Unit 3: Storytelling

Content Area: **Art**
Course(s): **Generic Course, Acting I**
Time Period: **Generic Time Period**
Length: **4 Weeks**
Status: **Published**

Unit Overview

In this unit, students will begin applying their acquired vocal and movement skills to performance while exploring basic storytelling skills. This unit will review the standard plot line elements and how to be an effective story teller. Students will begin to explore characters in this unit through a group performance where the focus is on plot. Individual storytelling skills will be applied with an independent scary story project. In addition, skills will be emphasized and enhanced through in class activities.

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.
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...

- Utilize movement and vocal skills to engage an audience while telling a story.
- Create a story or performance with a thorough beginning, middle, and end.
- Utilize the standard plot line elements to create an engaging story.
- Work together in a group to convey a message to an audience.
- Begin to bring life to a character based off of given circumstances.

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...

- Storytelling is an engaging performance medium.
- Body language and vocal inflection play a large part in effective storytelling.
- A character must have unique movement and vocals to engage an audience.
- All storytelling must have an important message to convey or a purpose for the audience.
- A character should be portrayed a certain way due to the given circumstances.
- Plot elements are essential to story creation.

Essential Questions

Students will keep considering...

- What makes an effective story teller?
- Why is telling an engaging story important?
- How do storytelling skills enhance communication skills?
- How can you bring life to a character?
- What is essential to telling or creating a story?
- Why is movement important to storytelling?
- Why do stories need to convey a message?
- How do we apply our new skills to performance?
- How can you communicate emotion and character through the voice?

Application of Knowledge and Skill

Students will know...

Students will know...

- Storytelling is an engaging performance medium.
- Body language and vocal inflection play a large part in effective storytelling.
- A character must have unique movement and vocals to engage an audience.
- All storytelling must have an important message to convey or a purpose for the audience.
- A character should be portrayed a certain way due to the given circumstances.
- Plot elements are essential to successful story creation.

Students will be skilled at...

Students will be skilled at...

- Engaging storytelling.
- Creating and delivering interesting plot.
- Applying vocal and movement skills to a performance.
- Following or creating given circumstances.
- Bringing life to a character.

Academic Vocabulary

- Character
- Actor
- Stage
- Expression
- Emotion
- Given Circumstances
- Breath Control
- Rate
- Diction
- Volume
- Pace
- Inflection
- Tone
- Articulate
- Pronunciation
- Pitch
- Diaphragm
- Dialect
- Mood
- Plot
- Exposition

- Rising Action
- Climax
- Denouement
- Conclusion
- Body Language

Learning Goal

- Students will be able to engage an audience while telling a story.
- Students will be able to perform a story with a thorough beginning, middle, and an end.
- Students will utilize the standard plot line elements to create an engaging story.
- Students will be able to work together in a group to convey a message to an audience.
- Students will be able to bring life to a character based off of given circumstances.

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.

Target 1--(Level Four)

SWBAT:

Engage an audience while telling a story.

- Engage an audience while telling a story.

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.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:

Perform a story with a thorough beginning, middle, and an end.

- Perform a story with a thorough beginning, middle, and an end.

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 Four)

SWBAT:

Utilize the standard plot line elements to create an engaging story.

- Utilize the standard plot line elements to create an engaging story.

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:

Work together in a group to convey a message to an audience.

- work together in a group to convey a message to an audience.

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.
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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:

Bring life to a character based off of given circumstances.

- Bring life to a character based off of given circumstances.

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

- Individual scary story performance assessment
- Group story performance assessment

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.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
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

- Group Story Performance
- In class performance activities
- Informal performances
- Peer critiques of other students.
- Scary Story 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
- Critique Sheets
- Fairy Tale Stories
- Given Circumstances, environment, emotions, situation resources
- Performance resources
- Plot line worksheet
- Qualities of a good story teller worksheet
- Scary Story examples
- Self Critique Sheet