Unit 4 - Writing in Theater

Content Area:
Course(s):
Time Period: **September**
Length: **2 Weeks**
Status: **Published**

Targeted Standards

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.
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.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.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.

Rationale & Transfer Goals

With the understanding of how scripted and unscripted scenes work in the rehearsal room and performance, students will now create their own script/scenes.
Using the context of an older movie musical/script students will try updating a scene to understand how writing a script is done.

Enduring Understandings - What are the most essential conclusions that students should be guided towards throughout this unit?

Theatre artists refine their work and practice their craft through rehearsal.
Theatre artists make strong choices to effectively convey meaning.
Theatre artist develop personal processes and skills for a performance or design
Theatre artists share and present stories, ideas, and envisioned worlds to explore the human experience.
Theatre artists reflect to understand the impact of drama processes and theatre experiences.
Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics.

Theatre artist apply criteria to investigate, explore, and assess drama and theatre work.

Essential Questions - What are the questions that will guide critical thinking about the content in this unit? Essential Questions should be thought starters toward the enduring understandings.

How do theatre artists transform and edit their initial ideas?
Why are strong choices essential to interpreting a drama or theatre piece?
What can I do to fully prepare a performance or technical design?
What happens when theatre artists and audiences share a creative experience?
How do theatre artists comprehend the essence of drama processes and theatre experiences?
How can the same work of art communicate different messages to different people?
How are the theatre artist's processes and the audience's perspective impacted by analysis and synthesis?

Content/Objectives

Content - What students will know

Students will know how to select, analyze, and interpret a script for rehearsal and performance.

Students will know how to create a character based on a script.

Students will know how to rehearse the script.

Students will know how to memorize the script.

Students will know how to perform a scripted scene.

Students will know how to identify and critique good and bad scripted acting performances.

Students will know how to prepare for a performance.

Students will know what a character breakdown looks like.

Students will know how to interpret the script to create a character.

Students will know how to use the body to fully express a character

Skills - What students will be able to do

Students will be able to select, analyze, and interpret a script that suits them for performance.

Students will be able to rehearse and memorize a script for performance.
Students will be able to develop a character from their script and perform as that character.

Students will be able to identify and critique acting abilities.

Students will be able to properly physically and mentally connect with a character.

Students will be able to analyze a script to create a character.

Students will be able to understand how to work individually and cooperatively with others to accomplish a task

Students will be able to identify and apply various acting techniques.

Instructional Activites

Activities/Strategies - How we teach content and skills

Select a script

Analyze script

Interpret script

Rehearse script

Memorize script

Perform script

Critique

Examples of character and scene breakdowns.

Teacher guided script analysis.

Demonstrating rehearsal and proper warm-up techniques for physical and mental readiness.

Evidence (Assessments) - How we know students have learned

Script Analysis

Character Analysis

Observation of student rehearsal

Performance

Student critiques

Warm-ups/Preparation

Spiraling for Mastery - Where does this unit spiral back to other units or previous years?

Content or Skill for this Unit

Experience a deeper, more fully realized connection between the personal expression of the actor and the character demands of the script

The students participate in sensory awareness exercises designed to clarify the physical, emotional, and vocal expression of self

Script analysis with a concentration on objectives, beats, subtext, and characters personality with a better understanding of the process in preparing psychologically and physically for a performance piece

Spiral Focus from Previous Unit

Intro to Theatre Unit 3 - Acting

Instructional Activity

Script selection, analysis, interpretation.

Script rehearsal and memorization.

Performance

Critique

Career Readiness, Life Literacies & Key Skills

9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

Key Resources

Classroom library of various Scripts. Movie of a theatrical classic.
Theatre: Art in Action, National Textbook Company/Contemporary Publishing Group, Inc. 1999

Interdisciplinary Connections - How does this content impact the following groups

RL.CI.9–10.2	Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.
2.2.12.MSC.3	Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness).
6.1.12.HistoryCC.3.a	Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.
6.1.12.HistoryCA.14.c	Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.

LGBTQ

Billy Porter, Wilson Cruz, Alan Cumming, Harvey Fierstein, Cheyenne Jackson, Jonathan Groff, Joel Grey, Barry Manilow

Hispanic

Lin Manuel-Miranda, Lindsay Mendez, Rita Moreno, Sara Ramirez, Karen Olivo, Priscila Lopez and Chita Rivera

African American

Audra McDonald, James Monroe Iglehart, Viola Davis, Phylicia Rashad, Ben Vereen, Renée Elise Goldsberry, Leslie Odom Jr., Brian Stokes Mitchell, James Earl Jones, Courtney B. Vance, Patina Miller, Juanita Hall, etc.

Women

Patti LuPone, Kristin Chenoweth, Bernadette Peters, Idina Menzel, Sutton Foster, Kelli O'Hara, Angela Lansbury, Lea Salonga*, Liza Minnelli, Julie Andrews, Laura Osnes, Elaine Stritch, Phillipa Soo, Jessie Mueller, Ethel Merman, Sierra Boggess, Betty Buckley, Christine Ebersole, Carol Channing. * - AAPI