

*Acting Unit*  
by Lauren Garcia

- I. **Lesson 1: Choosing a Piece**
  - A. What do you have to consider when choosing a monologue or scene to perform?
  - B. Does time of the monologue or scene factor when choosing a piece?
  - C. Do you think you should *always* choose a monologue or scene based on your “type”?
  - D. What type of pieces are there to choose from?
- II. **Lesson 2: Objective/Obstacle/Tactic**
  - A. Define objective/obstacle/tactic.
  - B. The differences between objective/obstacle/tactic.
  - C. How objective/obstacle/tactic connect.
  - D. Figuring out what your character’s tactic is.
- III. **Lesson 3: Character Work**
  - A. Who is your character?
  - B. What do they want? How will they get it?
  - C. Who are you speaking to in your monologue or scene?
  - D. Are the arrows landing?
- IV. **Lesson 4: Scoring the Script**
  - A. Beats, Tempos
  - B. Verbing
  - C. Line Speed (Overlapping lines)
  - D. Underline operative words
- V. **Performing**
  - A. Rehearse
    - 1. Stage presence, slating, confidence
  - B. Performing
  - C. Performing
  - D. Performing

**Lesson Outcomes**

After this unit, students will understand how to choose the right monologue or scene that best shows their acting ability, learn the difference between objective/obstacle/tactic and the importance of each of the terms, learn new techniques to develop character in a monologue or scene by scoring the script (beats, line cut-offs, line jumps, etc.) in order to prepare them to perform in front of an audience. They will learn and discover new techniques to build character and make choices in order for them to be able to get prepared for future performances.

## Calendar

<b>Monday (block, 90 minutes)</b>	<b>Tuesday (block, 90 minutes)</b>	<b>Wednesday (block, 90 minutes)</b>	<b>Thursday (block, 90 minutes)</b>	<b>Friday (no block, 50 minutes)</b>
Lesson 1: Choosing a Piece	Off	Lesson 2: Objective/ Obstacle/Tactic	Off	Lesson 2: Objective/ Obstacle/Tactic
Lesson 3: Character Work	Off	Lesson 3: Character Work	Off	Lesson 3: Character Work
Lesson 3: Character Work	Off	Lesson 4: Scoring the Script		Lesson 4: Scoring the Script
Lesson 4: Scoring the Script	Off	Lesson 4: Scoring the Script	Off	Lesson 5: Performing
Lesson 5: Performing	Off	Lesson 5: Performing	Off	Lesson 5: Performing

## Lesson #1: Choosing a Piece

### Objectives

- Students will learn how to choose the right piece for themselves
- Students will learn the different types of pieces to choose from
- Students will learn about “type”

**Colorado Standards:** Create 1a, b, c, d, e, f and 4a  
Perform 1a Critically Respond 1c

### National Theatre Standards:

TH:Cr1.1.I.c Use script analysis to generate ideas about a character that is believable and authentic in a drama/theatre work.

TH:Cr1.1.II.c Use personal experiences and knowledge to develop a character that is believable and authentic in a drama/theatre work.

TH: Re7.1.I.a Respond to what is seen, felt and heard in a drama/theatre work to develop criteria for artistic choices.

**Classroom:** The desks will be arranged in a semicircle facing the board in order for the students to watch a video.

**Materials:** Posters with Colorado Academic Standards, “Why So Serious” Monologue YouTube Video from The Dark Knight, “The Man” Monologue Youtube Video from School of Rock, and monologue sheets

**Age:** 15-18

**Time:** 90 minutes (30 minutes)

### 1) Learning Set

#### 1.1 Gain Attention

As students enter the room, I will have two Youtube videos of contrasting monologues paused. I will ask them to take out a piece of paper. Before we start our new unit, “Let’s watch a couple of videos!” Before playing the clips, I will ask the students to write down anything that stands out to them while watching the video (projection, language, diction, body stance, etc.) These terms should be prior knowledge to them. After I show both clips, I will ask the students to share their thoughts. I will also ask them questions about the videos.

- What were the main differences you saw between the two clips shown?
- What did you think about either clips? Good or bad? Share your thoughts.

Once the students share their thoughts, we will move into what exactly is a monologue and how to choose one for an audition/performance.

#### 1.2.Review/State Prerequisite

“Today we are starting a new unit about choosing the *right* monologue.

	<p>In our previous classes I know we've briefly discussed monologues, so let's see what we all know. Who can give me the definition of the term monologue?"</p> <p>Students will contribute thoughts or ideas based on their prior knowledge.</p> <p>"Great job! Here is the definition of monologue: 'a long speech by one actor in a play or movie, or as part of theatrical or broadcast.' (Depending on students answers, I will provide the definition of <i>monologue</i>.) Since we have the definition of monologue, what do you think we need to consider when choosing a monologue?"</p> <p>As students contribute answers, I will write them on the board.</p>
<p><b>1.3 Objective</b></p>	<p><b>Objectives for Unit:</b> Students will practice how to choose a monologue and discuss objective, obstacle, tactic and learn how to score a script. By the end of this unit, they will perform their monologue for the class.</p> <p><b>Teaching Objectives:</b></p> <ol style="list-style-type: none"> <li>1) To introduce and explain how to choose a monologue</li> <li>2) To introduce and explain the terms objective, obstacle, and tactic</li> <li>3) To introduce and explain character work</li> <li>4) To introduce and explain how to score a script</li> <li>5) To practice building confidence to perform in front of others and to practice constructive criticism</li> </ol> <p><b>Student Objectives:</b></p> <ul style="list-style-type: none"> <li>• Learn and discuss how to choose a monologue</li> <li>• Understand and be able to identify the terms objective, obstacle, tactic</li> <li>• Learn how to do character work and score a script (tempos, beats, operative words, etc.)</li> </ul> <p>Learn and practice how to given constructive criticism to others</p>
	<p><b>Discussion Questions:</b></p> <ol style="list-style-type: none"> <li>1) What is a monologue?</li> <li>2) Why is choosing the <i>right</i> monologue important?</li> <li>3) What should be considered when choosing a monologue?</li> </ol>

