Unit 7: Playwriting

Content Area: **Art**
Course(s): **Generic Course, Acting I**
Time Period: **Generic Time Period**
Length: **5 Weeks**
Status: **Published**

Unit Overview

In this unit, students will be focusing on character development through creative and reflective writing. They will then demonstrate their skill growth through a collaborative playwriting assignment. Students will use their familiarity of creating dynamic characters to work with their peers and write a 7-10 minute script. Students will then bring their characters to life and perform the original script at the conclusion of the unit.

VPA.1.3.12.C.1	Create plays that include well-structured plots and subplots, clear thematic intent, original characters, and technical theatrical elements appropriate to a variety of theatrical genres.
VPA.1.3.12.C.2	Create and evaluate performances by citing evidence of specific physical choices, sustained vocal technique, and clearly motivated actions.
VPA.1.3.12.C.CS1	Effective scripted and improvisational performances require informed, supported, and sustained choices by actors, directors, and designers. Theatre genres are created by combining complex narrative structures, technical theatrical elements, and thematic intent.
VPA.1.3.12.C.CS2	Presentation of believable, multidimensional characters in scripted and improvised performances requires application of specific physical choices, sustained vocal technique, and clearly motivated actions.

Transfer

Students will be able to independently use their learning to...

- Create unique and dynamic characters
- Formulate a character biography and give their character life outside the dialogue
- Follow playwriting format and write in dialogue
- Bring original characters to life
- Brainstorm and create with their peers collaboratively and cohesively
- Creatively express themselves
- Reflect and improve on writing

For more information, read the following article by Grant Wiggins.

http://www.authenticeducation.org/ae_bigideas/article.lasso?artid=60

Meaning

Understandings
Students will understand that...

- Character biographies are essential to make appropriate and specific character choices in performance
- Elements of plot structure are essential to effective script writing
- Establishing character relationships are essential to effective script writing
- Students must cohesively work to create effective and successful performance

Essential Questions
Students will keep considering...

- How does improvisation help you create an original script?
- How do your performance skills help create characters?
- What are the challenges of collaboratively writing a script?
- What makes an interesting character relationship?
- Why do character's need life outside the dialogue?
- What are the challenges of writing dilaogue for a character?

Application of Knowledge and Skill

Students will know...
Students will know...

- How to write a script and follow proper format
- Playwriting vocabulary and plot elements

- How to develop an interesting character
- How to write a character biography

Students will be skilled at...

Students will be skilled at...

- Brainstorming and creating original characters
- Writing a script in a group setting
- Collaborating with peers
- Establishing character relationships
- Following linear plot lines and playwriting format
- Performing original characters and dialogue

Academic Vocabulary

- Character
- Actor
- Stage
- Expression
- Emotion
- Given Circumstances
- Linear plot
- Dialogue
- Monologue
- Conflict
- Stage directions
- Setting
- Dramatic action
- Beat
- Plot
- Exposition
- Rising action
- Climax
- Falling Action
- Denouement

Learning Goal

- Utilize the linear plot structure while writing a unified dramatic presentation
- Collaboratively brainstorm through acting exercises
- Create and perform original characters
- Establish character relationships
- Perform original script with basic technical elements

Use Documents tab to attach proficiency scale.

Select all applicable standards from the Standards tab.
Be sure to include the Anchor Standards for ELA, the Practice Standards for Math, the English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects, and the applicable Technology standards.

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.

Target 1--(Level Four)

SWBAT:

Utilize the linear plot structure while writing a unified dramatic presentation

- Utilize the linear plot structure while writing a unified dramatic presentation

VPA.1.1.12.C.2	Formulate a process of script analysis to identify how the physical, emotional, and social dimensions of a character are communicated through the application of acting techniques.
VPA.1.3.12.C.1	Create plays that include well-structured plots and subplots, clear thematic intent, original characters, and technical theatrical elements appropriate to a variety of theatrical genres.
VPA.1.3.12.C.2	Create and evaluate performances by citing evidence of specific physical choices, sustained vocal technique, and clearly motivated actions.
VPA.1.3.12.C.CS1	Effective scripted and improvisational performances require informed, supported, and sustained choices by actors, directors, and designers. Theatre genres are created by combining complex narrative structures, technical theatrical elements, and thematic

intent.

