

Instructional Unit

Drama 7 Unit 2 - Creating a Character

Subject: Fine and Performing Arts

Grade(s): Grade 5 - Grade 8

Last Modified: Zalika, Ron (8/6/2019 10:02 AM)

Description:

Creating a Character is Unit 2 of General Drama 7. Students will learn what it takes to create a living, breathing character onstage. They will explore scenes, discovering what the characters look like, who they are, and what they want, often supplying answers from their own imaginations. They will give characters a backstory; where did they come from, what will they do next? The unit culminates in students designing a "Character/Costume Morgue" for a given character--bringing them to life and including visual art, writing, and speaking.

Additional Properties

Author: Zalika, Ron

Cost/Fee: No

Restricted Use: No

Status: Public Free

Material Bank: Willingboro Township Schools

Created By: Wayman, Jeanne (8/3/2019 11:50 AM)

This unit is a revision of the original [Writing Unit 1 Launching the Writing Workshop](#) by willingboro, willingboro.

Content

Website Link



<https://sn56.scholastic.com/> <https://www.timeforkids.com/what-we-are/>
<https://www.dogonews.com/category/world> <https://www.dramanotebook.com/>
<http://www.bbbpress.com/dramagames/>
<https://dramaresource.com/drama-games/>
<https://study.com/academy/lesson/directing-in-theatre-tools-techniques.html>
<https://www.premiumbeat.com/blog/working-child-actors-on-set/>
https://www.youtube.com/watch?v=Z_302oshjsQ
<https://www.mensaforkids.org/teach/lesson-plans/writing-a-screenplay/>
www.theatrefolk.com

Essential Questions/Enduring Understandings

Essential Questions

EQ1: What specific steps do actors follow to use scripts and role scoring to “flesh out” a character and determine that character’s traits and goals/objectives?

EQ2: How can an actor’s voice and movement contribute to the development of character?

EQ3: How does an actor determine changes in their character over the course of a performance?

EQ4: How does developing a fictional character differ from developing a real, historic person?

Enduring Understandings

EU1: To develop dynamic, round characters, performers use the script and role-scoring to determine the physicality of a character, and their goals/objectives

EU2: Voice and movement can express vivid messages and stories in theatrical performances.

EU3: Round, dynamic characters evolve as their situation and environment change.

EU4: Historic characters must be researched using reliable sources in order to provide an accurate portrayal.

Students will be able to...

Use discipline specific vocabulary to describe the development of a character.

Evaluate and extract relevant traits for a character based on the script/source material.

Create and develop traits for a character that are not implicit in the script/source material.

Apply different traits to the same character in order to change the performance.

Create a character using “role scoring”-a character worksheet that allows the actor to give a character backstory, goals/objectives, and personality

Create a “character morgue” for a given character (either fictional or historic)

Create a “costume morgue” for a given character (either fictional or historic)

Evidence of Learning/ Assessment

Performance Assessment #1 & Evaluation -[Role Scoring](#) & [Role Scoring Rubric](#)

Performance Assessment #2 & Evaluation -[Character/Costume Morgue](#)
& [Character/Costume Morgue Rubric](#)

Formative Assessments:

- Teacher Observations
 - Peer Review
 - Daily Entrance/Exit Tickets 2-3 per week, given at the start or conclusion of class (journal entries)
 - Weekly Quizzes (One per week in the middle or end. Can be pop quizzes or stated)
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Instructional Design/Learning Plan

[Suggested Sequence for Learning](#)

Suggested Learning Activities:

- Writing a Screenplay Lesson Plans (see pdf attachment - 5 suggested lessons)
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- Intro to Theatre Arts 1

Cartoon Character

Characterization Study Activity

- [Acting lesson plans](#)
 - [Acting techniques](#)
 - [Drama lesson plan links](#)
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Unit Materials

- Introduction to Theatre Arts 1 & 2 Teacher books
 - Drama Notebooks
 - Scripts
 - Monologues
 - Scenes
 - Plays
 - Pictures
 - Magazines
 - Drama Games
 - Video Camera(s)
 - Tripods
 - Props (Hats, coats, glasses, wigs, etc.)
 - Content Videos
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Attachments



Script Writing Lesson.pdf
Adobe Acrobat file

Attachment(s) to this material may only be viewed or downloaded when viewing this material online.

Aligned Standards

*ELA NJSL

- RL: Reading Literature Text
 - Key Ideas and Details
 - **RL.5.3: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).**
 - **SL: Speaking and Listening**
 - Comprehension and Collaboration
 - **SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.**
 - Presentation of Knowledge and Ideas
 - **SL.5.4: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.**
 - **SL.5.5: Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.**
 - **SL.5.6: Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.**
 - **W: Writing**
 - Production and Distribution of Writing
 - **W.5.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)**
 - **W.5.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**
 - **W.5.6: With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.**
 - Research to Build and Present Knowledge
 - **W.5.8: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or**

paraphrase information in notes and finished work, and provide a list of sources.

- **W.5.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.**
 - **W.5.9.A: Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").**

NJ CCCS Visual and Performing Arts

- 1.1.5: The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.
 - 1.1.5.C: Theatre
 - **1.1.5.C.CS4: Sensory recall is a technique actors commonly employ to heighten the believability of a character.**
- 1.3.5: Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.
 - 1.3.5.C: Theatre
 - **1.3.5.C.2: Demonstrate how active listening skills, vocal variety, physical expression, stage business, sensory recall, concentration, and focus affect meaning in scripted and improvised performances.**
 - **1.3.5.C.CS2: Performers use active listening skills in scripted and improvised performances to create believable, multidimensional characters. Actors create a sense of truth and believability by applying performance techniques that are appropriate to the circumstances of a scripted or improvised performance.**
- 1.4.5: Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.
 - 1.4.5.B: Critique Methodologies
 - **1.4.5.B.2: Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.**
 - **1.4.5.B.3: Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.**