	<p>4) Where do we see “monologues” today?</p> <p>5) How can learning how to choose a monologue and learn how to perform a monologue help us in the real world?</p>
<b>1.4 Advance Organizer</b>	<p>1) Monologue clip and discussion (7 minutes)</p> <p>2) Review previously learned material and discussion on monologues (7-10 minutes)</p> <p>3) Monologue work</p> <ul style="list-style-type: none"> <li>- Split the class up into groups of 2 with one group of 3 (2 minutes)</li> <li>- Assign two monologues from the sheet to each student to share with their partner or group (4 minutes)</li> <li>- Monologue work and discussion with partners or group (10-15 minutes)</li> <li>- Class discussion about what monologue worked/didn’t work (10 minutes)</li> </ul> <p>4) Review, Colorado Academic Standards, and closure (10 minutes)</p>
<b>2.) Present Information</b>	
<b>2.1 Describe</b>	<p><u>Part 1:</u> After viewing and discussing the two YouTube monologues clips, we will move onto discussing what a monologue is and what should be considered when choosing a monologue.</p> <p><u>Part 2:</u> After assigning two monologues to each student, I will instruct the students to read each monologue to their partner. Their partner will determine which monologue works best based on what they observe.</p>
<b>2.2 Demonstrate</b>	<p><u>Part 1:</u> The students will be paired up by me.</p> <p><u>Part 2:</u> As the students share their monologues with each other, I will ask them to determine character age, what the character is talking about, or anything in particular they observe.</p>
<b>3.) Students Refine Learning</b>	
<b>3.1 Practice</b>	<p><u>Part 1:</u> Students will be asked to read the monologues to their partners.</p> <p><u>Part 2:</u></p>

	In addition to reading their monologues to their partners, they will be asked to write down anything they observe about their partner's monologues.
<b>3.2 Feedback</b>	<p><u>Part 1:</u> I will lead a discussion about what the students observed from their partner's monologues.</p> <p><u>Part 2:</u> After the students share with me what they observed, they will share which monologue worked or didn't work for their partner and why.</p>
<b>4.) Closure</b>	
<b>4.1 Summary</b>	The students and I will discuss what we have learned today by reviewing the Colorado State Standards. I will show each standard we covered and the students will tell me how we covered that standard.
<b>4.2 Transfer</b>	Once a student says how we met a standard, I will ask other students for more specific information.
<b>4.3 Near Transfer</b>	<p>"Why do you think we need to consider a lot when choosing a monologue?" Based off responses, I will then ask, "How do you feel about choosing a monologue for yourself now?"</p> <p>"Great job today everyone! Next class we will begin learning about objective, obstacle, and tactic!"</p>
<p><b>Modifications for Special Needs:</b> Students who are behind in writing/reading or have learning disabilities will be accommodated. For students who struggle to write, the lecture can be recorded; most of this lesson is discussion based, not note based. The YouTube videos will be played with captions so students with hearing disabilities are able to read and watch the video.</p>	
<p><b>Supplemental Materials:</b> Monologue sheet</p>	

## Lesson #2: Objective/Obstacle/Tactic

### Lesson 2: Objectives

- Students will learn what objective, obstacle, and tactic mean
- Students will learn how objective, obstacle, tactic work together
- Students will learn how to identify their own character's objective, obstacle, and tactic

**Colorado Standards:** Create 1a, b, c, d, e, f and 4a Perform 1a  
Critically Respond 1c

### National Theatre Standards:

TH: CR2.1.I.a Cooperate as a creative team to make interpretive choices for a drama/theatre work.

TH: Re7.1.I.a Respond to what is seen, felt and heard in a drama/theatre work to develop criteria for artistic choices.

**Number of participants:** 5

**Classroom:** The desks will be arranged in a semicircle facing the board.

**Materials:** Posters with Colorado Academic Standards, "Why So Serious" Monologue YouTube Video from The Dark Knight, "The Man" Monologue YouTube Video from School of Rock, and monologue sheets

**Age:** 15-18

**Time:** 90 minutes

### 1) Learning Set

#### 1.1 Gain Attention

As students enter the room, I will have "objective/obstacle/tactic" written on the board. I will begin the class by providing an example of using objective/obstacle/tactic. I will ask one of the students to volunteer to come in the front of the room and ask he/she to stand across from me. Then, I will instruct that student to move forward whenever they feel they are convinced by what I'm saying. I will say the phrase, "I need to go to this movie." Depending on if the student moves forward or not, I will change my tactic in order for the student to move. Once the students feels convinced to do so, I will ask the rest of the students what they have observed.

- What did you observe?
- (Selected student) When did you feel like you were convinced? Why?

Once the students share their thoughts, I will move into a discussion about objective/obstacle/tactic.

#### 1.2 Review/State Prerequisite

"Last class we learned how to choose the right monologue for yourself! I hope everyone found one that works. If not, I will help you. This class, we are going to jump into objective/obstacle/and tactic. Does anyone know or have a guess/idea of what objective/obstacle/tactic mean?"

