

Playwriting and Acting Technique

Focus of the Unit: Students will explore elements of acting technique, explore and compare and contrast acting techniques to begin to develop their own acting pedagogy, and students will learn about the dramatic elements of a story through writing a play.

Overarching Unit Objective(s)	Summative Assessment Strategy(ies)
<p>Content Objective: Students will be able to compose a play with their partner(s) using the elements of plot we discussed, prompts, and the plot proposal they submitted.</p>	<p>Performance Tasks: Students will continue writing their play.</p> <p>Criteria: Write and works with partner(s)</p> <p>Documentation: Participation points and rubric (Appendix G).</p>
<p>Content Objective: Students will be able to perform a specific character or characters in a written play.</p>	<p>Performance Tasks: Student will perform a written character(s) in a play a performance in class.</p> <p>Criteria: <ul style="list-style-type: none"> - Student followed all directions from their director. This includes information given about blocking, choreography, and character insight. - Student need not be off book, but followed the script written by the playwrighting team. It is clear the student is familiar with the script, the story, and their character. - Student made clear acting choices that benefited the story and the script and was committed to telling the story on stage. </p> <p>Documentation: Participation points based on rubric (appendix G)</p>
<p>Language-Based Objective(s): Students will be able to evaluate their experience with playwrighting, directing, and acting and defend it with their internal thoughts.</p> <p>Furthermore, students will be able to analyze the playwrighting process and compare and contrast it with improv.</p>	<p>Performance Tasks: Journal.</p> <p>Criteria: Answered all the following questions <ul style="list-style-type: none"> - What was the playwrighting process like for me? What was hard? What was easy? - What was it like watching my play performed? </p>

	<ul style="list-style-type: none"> - Did the play go as planned? Talk about one thing that went as planned and one thing that did not go as planned. - What acting technique do I like best? - How do I think the playwriting process relates to/ helps with Improv? - Anything else you would like to share? <p>Documentation: Participation points, journal prompt (Appendix A)</p>
<p>Content Objective: Students will be able to direct and design a play during rehearsal for an in-class performance.</p>	<p>Performance Tasks: Student directed and designed their play during rehearsal and their work is evident in the in-class performance.</p> <p>Criteria: Student directed their own play. Student designed their play.</p> <p>For more details see rubric (Appendix G)</p> <p>Documentation: Participation points based on rubric (Appendix G).</p>
<p>Content Objective: Students will be able to compare, contrast, and evaluate Linklater, Viewpoint, Stanislavsky, Alexander and Michael Chekov techniques based on their own experiences.</p>	<p>Performance Tasks: Journal.</p> <p>Criteria: Answers all journal prompts and partakes in all activities.</p> <p>Documentation: Journal with comments if needed (Journal prompts in appendix A)</p>
<p>Content Objective: Students will be able to synthesize findings to develop their own acting pedagogy.</p>	<p>Performance Tasks: Journal.</p> <p>Criteria: Answer all questions outlined in journal prompts (appendix A)</p> <p>Documentation: Participation points based on response to journal prompts.</p>

A. Relevant Learning Standards:

Massachusetts State Standards for the Arts (Theatre)

Standard 1.7

Standard 1.8

Standard 1.9
Standard 1.10
Standard 1.11
Standard 1.13
Standard 2.6
Standard 2.10
Standard 3.4
Standard 3.5
Standard 3.6
Standard 4.5
Standard 5.5
Standard 5.8
Standard 5.10

B. Context for Learning: 8th grade drama elective. Most students in the class chose to be here, but this does not necessarily mean they love drama. It simply means they wanted to be here more than others places. 11 students. Meets 4 times a week for about 46 minutes each class.

Specific Accommodations not listed in course outline:

Quarter 1

1. Reading (1 student)
2. Writing (1 student)

Unit 4: Playwriting and Acting Technique
(Early Release) Lesson 1/10

Focus Questions: What are the overall basics we need to create a play? What is the structure of a story? What is basic acting technique?