Target 2--(Level Three)

SWBAT:

Collaboratively brainstorm through acting exercises

- Collaboratively brainstorm through acting exercises

CRP.K-12.CRP6	Demonstrate creativity and innovation.
VPA.1.1.12.C.CS2	Characters have physical, emotional, and social dimensions that can be communicated through the application of acting techniques.
VPA.1.3.12.C.CS1	Effective scripted and improvisational performances require informed, supported, and sustained choices by actors, directors, and designers. Theatre genres are created by combining complex narrative structures, technical theatrical elements, and thematic intent.

Target 3--(Level Four)

SWBAT:

Create and perform original characters

- Create and perform original characters

VPA.1.1.12.C.2	Formulate a process of script analysis to identify how the physical, emotional, and social dimensions of a character are communicated through the application of acting techniques.
VPA.1.1.12.C.CS2	Characters have physical, emotional, and social dimensions that can be communicated through the application of acting techniques.
VPA.1.3.12.C.CS1	Effective scripted and improvisational performances require informed, supported, and sustained choices by actors, directors, and designers. Theatre genres are created by combining complex narrative structures, technical theatrical elements, and thematic intent.
VPA.1.3.12.C.CS2	Presentation of believable, multidimensional characters in scripted and improvised performances requires application of specific physical choices, sustained vocal technique, and clearly motivated actions.

Target 4--(Level Three)

SWBAT:

Establish character relationships

- Establish character relationships

VPA.1.1.12.C.CS2	Characters have physical, emotional, and social dimensions that can be communicated through the application of acting techniques.
VPA.1.3.12.C.2	Create and evaluate performances by citing evidence of specific physical choices, sustained vocal technique, and clearly motivated actions.
VPA.1.3.12.C.CS1	Effective scripted and improvisational performances require informed, supported, and sustained choices by actors, directors, and designers. Theatre genres are created by combining complex narrative structures, technical theatrical elements, and thematic intent.
VPA.1.3.12.C.CS2	Presentation of believable, multidimensional characters in scripted and improvised performances requires application of specific physical choices, sustained vocal technique, and clearly motivated actions.

Target 5-- (Level Four)

SWBAT:

Perform original script with basic technical elements

- Perform original script with basic technical elements

VPA.1.1.12.C.CS2	Characters have physical, emotional, and social dimensions that can be communicated through the application of acting techniques.
VPA.1.3.12.C.2	Create and evaluate performances by citing evidence of specific physical choices, sustained vocal technique, and clearly motivated actions.
VPA.1.3.12.C.CS1	Effective scripted and improvisational performances require informed, supported, and sustained choices by actors, directors, and designers. Theatre genres are created by combining complex narrative structures, technical theatrical elements, and thematic intent.
VPA.1.3.12.C.CS2	Presentation of believable, multidimensional characters in scripted and improvised performances requires application of specific physical choices, sustained vocal technique, and clearly motivated actions.

Summative Assessment

- Group assessment collaborative script
- Group assessment original script performance
- Individual assessment character biography

21st Century Life and Careers

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP11	Use technology to enhance productivity.

Formative Assessment and Performance Opportunities

- Creative writing prompts
- Improvised performances
- Informal performances
- Peer critiques of other students.
- Self-critique.
- Short informal performances in a group participation setting.
- Written reflection assessments.

Differentiation / Enrichment

- Enhanced communication skill
- Peer critique
- Self-critique
- Teacher monitoring/assessing
- The assessment grade is based on effort, attempt at skill, and participation. Allowing all to succeed in the activity.

Unit Resources

Rubric to follow

- Assessment Rubric
- Character bio checklist
- Critique Sheets
- Dialogue prompts
- Given Circumstances, environment, emotions, situation resources
- Playwriting prompts
- Rehearsal reports
- Script format guide

- Self Critique Sheet
- Vocab Worksheet