	<p>Students will contribute thoughts or ideas based on their prior knowledge.</p> <p>“Great job! Here is a definition for each of those terms. <i>Objective is what the character is trying to achieve at any one point or overall. Obstacle is what stands in the way of the objective. Tactic means a strategy used to overcome an obstacle.</i> Using these terms that we have just discussed, describe what my objective, obstacle, and tactic was when I was saying the phrase “I need to go to this movie.”</p> <p>As students contribute answers, I will write them on the board.</p>
<p><b>1.3 Objective</b></p>	<p><b>Objectives for Unit:</b> Students will practice how to choose a monologue and discuss objective, obstacle, tactic and learn how to score a script. By the end of this unit, they will perform their monologue for the class.</p> <p><b>Teaching Objectives:</b> To introduce and explain how to choose a monologue To introduce and explain the terms objective, obstacle, and tactic To introduce and explain character work To introduce and explain how to score a script To practice building confidence to perform in front of others and to practice constructive criticism</p> <p><b>Student Objectives:</b></p> <ul style="list-style-type: none"> <li>● Learn and discuss how to choose a monologue</li> <li>● Understand and be able to identify the terms objective, obstacle, tactic</li> <li>● Learn how to do character work and score a script (tempos, beats, operative words, etc.)</li> <li>● Learn and practice how to given constructive criticism to others</li> </ul> <p><b>Discussion Questions:</b> What are objective/obstacle/tactic? How do they all work in conjunction? Why are objective/obstacle/tactics important? How can we use objective/obstacle/tactic in our everyday lives? Can you think of a scenario in which we use objective/obstacle/tactic? about monologues and then have a discussion about objective/obstacle/tactic. (15-20 min.)</p>



	<p>Scene work</p> <ul style="list-style-type: none"> <li>• Split the class up into groups of 2 with one group of 3 (2 minutes)</li> <li>• Assign each of the groups an open scene (3 minutes)</li> <li>• Open scene work (10 minutes)</li> <li>• Class discussion about what monologue worked/didn't work (10 minutes)</li> </ul> <p>Review, Colorado Academic Standards, and closure (10 minutes)</p>
<p><b>2.) Present Information</b></p>	
<p><b>2.1 Describe</b></p>	<p><u>Part 1:</u> After discussing what the students have observed with the “I need to go to the movie” exercise, we will move into a discussion about objective/obstacle/tactic.</p> <p><u>Part 2:</u> After assigning each of the groups an open scene, the students will act out the open scene without any verbs. After they have acted out their scene, I will assign each student a verb to use.</p>
<p><b>2.2 Demonstrate</b></p>	<p><u>Part 1:</u> I will write what objective/obstacle/tactic mean on the board.</p> <p><u>Part 2:</u> As the students act out their scenes using no verbs and then using verbs, I will walk around and give them feedback and answering any questions.</p>
<p><b>3.) Students Refine Learning</b></p>	
<p><b>3.1 Practice</b></p>	<p><u>Part 1:</u> Students will be asked to discuss anything they observed while watching the “I need to go to the movie” exercise.</p> <p><u>Part 2:</u> I will ask students to act out their open scenes without using verbs. Then, I will assign each student a verb to get an understanding of using objective/obstacle/tactic.</p>
<p><b>4.3 Near Transfer</b></p>	<p>“Why do you think objective/obstacle/tactic is important when working on a monologue? How can we apply this in other scenes and monologues?”</p> <p>“Great job today everyone! Next class we will begin learning about character work!”</p>
<p><b>Modifications for Special Needs:</b> Students who are behind in writing/reading or have learning disabilities will be accommodated. For students who struggle to write, the lecture can be recorded; most of this lesson is discussion based, not note based. The YouTube videos will be played with captions so students with hearing disabilities are able to read and watch the video.</p>	

## Lesson #3: Character Work

### Lesson 3: Objectives

- Students will learn what “character work” means
- Students will learn about how character work is being specific
- Students will learn how to figure out their own character work for their pieces

**Colorado Standards:** Create 1b, c, d, e, and Critically Respond 1c and e

### National Theatre Standards:

TH:Cr3.1.I.b Explore physical, vocal and physiological choices to develop a performance that is believable, authentic and relevant to a drama/theatre work.

**Classroom:** The desks will be off to the side at the beginning of the class in order to do a warm- up.

**Materials:** Posters with Colorado Academic Standards and the students should have the scenes I assigned them from last class

**Age:** 15-18

**Time:** 90 minutes

### 1) Learning Set

#### 1.1 Gain Attention

As students enter the room, I will ask the students to put their belongings down off to the side and meet me in the middle of the room for character building exercise. At this point, the students will have had time to be mainly off-book for their scenes where they should be able to do our beginning exercise.

“Hello class! Feel free to set your personal belongings against any of the walls. Please leave your cellphones or any other electronic devices in your bags.”

“Alright! Today we are going to start off with a character-building exercise for each of your individual characters for your scenes! Everyone should be mainly off-book right now for their partner/group scenes. I would like you to pair up with your scene partner The exercise we are going to begin with today is called “What Line Defines You?””

After we complete the exercise, we are going to move into today’s lesson about character work.

#### 1.2 Review/State Prerequisite

“Alright! I hope that exercise was useful to you

today! I know we've been focusing a lot on the partner scenes but I want today's focus to be on you as an individual and the character you are portraying. Today I would like you to refer to yourself as the character in your scene."

