

Unit 6: Characterization

Content Area: **Art**
Course(s): **Generic Course, Acting I**
Time Period: **Generic Time Period**
Length: **7 Weeks**
Status: **Published**

Unit Overview

In this unit, students will use improvisation and simple scripts to bring characters to life. Students will become familiar with basic characterization terminology and learn to apply characterization skills to performance. Students will also implement taught skills and teach memorization during this unit through two scripted performances.

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.3	Apply the basic physical and chemical properties (e.g., light, electricity, color, paint, scenic construction, costumes, makeup, and audio components) inherent in technical theatre to safely implement theatre design.
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.
VPA.1.4.12.A.3	Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.
VPA.1.4.12.A.4	Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.
VPA.1.4.12.A.CS2	Contextual clues within artworks often reveal artistic intent, enabling the viewer to hypothesize the artist's concept.
VPA.1.4.12.B.1	Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.

Transfer

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

- Apply vocal and movement skills to performance
- Bring life to a character based off of text analysis
- Memorize text
- Perform text with meaning, inflection, and intention

- Identify character's objective
 - Apply script analysis techniques
 - Work cohesively with peers
 - Develop self-awareness and confidence
 - Rehearse independently
 - Present scene
-

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...

- Characters have life outside the scene.
- Script analysis must be completed for character development.
- Performance choices must be driven from the text.
- If the playwright doesn't present the information actors must make choices.
- Memorization is a necessary life skill.
- Working cohesively with peers is a positive life skill.
- Stage presence and comfortability is a positive life skill.
- Acting is reacting to a partner.

Essential Questions

Students will keep considering...

- How can exploring characters teach you about yourself?
- How does memorizing help you to be successful?
- What are the benefits of working with a partner?
- What skills can you gain from analyzing text?
- Why is creating life for a character outside of the text important?
- Why is creating a character biography important?
- How is practicing improvisation a life skill?
- How is acting simply reacting?

Application of Knowledge and Skill

Students will know...

Students will know...

How to...

- Bring life to a character
- Memorize text
- Analyze text
- Perform text with meaning, inflection, and intention
- Identify character's objective
- Apply script analysis techniques
- Work cohesively with peers
- Rehearse independently
- Incorporate movement, use of space, and application of voice in character development
- Apply techniques learned through exercises and games toward characterization

Students will be skilled at...

Students will be skilled at...

- Memorization
- Text analysis
- Character Development
- Group Work
- Independent rehearsal

- Basic performance skills application

Academic Vocabulary

- Character
- Actor
- Stage
- Expression
- Emotion
- Given Circumstances
- Character biography
- Text analysis
- Improvisation
- Memorization
- Objective

Learning Goal

- Demonstrate the creative development of a character
- Incorporate movement, use of space, and application of voice in character development
- Apply techniques learned through exercises and games toward characterization
- Demonstrate comprehension through performance

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.CRP9	Model integrity, ethical leadership and effective management.

Target 1--(Level Four)

SWBAT:

Demonstrate the creative development of a character

- Demonstrate the creative development of a character

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.CS1	Theatre and the arts play a significant role in human history and culture.
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 2--(Level Four)

SWBAT:

Incorporate movement, use of space, and application of voice in character development

- Incorporate movement, use of space, and application of voice in character development

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 3--(Level Two)

SWBAT:

Apply techniques learned through exercises and games toward characterization

- Apply techniques learned through exercises and games toward characterization

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 Four)

SWBAT:

Demonstrate comprehension through performance

- Demonstrate comprehension through performance

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

- Character biography (2)
- Group performance assessments (2)
- Line quiz (2)

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

- Improvisational performances
- Informal performances
- Line quiz
- Peer critiques of other students.
- Rough draft performance
- 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 worksheet
- Critique Sheets
- Given Circumstances, environment, emotions, situation resources
- Improvisation Materials
- Script materials
- Self Critique Sheet
- Self reflection