

Unit 4: Analyzing Text

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

Unit Overview

In this unit, students will focus on analysis of text to understand and perform a Shakespeare monologue.

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.1.2.12.A.1	Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.
VPA.1.2.12.A.CS1	Cultural and historical events impact art-making as well as how audiences respond to works of art.
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...

- Further understand theatrical text
- Apply text analysis to character development
- Apply text analysis to performance

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 development must come from analysis of the text
- Inferences and assumptions on the portrayal of a scene are pulled from the text
- There are multiple steps to text analysis
- All acting choices are pulled from the text
- Shakespearean language must be broken down for comprehension
- You imply Shakespeare's meanings through inflection, emotion, and body language

Essential Questions

Students will keep considering...

- How will you transfer your text breakdown and bookwork to your performance?
- How can you apply performance skills to your intellectual acting preparation?
- How else can you portray this scene?
- What is the purpose of the given text?
- How can you portray the Shakespearean text in a non-authentic way, but provide the audience with the same message?

Application of Knowledge and Skill

Students will know...

Students will know...

- How to analyze a script in steps
- How to identify what is and is not important to character development

- How to make character choices based on text
- How to breakdown shakespearean language
- How to apply their text breakdown to performance

Students will be skilled at...

Students will be skilled at...

- Text analysis
- Shakespearean performance
- Bringing characters to life from the text

Academic Vocabulary

- Character
- Actor
- Stage
- Expression
- Emotion
- Given Circumstances
- Character biography
- Monologue
- Objective
- Moment before
- Inflection
- Beat
- Tactic
- Analysis
- Point of view
- Script marking
- Character development
- Hearability

Learning Goal

- Break down a script to understand the playwright's intentions
- Script analysis for character development
- Apply text analysis to performance

- Understand and experiment in performance using Shakespearean text

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.

Target 1--(Level One)

SWBAT:

Break down a script to understand the playwright's intentions

- Break down a script to understand the playwright's intentions
- | | |
|------------------|---|
| 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. |

Target 2--(Level Three)

SWBAT:

Script analysis for character development

- Script analysis for character development
- | | |
|----------------|---|
| 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.

Target 3--(Level Four)

SWBAT:

Apply text analysis to performance

- Apply text analysis to 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.1.1.12.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.

Target 4--(Level Two)

SWBAT

Understand and experiment in performance using Shakespearean text

- Understand and experiment in performance using Shakespearean text

VPA.1.1.12.C.1

Analyze examples of theatre's influence on history and history's influence on theatre in Western and non-Western theatre traditions.

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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.
- Shakespeare sonnets
- 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
- Shakespeare sonnets
- Text breakdown guide
- Vocab Worksheets