"Now that we've established objective, obstacle, and tactic for your partner scenes, I would like to move on to more of the specifics like: how old is my character? Where is he/she from? What is their everyday apparel? What kind of posture do they have? Etc. I would like everyone to pull out a piece of paper and a writing utensil. Now I'm going to ask you a question - remember today you are your character. So answer this question as your character. The question is - you see a stranger walking ahead of you with grocery bags all in he or she's hands, all of a sudden they drop the bags due to lost strength. What would you do?"

"Keep in mind, there is no right or wrong answer. This is what you personally think about your character and what they would do. If they wouldn't help the person, that's ok. If they would, that's ok. Just use the knowledge you have to answer this question."

I will give my students about 5-7 minutes to answer this question. Once everyone is finished, I will ask my students to get with their scene partner and find a spot in the room to rehearse. "Now that we have answered that question, I would like you to get with your scene partner and find a spot in the room to rehearse. Please do not start rehearsing yet until you hear my next instructions. Once I see that everyone has given me their full attention, I will give you further instruction on what we are going to do in today's class."

	<p>After my students have found a place in the room, I will move onto teaching about why it is so important that we focus on the specifics with character work. As we get more into the discussion, I am going to write a series of questions that they will ask their scene partners.</p>
<p><b>1.3 Objective</b></p>	<p><b>Objectives for Unit:</b>  Students will work with their scene partners and work on character development for each of their individual characters. They will learn how to really look at the specifics of character development (apparel, age, family, relationships, etc.) and how any of these could factor in the way they interact with others or react to everyday occurrences.</p> <p><b>Teaching Objectives:</b></p> <ol style="list-style-type: none"> <li>1) To dig deeper into character work</li> <li>2) To show that previous actions effects a character</li> <li>3) To build a stronger ensemble</li> <li>4) To introduce useful tools to help with rehearsal process</li> <li>5) To practice building confidence to perform in front of others</li> </ol> <p><b>Student Objectives:</b></p> <ul style="list-style-type: none"> <li>● Focus on the specifics of character development/work</li> <li>● Learn how objective, obstacle, and tactic tie into specifics of character work</li> <li>● Learn how to do character work and score a script (tempos, beats, operative words, etc.)</li> <li>● Learn and practice how to given constructive criticism to others</li> </ul> <p><b>Discussion Questions:</b></p> <ol style="list-style-type: none"> <li>1) What are some specifics to focus on when building a character?</li> </ol>

	<p>2) How can your scene partner help you develop your own character?</p> <p>3) How is learning about specifics of a character applicable in the outside world?</p> <p>4) How can learning character development affect our everyday outside conversations?</p>
<b>1.4 Advance Organizer</b>	<p>1) What Line Defines You?" (15-20 minutes)</p> <p>2) Character question (5-7 minutes)</p> <p>3) Character development with scene partners (30 minutes)</p> <p>Review of today's class and review of Colorado Academic Standards (15-20 minutes)</p>
<b>2.) Present Information</b>	
<b>2.1 Describe</b>	<p><u>Part 1:</u> After our character warm-up, I will ask the students to sit down at their desks and pull out a writing utensil. I will ask them to copy the questions I have written on the board onto their paper. Once they do that I will ask them the character question.</p> <p><u>Part 2:</u> After all the students have answered their character question, the students will find their scene partner and find a spot in the room to rehearse. From this point on, they will work on developing their character with their scene partners.</p>
<b>2.2 Demonstrate</b>	<p><u>Part 1:</u> The warm-up will give the students the opportunity to focus in on their character in their partner scene.</p> <p><u>Part 2:</u> The students will be able to work collaboratively with their scene partners to help with their own individual character work.</p>
<b>3.) Students Refine Learning</b>	
<b>3.1 Practice</b>	<p><u>Part 1:</u> Students will be able to focus on in on the</p>

	<p>specifics of their character.</p> <p><u>Part 2:</u> Students will work with their scene partners for character work.</p>
<b>3.2 Feedback</b>	<p><u>Part 1:</u> Students will focus in on their own specific character. They will be able to ask any questions they need and we will have a small discussion about character work.</p> <p><u>Part 2:</u> The students will share with their scene partner thoughts and opinions about their own specific character.</p>
<b>4.) Closure</b>	
<b>4.1 Summary</b>	The students and I will discuss what we have learned today by reviewing the Colorado State Standards. I will show each standard we covered and the students will tell me how we covered that standard.
<b>4.2 Transfer</b>	Once a student says how we met a standard, I will ask other students for more specific information.
<b>4.3 Near Transfer</b>	<p>“Why do you think it’s important to focus on the specifics of a character? What do we have to think about when doing character work? How do you think character work can affect your everyday outside conversations? How can character work affect the way you personally interact with others in this classroom, in another classroom, or in the outside world?”</p> <p>“Great job today everyone! Next class we will move onto learning how to score a script!”</p>
<b>Modifications for Special Needs:</b> Students who are behind in writing/reading or have learning disabilities will be accommodated. For students who struggle to write, the lecture can be recorded; most of this lesson is discussion based, not note based.	
<b>Supplemental Materials:</b> None	

## Lesson #4: Scoring a Script

### **Lesson 4 Objectives:**

- Students will learn what scoring a script means
- Students will learn how to score their own script

**Colorado Standards:** Create 1a, b, c,

### **National Theatre Standards:**

TH:Cr3.1.1.b Explore physical, vocal and physiological choices to develop a performance that is believable, authentic and relevant to a drama/theatre work.

