

## Acting Up Objectives and Georgia Standards of Excellence

<b>ACTING UP OBJECTIVES</b>	<b>Georgia Standards of Excellence (GSE)</b>
<b>CREATING</b>	<b>(K-5)</b>
<ul style="list-style-type: none"> <li>• Increase understanding of uses of imagination, focus, and concentration through acting exercises and presentation of scene</li> <li>• Promote attentive listening skills with listening and responding acting exercises</li> </ul>	<b>TAK.CR.1</b> <b>TA1.CR.1</b>
<ul style="list-style-type: none"> <li>• Encourage self-confidence in expressing emotion, thoughts, and reactions in a production setting</li> <li>• Learn to retell stories and develop original ideas and/or scenes with team writing</li> </ul>	<b>TAK.CR.2</b> <b>TA1.CR.2</b>
<ul style="list-style-type: none"> <li>• Identify and apply basic industry vocabulary in a production setting</li> </ul>	<b>TA2.CR.1</b>
<ul style="list-style-type: none"> <li>• Explore the dramatic writing process with in depth script study and exercises</li> <li>• Foster collaboration to generate story elements and ideas with team generated projects</li> </ul>	<b>TA2.CR.2</b>
<ul style="list-style-type: none"> <li>• Promote character development by identifying specific traits, emotions, and motives of scripted characters.</li> <li>• Identify technical elements that encompass a performance experience through acting and technical production.</li> </ul>	<b>TA3.CR1</b> <b>TA4.CR.1</b>

<ul style="list-style-type: none"> <li>• Apply dramatic writing experience by developing scripts based on stories</li> <li>• Collaborate to create a production that includes a script, performance, and technical elements</li> </ul>	<b>TA3.CR.2</b> <b>TA4.CR.2</b>
<ul style="list-style-type: none"> <li>• Identify technical problems and implement solutions in a production setting</li> <li>• Appreciate artistic choices in developing character emotions and motives through scene observation and participation</li> </ul>	<b>TA5.CR.1</b>
<ul style="list-style-type: none"> <li>• Apply dramatic writing process and elements to create characters, scenes and plots</li> </ul>	<b>TA5.CR.2</b>
<b>PERFORMING</b>	<b>(K-5)</b>
<ul style="list-style-type: none"> <li>• Learn to use voice and body to communicate emotions in a production setting</li> <li>• Assume various roles in the production process</li> </ul>	<b>TAK.PR.1</b> <b>TA1.PR.1</b>
<ul style="list-style-type: none"> <li>• Identify performance space and audience space and have the ability to basic production skill and communication.</li> <li>• Describe common objects and methods to use them in dramatizations</li> </ul>	<b>TAK.PR.2</b> <b>TA1.PR.2</b>
<ul style="list-style-type: none"> <li>• Foster use of imagination and vocal elements to express a character's emotions</li> </ul>	<b>TA2.PR.1</b>
<ul style="list-style-type: none"> <li>• Explore and understand performance design elements</li> </ul>	<b>TA2.PR.2</b> <b>TA3.PR.2</b>

<ul style="list-style-type: none"> <li>Identify and apply technical elements in performance experiences</li> </ul>	
<ul style="list-style-type: none"> <li>Use vocal elements, body movements to communicate a character's emotions and motives in a production setting</li> </ul>	<b>TA3.PR.1</b>
<ul style="list-style-type: none"> <li>Collaborate with an ensemble to create a performance for an audience</li> </ul>	<b>TA4.PR.1</b>
<ul style="list-style-type: none"> <li>Expand upon previous performance and technical elements</li> </ul>	<b>TA4.PR.2</b>
<ul style="list-style-type: none"> <li>Explore character choices and motives</li> <li>Understand relationship between talent and various production team roles</li> </ul>	<b>TA5.PR.1</b>
<ul style="list-style-type: none"> <li>Practice applying technical elements in simulated situations</li> <li>Incorporate artistic and technical elements into performance experience</li> </ul>	<b>TA5.PR.2</b>
<b>RESPONDING</b>	<b>(K-5)</b>
<ul style="list-style-type: none"> <li>Promote attentive listening skills and actively engaging as a member of the audience</li> <li>Learn to identify and demonstrate audience etiquette during performances</li> </ul>	<b>TAK.RE.1</b> <b>TA1.RE.1</b>

<ul style="list-style-type: none"> <li>• Describe emotions, character motives, and awareness of situational cues</li> <li>• Generate methods of expressing opinions, emotions, and/preferences about a performance experience</li> </ul>	<b>TAK.RE.2</b> <b>TA1.RE.2</b>
<ul style="list-style-type: none"> <li>• Identify and practice the principles of whole body listening</li> <li>• Learn the importance of being a careful listeners and reciprocal communication</li> </ul>	<b>TA2.RE.1</b>
<ul style="list-style-type: none"> <li>• Promote giving empathetic feedback and identifying artistic choices of the performance designed by students</li> <li>• Value the differences in peers while expressing personal opinions, emotions and/or preferences about a performance experience</li> </ul>	<b>TA2.RE.2</b>
<ul style="list-style-type: none"> <li>• Promote student's awareness of the performer's feeling and emotions</li> <li>• Provide students with the skills to identify when and how to provide peers with feedback and support</li> </ul>	<b>TA3.RE.1</b>
<b>CONNECTING</b>	<b>(K-5)</b>
<ul style="list-style-type: none"> <li>• Brainstorm ways that performances compare and contrast to real-life situations</li> </ul>	<b>TAK.CN.1</b> <b>TA1.CN.1</b>

