “Your Adam’s apple is bobbing.” (2 minutes)</p> <p>Students add “Behavior changes” to rubric and strategize to add noticing behavior changes to practice (3 minutes)</p>
Informal Assessment	Teacher asks students to add “students to add notice behavior changes to their Rubrics and discuss with partner what this looks like and how they will strategize to add noticing behavior changes to their practice. What does proficiency look like? Teacher roves to answer questions, ask clarifying questions, and ensure that students understand what behavior changes are.	Students discuss and infer how noticing behavior changes helps them in practicing Meisner Repetition and strategize how they will add noticing behavior changes to Rubric. What does proficiency look like? (3 minutes)

Practice Activity Support	<p>Teacher explains that students will practice five minutes of Level 1 Meisner Repetition to increase duration of practice and to incorporate the physical technique actors have selected.</p> <p>Teacher roves to ensure that students understand and accurately practice Level 1 Repetition and to ensure that students are incorporating a physical technique. When necessary, teacher provides side coaching in the form of hints and suggestions.</p>	Students practice 5 minutes of sustained Level 1 Repetition incorporating selected physical technique. (5 minutes)
Informal Assessment	Teacher asks, "How did incorporating a physical technique improve your practice?"	Students share with partner and whole group (3 minutes)
Instruction Inquiry	<p>Teacher says, "Next we are going to add observing behavioral changes" to our practice.</p> <p>Teacher asks volunteer Acting pair to practice 1 minute of Level 2 Repetition adding noticing behavior changes. Teacher asks students to observe and note how observing behavior changes adds to the practice of Repetition.</p>	Students practice 1 minute of Repetition. Acting Pair offers reflections and students observing popcorn observations (4 minutes)
Practice Support Activity	<p>Teacher says, "We will now practice 5 minutes of Level 2 Repetition, and we will add noticing behavior changes to our practice." Teacher explains that she will visit partners to offer clarification as needed.</p> <p>Teacher roves to ensure that students understand and accurately practice Level 2 Repetition and to ensure that students are adding in noticing behavior changes. When necessary, teacher provides side coaching in the form of hints and suggestions.</p>	Students practice 5 minutes of Level 2 Repetition and add in the practice of observing behavior changes (5 minutes)
Practice Support Activity	Teacher reviews learning goals and reminds students that part of the practice of Meisner is to maintain focus, concentration, talking and listening, a physical technique (aka breathing) in a performance setting. Teacher invites partners to "practice in public" by doing Level 2 Repetition including an audience.	Students practice Repetition and add in audience. (5 minutes)
Closure	<p>Teacher asks, "Were you able to maintain focus, concentration, talking and listening, a physical technique (aka breathing) in a performance setting? (Fist to five)</p> <p>One word reflection: Teacher asks students think of one word that describes what they learned today. Teacher explains that students will offer a one-word reflection by sharing their summary word with the group.</p>	<p>Students feed back using fist to five</p> <p>Students offer one word reflections.</p>
Assessment of Student Voice	<p>Exit ticket: 1. Did Repetition become physical for you today?</p> <p>2. How did noticing behavioral changes affect your connection with your scene partner?</p> <p>Teacher will use student responses on exit tickets to adjust learning support activities in Lesson #5 by paying special attention to misconceptions across the lesson and integrating student assets into the review activities in Lesson #5.</p>	Students complete exit ticket (3 minutes)