**Classroom:** The desks will be arranged in a semicircle facing the board.

**Materials:** Posters with Colorado Academic Standards, Scene from ‘Almost, Maine’

**Age:** 15-18

**Time:** 90 minutes (50 minutes)

### **1) Learning Set**

#### **1.1 Gain Attention**

As students enter the room, I will have the desks off to the side in order to start with a relaxation/focus warm-up for the students. I will also have a copy from ‘Sad/Glad’ scene from “Almost, Maine on each of their desks!

“Hello class! Feel free to set your personal belongings against any of the walls. Please leave your cellphones or any other electronic devices in your bags.”

“Alright! Today we are going to start off with a relaxation/focus warm-up. I know we’ve reached the end of the semester and I know we’ve all been feeling a stressed and overwhelmed. I would like to take the first bit of class to relax, breathe, and get rid of any negative energy or stress right now.”

After we complete the relaxation/focus warm-up, we will move onto our next lesson of scoring the script.

#### **1.2 Review/State Prerequisite**

“I hope we are all feeling good after that exercise! It’s good to take some stress off our shoulders. Remember to always take time for yourself. We’re almost at the end. Alright! Now we are going to move onto our next lesson in our acting unit: scoring the script. Does anyone know what I mean by ‘scoring’?”

I will acknowledge students’ answers. Depending on any previous knowledge, I will move onto what scoring the script means and what we focus on when scoring the script.

	<p>“Thank you for your answers and participation! Great. So there are three things we need to focus on when scoring the script: beats, blocking, and voice elements such as inflections, stresses, and speaking tempos. Let’s begin with beats. When you hear the word ‘beat’, what you think of?” After discussing beat, we will move onto blocking and vocal elements.</p> <p>I will write the students’ answers on the board as they contribute. After we have discussed beats, we will move onto our ‘Almost, Maine’ scripts. We will read the scene out loud and then I will ask the students where they would notate a beat and so on.</p>
<p><b>1.3 Objective</b></p>	<p><b>Objectives for Unit:</b> Students will practice how to choose a monologue and discuss objective, obstacle, tactic and learn how to score a script. By the end of this unit, they will perform their monologue for the class.</p> <p><b>Teaching Objectives:</b></p> <ol style="list-style-type: none"> <li>1) To introduce and explain how to choose a monologue</li> <li>2) To introduce and explain the terms objective, obstacle, and tactic</li> <li>3) To introduce and explain character work</li> <li>4) To introduce and explain how to score a script</li> <li>5) To practice building confidence to perform in front of others and to practice constructive criticism</li> </ol> <p><b>Student Objectives:</b></p> <ul style="list-style-type: none"> <li>• Learn and discuss how to choose a monologue</li> <li>• Understand and be able to identify the terms objective, obstacle, tactic</li> <li>• Learn how to do character work and score a script (tempos, beats, operative words, etc.)</li> <li>• Learn and practice how to give constructive criticism to others</li> </ul> <p><b>Discussion Questions:</b></p> <ol style="list-style-type: none"> <li>1) What does it mean to ‘score’ a script?</li> <li>2) How does scoring a script help us as actors?</li> <li>3) What is a beat? Why are beat changes essential to acting?</li> <li>4) How can learning how to score a script apply to our everyday conversations with others?</li> <li>5) How can learning how to score a script apply in other classes?</li> </ol>
<p><b>1.4 Advance Organizer</b></p>	<p>1) Relaxation/focus exercise (10 minutes)</p>



	<p>2) Discuss beats, blocking, and voice elements (30 minutes)</p> <ul style="list-style-type: none"> <li>- After discussing each of these parts individually, we will notate the scene from ‘Almost, Maine.’ Then, we will act it out.</li> </ul> <p>Review, Colorado Academic Standards, and closure (10 minutes)</p>
<b>2.) Present Information</b>	
<b>2.1 Describe</b>	<p><u>Part 1:</u> After our relaxation/focus exercise, we will move into a circle. I will ask the students to get a writing utensil (pen, pencil, marker) that they will be able to annotate the scripts with. Then, we will begin discussing how to score a script (beats, blocking, vocal elements).</p> <p><u>Part 2:</u> After we discuss how to score a script and the parts to scoring a script, we will move onto scoring ‘Sad and Glad’ from ‘Almost, Maine’.</p>
<b>2.2 Demonstrate</b>	<p><u>Part 1:</u> The warm-up will gain the students focus and give them a chance to relax and let go of any negative energy.</p> <p><u>Part 2:</u> The students will get an understanding of scoring a script by annotating beats, blocking, and vocal elements on the ‘Sad and Glad’ scene from ‘Almost, Maine’.</p>
<b>3.) Students Refine Learning</b>	
<b>3.1 Practice</b>	<p><u>Part 1:</u> Students will be asked about any previous knowledge of scoring a script (beats, blocking, and vocal elements). <u>Part 2:</u> Students will be able to apply what they have learned while we annotate the ‘Almost, Maine’ script together. Then, I will ask the students to read the script with knowledge of beats, blocking, and vocal elements.</p>
<b>3.2 Feedback</b>	<p><u>Part 1:</u> Students will be asked about any previous knowledge of scoring a script.</p> <p><u>Part 2:</u> The students will share with me the difference it makes when adding beats in a script and paying attention to blocking and vocal elements.</p>
<b>4.) Closure</b>	

