Unit 4-Blocking and Scene Sketching

Content Area: **TEMPLATE**
Course(s):
Time Period: **Full Year**
Length: **2-4 weeks**
Status: **Published**

General Overview, Course Description or Course Philosophy

This unit provides students an opportunity to learn blocking and scene sketching which can serve as a map to direct actors in their performance.

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

Blocking and scene sketching can serve as a map to direct an actor in their performance.

CONTENT AREA STANDARDS

TH.9-12.1.4.12prof.Pr5	Developing and refining techniques and models or steps needed to create products.
TH.9-12.1.4.12prof.Cn10	Synthesizing and relating knowledge and personal experiences to create products.
TH.9-12.1.4.12prof.Cn11	Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
TH.9-12.1.4.12prof.Cr1b	Explore the impact of technology on design choices in devised or scripted theatre work.
TH.9-12.1.4.12prof.Cr1c	Use script analysis to generate ideas about a character that is believable and authentic.
	Theatre artists work to discover different ways of communicating meaning.

RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

	There are ways to assess a business's feasibility and risk and to align it with an individual's financial goals.
	An individual's income and benefit needs and financial plan can change over time.
	Understanding income involves an analysis of payroll taxes, deductions and earned benefits.
	Career planning requires purposeful planning based on research, self-knowledge, and informed choices.

STUDENT LEARNING TARGETS

Refer to the 'Declarative Knowledge' and 'Procedural Knowledge sections.

Declarative Knowledge

Students will understand that:

• authors add blocking notation before publishing a play to aid an actor in their performance. • scene sketching provides reference for a performance.

Procedural Knowledge

Students will be able to:

• create blocking and scene sketching for a piece.

• come to discussions prepared, having read and researched material under study.

• explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.

• cite strong and thorough textual evidence.

• by the end of grades 11-12, read and comprehend literature, including stories, dramas, and poems, at the high ends of the grade 11-CCR text complexity band independently and proficiently. • present information, findings and supporting evidence clearly, concisely, and logically where the content, organization, development, and style are appropriate to task, purpose, and audience. • make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. • support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

• analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.

• write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

EVIDENCE OF LEARNING

Refer to the 'Formative Assessments' and 'Summative Assessments' sections.

Formative Assessments

• journal

• project

• informal performance

• rehearsal

Summative Assessments

• project

• performance (i.e. Live, Flipgrid, Google Meet Recording, Screencast-O-Matic, Screencastify, etc

RESOURCES (Instructional, Supplemental, Intervention Materials)

Core:

https://www.masterclass.com/articles/how-to-block-a-scene#5-tips-for-blocking-a-scene

Supplemental:

• https://nofilmschool.com/2018/07/art-blocking-how-make-boring-conversations-more interesting (video)

• https://www.studiobinder.com/blog/blocking-and-staging-scenes/ (videos and terminology)

INTERDISCIPLINARY CONNECTIONS

• English - narrative writing

• Technology - media literacy

• Social studies - social justice, ethics

• Career readiness - art

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.