

Unit 2: Improv, Monologues, Scenes
Theater, Grades 7 and 8
14 Class Meetings

Created May 2021, Updated May 2022

Essential Questions

- How do you act out a scene?

Enduring Understandings with Unit Goals

EU 1: Theater artists use improvisation to explore and create meaningful acting choices.

- Employ improvisational theater activities to introduce acting concepts.
- Create ensemble through improvisational activities.

EU 2: Theater artists bring scripted scenes to life by asking questions of the work and using their imaginations to create choices.

- Build script fluency through scene and monologue work.
- Increase ownership of the role and imaginative risk taking through scene and monologue work.

Standards

National Core Arts Standards:

Theatre

TH:Cr1.1.8 a. Imagine and explore multiple perspectives and solutions to staging problems in a drama/theatre work.

TH:Cr1.1.8 b. Imagine and explore solutions to design challenges of a performance space in a drama/theatre work.

TH:Cr1.1.8 c. Develop a scripted or improvised character by articulating the character's inner thoughts, objectives, and motivations in a drama/theatre work.

TH:Cr2.1.8 a. Articulate and apply critical analysis, background knowledge, research, and historical and cultural context to the development of original ideas for a drama/theatre work.

TH:Cr2.1.8 b. Share leadership and responsibilities to develop collaborative goals when preparing or devising drama/theatre work.

TH:Cr3.1.8 a. Use repetition and analysis in order to revise devised or scripted drama/theatre work.

TH:Cr3.1.8 b. Refine effective physical, vocal, and physiological traits of characters in an improvised or scripted drama/ theatre work.

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- TH:Cr3.1.8 c.** Implement and refine a planned technical design using simple technology during the rehearsal process for devised or scripted drama/ theatre work.
- TH:Pr4.1.8 a.** Explore different pacing to better communicate the story in a drama/theatre work.
- TH:Pr4.1.8 b.** Use various character objectives and tactics in a drama/theatre work to overcome an obstacle.
- TH:Pr5.1.8 a.** Use a variety of acting techniques to increase skills in a rehearsal or drama/theatre performance.
- TH:Pr6.1.8 a.** Perform a rehearsed drama/theatre work for an audience.
- TH:Re7.1.8 a.** Apply criteria to the evaluation of artistic choices in a drama/theatre work.
- TH:Re8.1.8 a.** Recognize and share artistic choices when participating in or observing a drama/theatre work.
- TH:Re8.1.8 c.** Apply personal aesthetics, preferences, and beliefs to evaluate a drama/theatre work.
- TH:Re9.1.8 a.** Respond to a drama/ theatre work using supporting evidence, personal aesthetics, and artistic criteria.
- TH:Re9.1.8 b.** Apply the production elements used in a drama/theatre work to assess aesthetic choices.

ISAAC Vision of the Graduate Competencies

- Competency 1:** Write effectively for a variety of purposes.
- Competency 2:** Speak to diverse audiences in an accountable manner.
- Competency 3:** Develop the behaviors needed to interact and contribute with others on a team.
- Competency 4:** Analyze and solve problems independently and collaboratively.
- Competency 5:** Be responsible, creative, and empathetic members of the community.

Unit Content Overview

- 1. Improv work to develop principals of scene work:**
- **Key Terms and Vocabulary:**
 - 4 rules of Improv
 - Who, What, When, Where, How
 - Objectives
 - Setting

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- Improvisation
- Tactics
- Urgency

2. Scene work

- Dialogue work
- Monologue work
- **Key Terms and Vocabulary:**
 - Dialogue
 - Monologue

3. Perform scenes and monologues for each other and in the Winter Theater and Dance Performance.

Interdisciplinary Connection:

- Math (Geometry): Lines, shapes, angles, proximity in physicality
- ELA: character, setting, dialogue, script, writing

Daily Learning Objectives with *Do Now Activities*

Students will be able to...