<b>4.1 Summary</b>	The students and I will discuss what we have learned today by reviewing the Colorado State Standards. I will show each standard we covered, and the students will tell me how we covered that standard.
<b>4.2 Transfer</b>	Once a student says how we met a standard, I will ask other students for more specific information.
<b>4.3 Near Transfer</b>	<p>“What difference do you think learning about scoring a script will make when you go back to your partner scenes/monologues?” “How can we use scoring a script in other classes? Or in the real world?”</p> <p>“Great job today everyone! Next class we will be performing our scenes/monologues!”</p>
<p><b>Modifications for Special Needs:</b> Students who are behind in writing/reading or have learning disabilities will be accommodated. For students who struggle to write, the lecture can be recorded; most of this lesson is discussion based, not note based.</p>	
<p><b>Supplemental Materials:</b> Sad and Glad from ‘Almost Maine’.</p>	

## **Lesson #5: Performing**

### **Lesson 5 Objectives:**

- Students will be able to incorporate the process of acting in their performance
- Students will get an experience performing in front of others
- Students will learn how to give constructive criticism

**Colorado Standards:** Perform 1a - Critically Respond 3a

**National Theatre Standards:**

**Classroom:** The desks will be off to the sides in other for the students to perform their partner scenes.

**Materials:** Posters with Colorado Academic Standards

**Age:** 15-18

**Time:** 90 minutes (50 minutes)

### **1) Learning Set**

#### **1.1 Gain Attention**

As students enter the room, I will have the desks off to the side in order for performance purposes.

“Hello! Who is ready to perform their scenes today? Before you start to freak out and get nervous, I want to take 5 minutes to relax and focus in.”

After we complete the relaxation/focus warm-up, I will have the first group get their materials set. I will ask other students to pull out a piece of paper and a writing utensil in order to take notes.

“While the scene is being performed, all phones and any personal items should be in your bags. I would like to only see a piece of paper and a writing utensil on your desk in order to take notes after each scene. Please put your name at the top of the page and the names of your fellow classmates who are performing their scene at the time. After each scene, I would like to write down a rose and a thorn. A rose is something you think your classmates did well. A thorn is something you think they could work on. Please be specific when you are giving feedback. Do

	<p>not think of as a thorn as a put down. The more specific you are, the more practice you as an individual is getting on giving constructive criticism. Please be respectful of all of your classmates today as they are performing.”</p> <p>After this, I will have the first group perform their scene.</p>
<p><b>1.2 Review/State Prerequisite</b></p>	<p>After today’s group perform their scenes, I will ask the students to give a rose and thorn.</p>
<p><b>1.3 Objective</b></p>	<p><b>Objectives for Unit:</b> Students will be able to have the opportunity to perform their partner scenes and give feedback to their classmates.</p> <p><b>Teaching Objectives:</b></p> <ol style="list-style-type: none"> <li>1) To build confidence for each individual</li> <li>2) To show the students how to give constructive criticism</li> </ol> <p><b>Student Objectives:</b></p> <ul style="list-style-type: none"> <li>● Perform for classmates with full confidence</li> <li>● Utilize all the tools we have learned throughout this unit during the performance</li> <li>● Learn and practice how to give constructive criticism to others</li> </ul> <p><b>Discussion Questions:</b></p> <ol style="list-style-type: none"> <li>1) What were some things you noticed your classmates do well today?</li> <li>3) What do you think you well as a performer?</li> </ol>

	<p>4) What is one thing you can work until another performance?</p> <p>5) How can giving constructive criticism your classmates?</p> <p>6) How can giving constructive criticism help others in other classrooms or the real world?</p>
<b>1.4 Advance Organizer</b>	<p>1) Relaxation/focus exercise (5-7 minutes)</p> <p>2) Performances (30-45 minutes) Review, Colorado Academic Standards, and closure (10 minutes)</p>
<b>2.) Present Information</b>	
<b>2.1 Describe</b>	<p><u>Part 1:</u> After our relaxation/focus exercise, we will move into performances. I will ask the students to pull out a piece of paper and a writing utensil to take notes after each scene.</p> <p><u>Part 2:</u> After performances, we will move onto discussing today's class.</p>
<b>2.2 Demonstrate</b>	<p><u>Part 1:</u> The warm-up will gain the students focus and give them a chance to relax and let go of any negative energy or nerves.</p> <p><u>Part 2:</u> The students will understand that performing takes a lot of guts and confidence. They will learn how to give each other feedback on each scene.</p>
<b>3.) Students Refine Learning</b>	
<b>3.1 Practice</b>	<p><u>Part 1:</u> Students will be able to relax and focus in before performances.</p> <p><u>Part 2:</u> Students will use the experience they had performing prepare them for any future performances. They will practice how to give constructive criticism.</p>
<b>3.2 Feedback</b>	<p><u>Part 1:</u> Students will be able to relax and focus in before performances.</p>

	<p><u>Part 2:</u> Students will use the experience they had performing prepare them for any future performances. They will practice how to give constructive criticism.</p>
<b>4.) Closure</b>	
<b>4.1 Summary</b>	The students and I will discuss what we have learned today by reviewing the Colorado State Standards. I will show each standard we covered and the students will tell me how we covered that standard.
<b>4.2 Transfer</b>	Once a student says how we met a standard, I will ask other students for more specific information.
<b>4.3 Near Transfer</b>	<p>“I’m very proud of everyone today! Performing takes a lot of guts and confidence. It isn’t easy, but you did it! How can performing in front of others help you in other classes? How can performing in front of others help you in the real world?</p> <p>“Thank you for your hard work and participation! I will post the feedback I have for you on Infinite Campus. Please check this over the weekend and review.”</p>
<b>Modifications for Special Needs:</b> Students who cannot perform verbally will be given the chance to act out their scenes with just blocking. Students who have anxiety will be given the option to perform in front of me alone or a smaller group.	
<b>Supplemental Materials:</b> none	

