Unit 5: Intermediate Monologues

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

Unit Overview

In this unit, students will apply all acquired performance skills for a contrasting monologue 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.1.1.12.C.CS2	Characters have physical, emotional, and social dimensions that can be communicated through the application of acting techniques.
VPA.1.3.12.C.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.
VPA.1.4.12.A.1	Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.
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...

- Synthesize basic skills and apply to individual performance
- Choose two contrasting pieces of text appropriately
- Create characters based on text and personal experiences
- Perform independently
- Self-critique

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...

- All acquired performance skills must be applied
- Monologues should be chosen appropriately to an actor's strengths
- Self critique assists personal skill growth
- Performing independently requires focus and concentration
- Contrasting monologues show an actor's full potential

Essential Questions
Students will keep considering...

- Why did you choose these monologues to contrast?
- What are the differences between your two characters?
- Who are you talking to?
- What is the point of this monologue?
- Who is your character outside of the text?
- What effects the portrayal of your character?
- What are the differences between performing a monologue and a partner/group scene?
- What are the challenges of independent performance?
- How do you create a life for a character outside of a monologue?
- How are you able to apply your cumulative acting skills to your monologue performance?
- Why are creative circumstances so important to a monologue character?

Application of Knowledge and Skill

Students will know...

- How to apply their performance skills independently
- How to properly choose 2 monologue appropriate to their strengths
- How to bring life to isolated characters
- Given circumstances are essential to effective performance
- How to create 2 dynamic short performances
- How to create a lives for their characters from text
- Reflect on personal performance
- Focus their attention to performance
- Rehearse independently

Students will be skilled at...

- Characterization
- Performing alone
- Applying performance skills
- Establishing their performance focal point
- Auditioning

Academic Vocabulary

- Character
- Actor
- Stage
- Expression
- Emotion
- Given Circumstances
- Character biography
- Monologue
- Objective
- Focal Point
- Moment before
- Inflection

- Beat

Learning Goal

- Students will be able to synthesize basic skills and apply to individual performance
- Students will be able to choose text appropriately
- Students will be able to create characters based on text and own personal experiences
- Students will be able to perform independently
- Students will be able to reflect on peformance

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:

Synthesize basic skills and apply to individual performance

- Synthesize basic skills and apply to individual performance

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.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 One)

SWBAT:

Choose text appropriately

- Choose text appropriately

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.1.3.12.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 3--(Level Four)

SWBAT:

Create characters based on text and own personal experiences

- Create characters based on text and own personal experiences

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.1.1.12.C.CS3	Theatre production is an art, but it is also a science requiring knowledge of safety procedures, materials, technology, and construction 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 4--(Level Four)

SWBAT:

Perform independently

- Perform independently

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 5-- (Level Three)

SWBAT:

Reflect on peformance

- Reflect on peformance

VPA.1.2.12.A.CS2	Access to the arts has a positive influence on the quality of an individual's lifelong learning, personal expression, and contributions to community and global citizenship.
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.

Summative Assessment

- Individual monologue performance assessment
- Personal written reflection

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

- Informal performances
- Peer critiques of other students.
- Self-critique.
- Short informal performances in a group participation setting.
- Stars and wishes
- 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 Biography Guide

- Critique Sheets
- Given Circumstances, environment, emotions, situation resources
- Monologue Checklist
- Self Critique Sheet