- Apply the four rules of improv into theater exercises.
 - *Complete the sentence in the theater journal: Improvisation is...*
- Connect the terms “Who, What, When Where, and How” to theater.
 - *Choose one of the 4 rules of Improv and write an example of how you can apply it to acting in your theater journal.*
- Investigate and apply character objectives (*who and what*) through improvisational theater exercises.
 - *Write the name of a person or character (everyone should know/ know of this person) on a small piece of paper. Fold it and put it in the box.*
- Construct a setting (*where*) through improvisational theater activities.
 - *Write the name of a place that everyone understands/ knows of on a small piece of paper. Fold it and put it in the box.*
- Apply the concepts of tactics and urgency (how and when) through improvisational activities.
 - *In your theater journal, write what motivates you to move quickly and do your best.*
- Assess a script and know how to accurately read it.
 - *In your theater journal, do your best to explain what a script is to someone who has never heard of one before.*
- Analyze a scene using *Who, What, When, Where, and How*.
 - *Think about the script we read last class. With a partner retell the story so you can remember as much of it as possible.*
- Hypothesize the “moment before” of a monologue or scene.
 - *Gallery walk looking at images that are inciting moment before photos.*
- Rehearse a scene employing all concepts taught in class.
 - *Practice your scene with your scene partner.*
- Perform scenes for the class.

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- *Put Performance Checklist in your theater journal.*
- Differentiate between dialogue and monologue.
 - *Write in your theater journal your definition of a monologue.*
- Apply acting concepts to monologue work.
 - *Read through your monologue.*
- Rehearse monologues and scenes.
 - *Look over the share out order. Know the person/ people before you.*
- Perform a showcase of scenes in the Theater and Dance Winter Performance.
 - *Use the “How Do You Feel?” chart to rate how you feel about performing the scenes and monologues.*

Instructional Strategies/Differentiated Instruction

- Whole group instruction
- Visuals of instructions for assignments
- Plan for the Day (Visual and Aural)
- Scaffolding (Building on theater skills)
- Repetition
- Imagery
- Silent Cues
- Visual learning, Aural Learning, Kinesthetic learning
- Sentence starters
- Student-led instruction
- Teacher modeling
- Written feedback
- Think-pair-share and small-group discussions
- Accountable talk
- Homework
- Word walls with visuals of theater vocabulary
- Small group instruction
- Virtual tools: Online example of scenes and monologues
- Conferencing
- Theater Journals
- Rehearsal
- Performance
 - Performance Checklist Scoring Guide

EL Differentiated Instruction

- Word walls with visuals of theater vocabulary.
- TWPS (Think, write, pair, share)
- Pre-reading strategies
- Culturally responsive teaching
- Explicit modeling of dance steps by teacher
- Key Vocabulary
- Graphic organizers
- Strategic grouping

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- Non-verbal Assessment

Assessments

FORMATIVE ASSESSMENTS:

- Do Now
- Warm-up participation
- Student discussions and responses
- Accountable Talk Discussions
- Theater Journal Entries
- Improv Daily Participation (EU 1)
- Script Diagram Worksheet (EU 2)
- Moment before Paragraph (EU 2)
- Monologue Given Circumstance worksheet (EU 2)
- Successful completion of employing each theatrical element
 - Future Rubric Assessment in 2021-2022

SUMMATIVE ASSESSMENTS:

- Theater Vocabulary Quiz (EU 1 & 2)
- 4 Rules of Improv Scoring Guide, summative participation (EU 1)
- Scene performance, part 1 (EU 1 and EU 2)
- Monologue Performance (EU 2)
- Performance Task- “Short Stories!” (EU 1 and EU 2)

Unit Task

Unit Task Name: Performance Task- “*Short Stories*”-Scenes

Description: Students perform two-three person scene. They incorporate the acting skills they have developed through improvisational exercises. The scenes and monologues will be analyzed prior to performance and all choices based on character, objective, urgency, setting, tactics will be applied to the performance. A copy of their script with their notes will be submitted as part of the project. A self-reflection of their work throughout the unit will follow the performance. (EU 1 and EU 2)

Evaluation: Summative Assessment and Responsibility Rubric.

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Unit Resources

- Video Resources of Online scenes
- Theater Images to post for gallery walk
- Laptops
- Visual vocabulary cards
- Smart Board
- Google Slides/ Power Point Presentations
- Music
- Scenes
- Who, What, When, Where Cards
- Speakers
- Paper
- Pencils/ Pens
- Crayons or colored pencils
- Fabric swatches
- Theater Journals
- Sticky notes
- Mirror Markers
- Chart Paper
- Tape
- Video of Performance