## Beginning Acting Group Performance Rubric

	<b>Unsatisfactory</b>	<b>Making Progress</b>	<b>Good</b>	<b>Excellent</b>
<b>Group Score</b> /10	No piece performed. 0-2	Piece performed, plot unclear, with little to no preparation. 3-6	Clear plot line in play, most elements present 7-8	Clear plot line in piece, all elements present 9-10
<b>Preparation and Rehearsal</b>  /10	No evidence of preparation. Student did not utilize rehearsal time. 0-2	Some evidence of preparation. Student utilized some rehearsal time. 3-6	Scenario is prepared and student utilized most of rehearsal time effectively. 7-8	Scenario is well prepared and student utilized all of rehearsal time effectively. 9-10
<b>Acting Elements.</b> /10	No performance 0-2	Present but not prepared with (missing lines, no blocking, tempos, etc.) 3-6	Progress is shown on stage with most acting elements 7-8	Performance is good with all acting elements 9-10

Name \_\_\_\_\_ Piece \_\_\_\_\_

Date \_\_\_\_\_

## Pre-Assessment/ Post-Assessment

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**1) Name 3 of your favorite actors. Give me a reason why you like each of these actors. (5 points)**

Choose the best answer (1 point each).

**2) Which best describes acting?**

- a. Something you do for fun
- b. Someone impersonating another person
- c. Reacting
- d. Crying or laughing

**3) Which is most important?**

- a. Obstacle
- b. Tactic
- c. Objective
- d. All of the above

**4) Circle the actor. (1 point)**

- a. Audrey Hepburn
- b. Hope Solo
- c. Beyonce
- d. David Beckham

**5). Describe what each of these terms mean to your best knowledge. (3 points)**

Tempo:

Beat:

Blocking:

**6) Give me 3 reasons why you think acting is important. How can acting help us? (3 points)**

1)

2)

3)

**7) Tell me any previous acting experience you may have. If not, please tell me why you would like to learn about acting. (3 points)**



Total: \_\_\_\_\_/20

**Beginning Acting Spring 2017 Acting  
Pre-Assessment Key**

1) Name 3 of your favorite actors. Give me a reason why you like each of these actors. (5 points)

**Answers will vary.**

Choose the best answer (1 point each).

2) What is acting?

**Reacting**

3) Which is most important?

**All of the above**

4) Circle the actor. (1 point)

a. **Audrey Hepburn**

Describe what each of these terms mean to your best knowledge. (3 points)

Tempo: **Speed or pace of something.**

Beat: **The timing and movement of a film or play. In the context of a screenplay, it usually represents a pause in dialogue.**

Blocking: **Movement around the stage.**

Tell give me 3 reasons why you think acting is important. How can acting help us? (3 points)

**Answers will vary.**

10) Tell me any previous acting experience you may have. If not, please tell me why you would like to learn about acting. (3 points)

**Answers will vary.**

## Self-Reflection

- 1) Describe which character you portrayed. How did they move, speak, and interact with the other characters? (5 points).
- 2) What went well in your performance? What was challenging about your performance or rehearsal process? How did you overcome this challenge? (4 point)
- 3) If you were to perform this piece again, what would you do differently? (3 point)
- 4) What was your favorite part of this unit? How will that element help you grow as either an actor? (3 point)

# Understanding by Design

## Stage 1: Identify Desired Results

### Established Goals

What relevant goals (e.g., content standards, course or program objectives, learning outcomes) will this design address?

### Create

#### 1. Creative process in character development and script improvisation

- a. Apply these vocal techniques: Breath control, diction, projection, inflection, rhythm, and pace (DOK 1- 2)
- b. Employ these movement techniques: body alignment, control of isolated body parts, and rhythms (DOK 1-2)
- c. Demonstrate knowledge of motivation (what the character wants) through the recall of emotional experience, blocking, and observations of the external world (DOK 2-3)
- d. Recognize and work against the obstacle - what's in the character's way (DOK 1-3)
- e. Identify and employ several tactics to get what the character wants (DOK 1-3)
- f. Connect feelings to thought process when creating a character (DOK 1-3)

#### 4. Interpretation of drama using scripted material

- a. Select a scene from literature, original, or scripted material, and contribute to the direction of a scene as a member of an ensemble (DOK 1-4)

### Perform

#### 1. Communicate meaning to engage an audience

- a. Rehearse and perform a scripted or improvised scene (DOK 1-3)

### Critically Respond

#### 1. Analysis and evaluation of theatrical works

- c. Demonstrate knowledge of conventional theatre vocabulary (DOK 1)

## Individual Lesson Objectives

### Lesson 1: Choosing a Piece

Students will:

1. Learn and discuss how to choose a monologue.
2. Learn the process of how to choose a monologue.  
Give feedback to other students when choosing a monologue.