<ul style="list-style-type: none"> <li>Identify various career paths within arts and media through practical on set experience</li> </ul>	
<ul style="list-style-type: none"> <li>Learn the roles of dramatization in a story or performance</li> <li>Explore the various mediums of production on a micro and macro level</li> </ul>	<b>TAK.CN.2</b> <b>TA1.CN.2</b>
<b>CREATING</b>	<b>(6-8)</b>
<ul style="list-style-type: none"> <li>Foster development of critical thinking skills and creativity regarding acting and film production</li> <li>Increase awareness of how media impacts emotions, behaviors and self-perception</li> <li>Create plans for a production by applying learned creative processes</li> </ul>	<b>MAT6.CR.1</b> <b>MAT7.CR.1</b> <b>MAT8.CR.1</b>
<ul style="list-style-type: none"> <li>Provide cognitive framework for conceptualizing artistic ideas from creative, cultural and historical perspectives in acting and film</li> <li>Foster development of collaborative production based on performance and technical design goals</li> </ul>	<b>MAT6.CR.2</b> <b>MAT7.CR.2</b> <b>MAT8.CR.2</b>
<b>PERFORMING/PRODUCTION</b>	<b>(6-8)</b>
<ul style="list-style-type: none"> <li>Explore the components of a production and brainstorm ways to integrate multiple principles into students own production</li> <li>Identify methods of incorporating processes to support an underlying idea or theme of a production</li> </ul>	<b>MAT6.PR.1</b> <b>MAT7.PR.1</b> <b>MAT8.PR.1</b>

<ul style="list-style-type: none"> <li>Facilitate students' ability to think in non-stereotyped patterns when developing techniques within acting and film production</li> <li>Exhibit adaptability and versatility in performing various roles within a production setting (e.g. acting, audio technician, lighting design, video production, set design, production marketing)</li> </ul>	<b>MAT6.PR.2</b> <b>MAT7.PR.2</b> <b>MAT8.PR.2</b>
<b>RESPONDING</b>	<b>(6-8)</b>
<ul style="list-style-type: none"> <li>Identify the various forms, methods and styles in acting and film production setting</li> <li>Describe how messages within a performance or film production are delivered when analyzing film and work created</li> <li>Explore and apply tools to critic various productions while providing constructive feedback and criticism</li> </ul>	<b>MAT6.RE.1</b> <b>MAT7.RE.1</b> <b>MAT8.RE.3</b>
<b>CONNECTING</b>	<b>(6-8)</b>
<ul style="list-style-type: none"> <li>Evaluate productions using past experiences, internal/external resources and technology</li> <li>Explore how a production forms a new meaning in various social and cultural climates</li> <li>Foster awareness of the connections between how a production relates to real-life situations (e.g. careers, social, political, cultural, and entertainment)</li> </ul>	<b>MAT6.CN.1</b> <b>MAT7.CN.1</b> <b>MAT8.CN.2</b>
<b>CREATING</b>	<b>(9-12)</b>

<ul style="list-style-type: none"> <li>Promote the use of brainstorming methods to create several organized ideas, develop production goals, and solve problems in the production processes</li> <li>Apply identified criteria to the development, proposition, and refinement of artistic ideas, and production plans.</li> <li>Increase understanding of the organization and integration of stylistic components within a production setting</li> </ul>	<b>MATHS.CR.1</b> <b>MATHS.CR.2</b> <b>MATHS.CR.3</b>
<b>PERFORMING/PRODUCTION</b>	<b>(9-12)</b>
<ul style="list-style-type: none"> <li>Provide students with an opportunity to collaborate in applying various acting/production techniques to create a unified film production</li> <li>Help students refined their creativity and innovative adaptability when faced with simulated challenges and constraints within a production process</li> <li>Collaboratively design and execute a full-scale film production considering varying multimedia forms and audiences</li> </ul>	<b>MATHS.PR.1</b> <b>MATHS.PR.2</b> <b>MATHS.PR.3</b>
<b>RESPONDING</b>	<b>(9-12)</b>
<ul style="list-style-type: none"> <li>Identify and explore the components of, and relationships between, style, and messages communicated by a film production</li> </ul>	<b>MATHS.RE.1</b> <b>MATHS.RE.2</b>

<ul style="list-style-type: none"> <li>● Practice how to analyze the intent and meaning of various film productions and/or projects focusing on micro and macro contexts.</li> </ul>	
<b>CONNECTING</b>	<b>(9-12)</b>
<ul style="list-style-type: none"> <li>● Deepen understanding on the ways acting and film productions relate to various situations, social movements, and values</li> <li>● Exhibit the use of films productions to create new meanings, gain knowledge, and create cultural correlations</li> </ul>	<b>MATHS.CN.1</b> <b>MATHS.CN.2</b>
<b>*Objectives are not limited to selected codes.</b>	