Lesson Outline #5

Lesson Part	Activity description/Teacher does	Students do
Title	Lesson 5: Repetition and Rehearsal	
Standard	NCCAS TH: Cr2-III: Organize and Develop Artistic Ideas and Work	
Central Focus (CF)	Students will examine how Repetition develops acting skills by cultivating improvisatory talking and listening in a dramatic work	
Academic Language	Examine and evaluate (function), Sanford Meisner, explore, objectivity, sustain, intervals, focus, concentration, performance setting, physical technique, behavior changes	
Learning Target (LT)	<p>Students will analyze how Meisner Repetition can be used to help them meet their Acting goals</p> <p>Students will infer how Meisner Repetition can be applied to a rehearsal process</p> <p>Students will apply Meisner Repetition to a rehearsal process</p> <p>Students will apply Meisner Repetition in a performance setting</p>	<p>Students restate learning targets in journals. (3 minutes)</p> <p>Students share restatements of learning targets. (2 minutes)</p>
Review	<p>Review: Teacher says, "On the inside page of your folder, you will find our conference notes that lists the strengths and weaknesses you felt you have as an actor. You also listed your Acting goals. Please take a few moments to locate and read those pages silently." Next, I'd like you to take a moment to review your Rubric to answer for yourself, "What acting problems does Meisner technique address?"</p> <p>Teacher says, "We are going to create a Venn Diagram." Teacher asks students to share experience of making and using Venn Diagrams as she hands out copies of Venn Diagrams. Teacher instructs students to write acting goals in "Acting Goals" circle, and then to use their rubrics and experience to write "Meisner Repetition Exercise Goals" on the right hand side of their rubric. If their goals and Meisner goals overlap, this is written in the center of the diagram.</p> <p>Teacher roves and clarifies and summarizes student responses Teacher summarizes by asking if students have more than one, more than two, more than three overlaps, etc.</p>	<p>Students locate Acting Goals in folder. Students review personal Acting goals. (1 minute)</p> <p>Students locate and read Rubric. (1 minute)</p> <p>Students connect to prior experience of making Venn Diagrams and give examples of how and for what purpose they used Venn Diagrams in the past. (2 minutes)</p> <p>Students create Venn Diagrams that show overlaps between personal Acting goals and Acting problems addressed by Meisner technique. (4 minutes)</p>
Formative Assessment	Teacher summarizes by asking if students have more than one, more than two, more than three overlaps, etc.	Students report results of Venn Diagram. (1 minute)

Instruction Inquiry	<p>Teacher says, “We are now going to apply Meisner Repetition to a rehearsal technique.” Teacher tells personal story of how she used Meisner Repetition to rehearse David Mamet’s “The Woods.” Teacher cites examples of work in which actors demonstrate Repetition techniques (aka: John Malkovich in “True West.”) Teacher describes and models how Repetition Levels 1 and 2 can be used with text.</p> <p>Next, teacher asks students to describe their current rehearsal technique. Teacher asks students to analyze how using Meisner Repetition will alter their approach. Teacher asks students to describe this in their journals and then strategize with their partner about how they will use their new learning in rehearsal.</p>	<p>(3 minutes)</p> <p>With their Acting partner, students describe and strategize how they will use Repetition in rehearsal and compare and contrast this with approaches they may have used in the past. (3 minutes)</p>
Informal Assessment	<p>Teacher roves, listens for understanding, and answers and asks clarifying questions.</p>	<p>Students clarify procedures (3 minutes)</p>
Practice Activity Support	<p>Teacher explains that students will now rehearse the neutral scene (in folder) they were assigned at the beginning of unit. Students will rehearse for fifteen minutes, then perform neutral scene using Repetition.</p> <p>Teacher explains that she will rove and give feedback as needed for the first ten minutes of the fifteen-minute rehearsal. Feedback may include reminders from Rubric (aka: “Breathe!” “Notice behavior changes!”)</p>	<p>Students rehearse neutral scenes using Meisner Repetition with teacher feedback (15 minutes)</p>
Informal Assessment	<p>During last five minutes of 15-minute rehearsal, teacher observes to ensure that students are functioning well.</p>	<p>Students rehearse without feedback. (5 minutes)</p>
Practice Activity Support	<p>Teacher explains that students will perform scenes as rehearsed thus far in Gallery setting. (Audience comes to performers)</p> <p>Closure: one word Reflection</p>	<p>Students perform scenes as rehearsed thus far. (5 minutes)</p> <p>Students offer one word that describes how they are feeling or how the experience was for them. (1 minute)</p>
Closure Assessment of Student Voice	<p>Teacher gathers students for closure discussion. Our Meisner unit is concluding. Teacher asks students to summarize and share what they have learned and how they will apply or further explore Meisner in the future.</p>	<p>Students discuss in a group setting. (5 minutes)</p>
Formal Postassessment (Sequence end)	<p>[Post –assessment consists of distinguishing characteristics of Level 1 and Level 2 Repetition, performance of neutral scenes to demonstrate application of Repetition to rehearsal/performance process, a verbal Reflection, a written post-assessment, and comparison of pre-performance assessment and post-performance assessment video work samples.]</p>	