<b>Enduring Understandings</b> <i>Students will understand that...</i> What are the big ideas?	<b>Essential Questions</b> What is a monologue?
Choosing a monologue is an important part of acting, of course. It is important that the students get experience with different kinds of monologues to understand and get an idea of what type of monologue they should be performing individually. Once students understand the process and the “how to” choose a monologue, they will be able to choose a monologue for future auditions, classes, scenes, etc.	Why is choosing the <i>right</i> monologue important?  What should be considered when choosing a monologue?  Where do we see “monologues” today?
<ul style="list-style-type: none"> <li>• What specific understandings about them are desired?</li> </ul> When choosing a monologue, there are many factors that come into play. Students will be able to choose the monologue they think represents who they are as individuals and what feels like the right fit for them.	How can learning how to choose a monologue and learn how to perform a monologue help us in the real world?
What misunderstandings are predictable?	
Some possible misunderstandings:  A student can do ANY monologue they choose.  Choosing a monologue is <i>easy</i> .  None of these statements are true because we all know that choosing a monologue can be a process, especially if there is a specific dialect or genre the director is looking for). Students cannot choose any monologue. Although I do think it is important for students to explore and try out different types of monologues, they will learn that there are certain factors like ethnicity, gender, genre, age, etc. to consider.	
<b><i>Students will know...</i></b> How to choose a monologue for themselves by learning how to consider factors like gender, ethnicity, genre, age, etc. when choosing a monologue.	<b><i>Students will be able to...</i></b> Students will practice how to choose a monologue and discuss objective, obstacle, tactic and learn how to score a script. By the end of this unit, they will perform their monologue for the class.

## Stage 2: Determine Evidence for Assessing Learning

### Performance Tasks:

- Through what authentic performance tasks will students demonstrate the desired understandings?

Lesson 1: Students will get in groups of 2 and perform different types of monologues to their peers. Their peers will share with them what they think would be an appropriate monologue choice for them.

- By what criteria will performances of understanding be judged?

The unit is being assessed on three components: participation, the final project, and completion of the pretest and posttest. The final project is comprised of the performance of a monologue and a short self-evaluation essay. There are no right or wrong answers on the pretest and posttest – the criteria is simply whether or not the student completed the tests on time and reflected on their experiences during the unit.

### Other Evidence:

- Through what other evidence (e.g., quizzes, tests, academic prompts, observations, homework, journals) will students demonstrate achievement of the desired results?

Students will demonstrate achievement through in class participation, homework (material preparation), group discussions, scene group discussions, pre-assessment, post-assessment, self-evaluation paper, constructive feedback for other groups, and the final performance scene based upon the included rubric.

- How will students reflect upon and self-assess their learning?

The students will reflect and self-assess their learning and participation through a self-evaluation paper included in the final rubric. They will also participate in class discussions during every lesson in which we will reflect as a class on progress and goals.

### Stage 3: Build Learning Plan

#### Learning Activities:

What learning experiences and instruction will enable students to achieve the desired results? How will the design...

- Help students know **Where** the unit is going and **What** is expected? Help teachers know **Where** the students are coming from (prior knowledge, interests)?

Lesson 1: After reviewing what was learned in the previous unit, the monologue unit objectives will be posted on the board by the students. Students will review the DRAMA classroom rules and the standards to be worked with throughout the lesson (corresponding lesson standards will also be addressed in subsequent lessons). Students will take a pre-assessment that outlines where they will be by the end of the unit.

- **Hook** all students and **Hold** their interest?

Lesson 1: Students will enter the room with a video of a monologue from “The Dark Knight” on the screen. They will be asked to take notes and what to look out for when watching the video and add on any other things they notice.

- **Equip** students, help them **Experience** the key ideas and **Explore** the issues?

Lesson 1: The students will watch “The Dark Knight” monologue and monologue from “School of Rock” and then have a discussion about what they noticed while watching the video. We will then have a discussion about what to consider when choosing a monologue. I will give the students resources to use when choosing a monologue.

- Provide opportunities to **Rethink** and **Revise** their understandings and work?

In each lesson, students are given the opportunity to rethink and revise their understandings and work through class discussions. After the introduction of new lesson material, students are given the chance to reflect on what the material means and ask any questions they may have. During Lesson 1, they will use any previous knowledge and any personal experiences they have had choosing a monologue.

- Allow students to **Evaluate** their work and its implications?

There will always be time for students to evaluate their work. After Lesson 1, they will be able to use the resources to find a monologue and think about what they should consider when picking one.

- **Be Tailored (personalized)** to the different needs, interests, and abilities of learners  
This unit includes visual media, in-class work, individual work, and self-evaluations. The final monologue are graded on a rubric (they are participation based). Students of all abilities and backgrounds will do well in this unit if they participate in the rehearsal process and final performance. All five lessons include material for visual learners (posters, PowerPoint presentations, writing on the whiteboard, etc.), auditory learners (material read aloud, incorporation of music, etc.), and kinesthetic learners (physical warm-ups, rehearsal process, space throughout the room free of desks, etc.). Exceptional learners will be able to work alone and in a group setting. Groups are expected to help all of their teammates and include ideas from everyone. Everyone is welcome to get out of their seats and walk around to become focused or take more time outside of class to complete all aspects of the rubric.

- **Be Organized** to maximize initial and sustained engagement as well as effective learning?

During each lesson, the advanced organizer is posted on the whiteboard in order to keep students focused on the daily agenda. The unit objectives are presented to the class in Lesson 1 (students are called upon to write these on the board). During each lesson, the day's objectives will be announced to the students and they will be asked to write them down in their drama notebook. The organized expectations for the final project are presented to students during Lesson 2 (in the form of a rubric) when they begin working on their scenes in class. These organized procedures ensure student engagement through physically writing down the objectives (not just listening passively) and seeing the requirements for the final (this will boost their levels of participation in class because the majority of the final is a measurement of their rehearsal process). These organized procedures ensure effective learning because the students will have more time to understand and work on what is required of them. The creation of a routine (posting the advanced organizer, presenting the objectives on a daily basis, etc.) also fosters this learning process because the

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