

# Unit 4-Blocking and Scene Sketching Copied from: Theater, Copied on: 12/01/23

Content Area: **TEMPLATE**

Course(s):

Time Period: **Full Year**

Length: **20 days**

Status: **Published**

## **General Overview, Course Description or Course Philosophy**

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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**

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

## **CONTENT AREA STANDARDS**

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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.

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

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8.2.12.ED.1: Use research to design and create a product or system that addresses a problem and make modifications based on input from potential consumers.

LA.K-12.NJSLSA.L1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.K-12.NJSLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.K-12.NJSLSA.W6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

LA.K-12.NJSLSA.SL4

Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

LA.K-12.NJSLSA.W10

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, and audiences.

## **STUDENT LEARNING TARGETS**

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

### **Declarative Knowledge**

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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**

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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**

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

## **Benchmark Assessments**

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Benchmark Assessments conducted three times per year, using Pear Assessment (Standards Based Assessments)

## **Alternate Assessments**

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- FlipGrids
- Dramatizations
- KWL Charts
- Top-Down Webs
- Teacher/Student Conferences

## **Formative Assessments**

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- informal performance
- rehearsal

Alternative:

journal

- project

### **Summative Assessments**

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

### **RESOURCES (Instructional, Supplemental, Intervention Materials)**

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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**

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- English - narrative writing
- Technology - media literacy
- Social studies - social justice, ethics
- Career readiness - art

HE.9-12.2.2.12.LF.1	Apply and share a movement and physical fitness vocabulary that is intrinsic to motivate oneself, to impact family, and others in a community.
HE.9-12.2.2.12.LF.6	Implement a financial plan for participation in physical activity in the community for self and family members.
HE.9-12.2.2.12.PF.1	Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime.
HE.9-12.2.2.12.MSC.2	Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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See link to Accommodations & Modifications document in course folder.