

Instructional Unit Map

Course Title: Drama Class

Unit Title: Auditions & Callbacks

Creator: Ms. Heather Sirisky

Length of Unit: 6 weeks

NJSLS

1.4.12adv.Cr1c: Integrate dramaturgical analysis with personal experiences to create a character that is believable and authentic.

1.4.12adv.Cr3a: Explore physical, vocal and psychological characteristics to create a multidimensional character that is believable and authentic in devised or scripted theatre work.

1.4.12adv.Pr4a: Create and justify a collection of acting techniques from reliable resources to prepare believable and sustainable characters in a devised or scripted theatrical theatre performance.

1.4.12adv.Pr5b: Experiment with various acting techniques as an approach to character development in devised or scripted theatre work.

1.4.12acc.Re7a: Respond to what is seen, felt and heard in devised or scripted theatre work to develop criteria for artistic choices.

Cross Curricular Standards

1.5.12prof.Cr2a: Engage in making a work of art or design without having a preconceived plan.

1.5.12acc.Cr3a: Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.

Essential Questions

1. What are the key components of a typical audition process?
2. What strategies can you employ to effectively prepare for an audition?
3. How do you choose audition material that aligns best with the production's vision?
4. What qualities do directors typically seek during an audition?
5. What can you expect from a standard callback process?
6. What preparation techniques can enhance your performance during a callback?
7. What specific traits do directors evaluate during a callback?
8. What are the distinct acting skills required for success in an audition compared to a callback?

Summative Assessments

1. Auditions and Callbacks Unit Test

2. Cold Read Callback Performance

Unit Pre-assessment & Pre-requisite skills

- KWL Chart
- Draw on background knowledge related to topic and content
- Monologue performance
- Listening and responding
- Script Analysis

Instructional/Assessment Scaffolds

1. English Language Learners: Modify in-class assignments, build background information, collaborative work, vocabulary/terminology activities, extended time on assignments, audio/visual media to improve comprehension.
2. Special Education Students: Modify in-class assignments, build background information, collaborative work, vocabulary/terminology activities, peer and instructor modeling, extended time on assignments, audio and visual media to improve comprehension, graphic organizers, parent/teacher communication, guided worksheets/notes, apply simplified language, modify curriculum content based on student's ability level, frequent questioning to keep students engaged.
3. Struggling Learners: Parent/teacher communication, small group work to help one another through tasks, break down directions to be smaller tasks, guided worksheets/notes, modeling, apply simplified language, visual demonstrations, frequently check for understanding, assist with organization of materials, hands on learning experiences, modify pace of instruction for processing time, re-teach/clarify material when needed, reading directions aloud, refocus and redirect.
4. Advanced Learners: Open ended questions, self-directed study, conversation and debate, advanced writing assignments, advanced reading and script analysis.

Differentiated Instructional Methods

- Acting exercises
- Live scene work
- Performance rubrics
- Guided handouts
- Visual and audio aids
- Graphic organizers

Integration of Technology

- Youtube
- Google Slides
- Google Docs
- Canva

Instructional Learning Plan

1. Learning Objectives:

- Students will be able to analyze and describe the essential components of an audition and callback process, demonstrating an understanding of what directors seek in both settings.
- Students will develop and practice effective preparation strategies for auditions and callbacks, including the selection of appropriate material and the application of distinct acting skills.

2. Instructional Strategies/Student Activities:

- Activity 1: Students will take active notes on the video “No! Not a Callback Audition!” by writing in their notebook anything they didn’t know before and anything they found interesting.
- Activity 2: Students will practice preparing for a Cold Read Callback by being timed on how long it takes for them to read through the material, determine the characters relationship, determine what is happening, and create their choices.
- Activity 3: Students will practice performing a callback scene by using the same material they practiced preparing to put on its feet in front of the class.

3. Formative Assessments:

- Unit 3 Notebook Check
- Unit 3 Study Guide
- Auditions and Callbacks Notes

4. Resources:

- Google Slides presentations
- Guided handouts
- The Starting Actor (Youtube)
- Graphic organizers

5. Reflections:

- Planning and performing timed free write
- Cold Read Callback Performance group discussion