Unit 3: Beginning Script Writing

Content Area: **Performing Arts**
Course(s): **Performing Arts**
Time Period: **Week 12**
Length: **10 classes**
Status: **Published**

Unit Overview

In this unit, students will explore all elements needed to create a short script. Students will read and evaluate various short, one act plays as examples and take skills learned in class to create an original one act play from basic scene ideas.

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

- Why is character motivation significant?
- How can writing a script help an actor understand the world around them?

Application of Knowledge: Students will know that...

- imagination is a big variable in script writing
- knowledge of literature and structure of a play is needed when developing a script as an author
- script writing can be based on personal experiences
- script writing must always be built with prior knowledge; research of events, personal history

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

- analyze and interpret scripts
- create strong acting objectives,tactics and blocking for a scene

- incorporate improvisational skills to creating believable characters
- utilize unity, character and plot to formulate a scene

Assessments

- perform as a character in a short published scene and will define plot and dialogue
- write and perform a short original scene incorporating objectives, tactics,blocking
- write a script for an original one act utilizing plot and dialogue
- 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

- review existing published short scripts as research
- view and critique established productions from video, film, internet
- create and rehearse original scenes and scripts
- evaluate and critique class performances
- create an authors portfolio of work containing scenes, scripts and critiques

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:
    - Give student choice of script based on interest
    - Shorten length of script writing assignment

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: unity, character, plot, objective, tactic, blocking, improvisation

Differentiation to extend learning for gifted students may include:

- Use a complex plot concept for script proposal
- Create a one act with more than 2 characters in story

Integrated/Cross-Disciplinary Instruction

Performing Arts can present to the Language Arts classes their original one acts/Language Arts can use a selected one act as part of one of their lessons

Resources

- *Everything About Theatre,* by Robert L. Lee
- *You can Write A Play*, by Milton E. Polsky
- *The Art and Craft of Playwriting*, by Jeffery Hatcher
- Teacher generated handouts/worksheets
- video clips of performances

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.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to

apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.