Unit 08: Character Development

Content Area: **Performing Arts**
Course(s): **Performing Arts**
Time Period: **Week 32**
Length: **5 Classes**
Status: **Published**

Unit Overview

In this unit, students will learn how a character is developed. They wil apply background information and outside circumstances to create their own characters. Students will also be able to objectively analyze characters from basic scenes and break down basic character descriptions.

Standards

VPA.1.3.8.C.1	Create a method for defining and articulating character objectives, intentions, and subtext, and apply the method to the portrayal of characters in live performances or recorded venues.
VPA.1.3.8.C.2	Create and apply a process for developing believable, multidimensional characters in scripted and improvised performances by combining methods of relaxation, physical and vocal skills, acting techniques, and active listening skills.
VPA.1.4.8.A.6	Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas.

Essential Questions

- How can decisions and actions of characters reveal their personalities?
- What important information does an actor need in achieving a believable character?

Application of Knowledge: Students will know that...

- a character always wants something which is their "Objective"
- actors must develop a backstory on a character to make it believable
- actors must engage in sense memory to enhance emotions during a scene
- characters change and develop with every choice the actor makes in a scene
- the stronger choices you make as a character the more an audience is immersed in the action or are in a moment of "suspension of disbelief"

Application of Skills: Students will be able to...

- create a backstory or history for an original character
- identify history or traits about a character of a published work
- make strong emotional, physical, intellectual choices for their characters in their scenes
- use sense memory to make original characters believable
- utilize a strong overall objective for scene

Assessments

- written assessment on character development
- character study on original character
- performance of scene with original characters
- information from this unit will be included on a locally developed, end of course benchmark assessment that may take the form of a test, performance based project, or other summative assessment

Suggested Activities

20 question character history (Background questions)

research of characters in a published scene

rehearsal of 2 person scene

Activities to Differentiate Instruction

Differentiation for special education:

- General modifications may include:
    - Modifications & accommodations as listed in the student's IEP
    - Assign a peer to help keep student on task
    - Modified or reduced assignments
    - Reduce length of assignment for different mode of delivery
    - Increase one-to-one time
    - Working contract between you and student at risk
    - Prioritize tasks
    - Think in concrete terms and provide hands-on-tasks
    - Position student near helping peer or have quick access to teacher
    - Anticipate where needs will be
    - Break tests down in smaller increments
- Content specific modifications may include:
    - work with Theatre Buddy on development of character questions
    - work with Theatre Buddy on scene rehearsal

Differentiation for ELL's:

- General modifications may include:
  - Strategy groups
  - Teacher conferences
  - Graphic organizers
  - Modification plan
  - Collaboration with ELL Teacher
- Content specific vocabulary important for ELL students to understand include: character, objective, sense memory

Differentiation to extend learning for gifted students may include:

- create a scene using original character with sense memory to share with another Performing Arts class

Integrated/Cross-Disciplinary Instruction

Performing Arts can work with Language Arts to choose characters from class reading to develop history of the character (back story). Language Arts can use this to enhance their understanding of the literature and Performing Arts can use it as an acting exercise

Resources

Everything About Theatre, by Robert L. Lee

Acting Characters: 20 Steps from Rehearsal to Performance, Edition 2, by Paul Elsam

Truth: Personas, Needs, and Flaws in the Art of Building Actors and Creating Characters, by Susan Batson

teacher generated handouts/worksheets

21st Century Skills

CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP5.1	Career-ready individuals understand the interrelated nature of their actions and regularly

make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.