

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

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

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| 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. |
| 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. |

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

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.

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| 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.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. |

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.L1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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.

Benchmark Assessments

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

Alternate Assessments

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

Formative Assessments

- informal performance
- rehearsal

Alternative:

journal

- project

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

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| 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

See link to Accommodations & Modifications document in course folder.