

04_Blocking, and Scene Sketching Copied from: The Appreciation of Artistic Performance, Copied on: 11/15/23

Content Area: **TEMPLATE**
Course(s):
Time Period: **Semester**
Length: **2 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

RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.

RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The

content, organization, development, and style are appropriate to task, purpose, and audience.

SL.11-12.5. 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.

W.11-12.10. 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 tasks, purposes

LA.W.11-12.10	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 tasks, purposes.
LA.RL.11-12.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
LA.RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
LA.RL.11-12.10a	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.
LA.RL.11-12.10b	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.
LA.SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
LA.SL.11-12.4	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

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

WRK.K-12.P.4	Demonstrate creativity and innovation.
WRK.K-12.P.5	Utilize critical thinking to make sense of problems and persevere in solving them.
WRK.K-12.P.9	Work productively in teams while using cultural/global competence.

STUDENT LEARNING TARGETS

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

Alternate Assessments

- Scene Sketching on Posters-Presentations
- FlipGrids
- Multimedia Presentations
- Screencastify

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)

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