Lesson Objectives	Assessment Strategy(ies)
<p>Content Objective: Students will be able to identify literary characteristics of the dramatic script, including elements of dramatic structure, conventions, and format used in writing material for the stage.</p>	<p>Performance Tasks: Students will describe the dramatic structure of a story through talking about plays they read.</p> <p>Criteria: Answered the following questions: - What is the dramatic structure of a story? - What did you like about some of the plays you read? - What are some ideas you want to steal from the plays you read? - What did you not like about some of the plays you read?</p> <p>Documentation: Journal with comments if needed (Journal prompts in appendix A)</p>

Related Standards:

Massachusetts State Standards for the Arts: Theatre
Standard 2.6

Accommodations Relevant to the Lesson:

1. Warm Up
 - a. **Physical:** Students may modify all physical motions to best suit their body and their needs.
 - b. **Processing:** Teacher will explicitly explain each step of the warmup as it is happening.
 - c. **Classroom Management:** If you are not comfortable letting them choose a game, choose your own or move on.
2. Unit introduction
 - a. **Reading/ Processing:** Write/project everything on board.
 - b. **Processing/ Organizing/ Planning:** Explicitly write out TODAY's instructions to clarify what is expected of today vs. for the unit.
3. Structure of a story
 - a. **Processing:** Write out the plot line
4. Reading the Plays
 - a. **Reading:** Have students in small groups read the plays together out loud with group's internally casting- NO READING ALONE.
5. Journaling

- a. **Reading:** Teacher will read journal prompts out loud.
- b. **Writing:** Spelling and grammar may be discounted so long as the content is accurate.
- c. **Writing:** Student can write in sentence fragments and phrases.
- d. **ELL/ Language:** Student may write in whatever language is best for them.

Spatial Organization: Empty classroom. All bags and belongings are in cubbies.

Materials Needed: journals, pencils, Playwrighting Groups, Printed plays/ books of short plays, print outs of play project description (appendix B), print outs of play project rubrics (appendix C)

Procedures (54 Minutes):

- I. Students will enter the classroom, place their belongings in cubbies, and stand in a circle.
- II. Warm Up (10 Minutes)
 - a. Physical
 - b. Vocal
 - c. Game (any game they want- happy early release!)
- III. Introduce the new unit (7 minutes)
 - a. Teacher will explain that for all of December we will be writing our own plays in pairs or trios and then performing them for each other in class.
 - b. Playwrights will direct and design their own play.
 - c. I will choose your writing partner(s).
 - d. Your playwright team will be paired up with another playwright team. Those will be your actors. You may choose to have one or more of the Playwrights also act if you would like to have more actors.
 - e. On the last 2 days of classes before winter break, we will perform them in class as a staged reading for a grade.
 - f. Each day we will do a warmup from a different Acting Professional's technique.
 - g. I encourage you to take what you learn from each technique and integrate it into your directing style and acting style in whatever plays you work on!
 - h. In January you will be asked to lead your own physical or vocal warm up, so paying attention to figure out what you like and don't like is also important!
- IV. Talk about the structure of a story (5 minutes)
 - a. Draw the plot line, label it (rising action, falling action, climax/conflict, etc)
 - b. Elements of a story: characters, setting, conflict, etc.
- V. Read 5-10 plays (25 minutes)
 - a. Students will rotate around the room reading short plays alone or with a partner.
- VI. Journal (7 minutes)
 - a. What are the basic elements of plot?
 - b. What did you like about some of the plays you read?
 - c. What are some ideas you want to steal from the plays you read?
 - d. What did you not like about some of the plays you read?

Unit 4: Playwriting and Acting Technique

Lesson 2/10

Focus Questions: What could my play be about?

Lesson Objectives	Assessment Strategy(ies)
Content Objective: Students will be able to experiment with playwriting technique and ideas through responding to different playwriting prompts.	Performance Tasks: Students will write descriptions, mini plays, and/or pieces of plays in response to prompts in a station rotation. Criteria: - Student responds on some way to most prompts, but has clear evidence of writing Documentation: Participation points.

Related Standards:

Massachusetts State Standards for the Arts: Theatre

Standard 1.10

Standard 2.10

Accommodations Relevant to the Lesson:

1. Warm up
 - a. **Physical:** Students may modify physical movements to fit the needs of their body.
 - b. **Anxiety:** all vocal choices done at the same time so as not to put anyone on the spot.
2. Explanation
 - a. **Reading/ Processing:** Write all instructions on board and read them out loud
 - b. Writing:
 - i. Students may write bullet points instead of full sentences or scenes
 - ii. Students may use computer if that is easier than writing by hand
 - iii. Student may draw pictures instead of writing
3. Journaling
 - a. **Reading/ Processing/ Writing:** Either can be out loud with peers or in their journal.
 - b. **Reading:** Teacher will read journal prompts out loud.
 - c. **Writing:** Spelling and grammar may be discounted so long as the content is accurate.
 - d. **Writing:** Student can write in sentence fragments and phrases.
 - e. **ELL/ Language:** Student may write in whatever language is best for them.

Spatial Organization: Empty classroom. All bags and belongings are in cubbies.

Materials Needed: journals, pencils, Linklater book with warm up selections ready and flagged, play prompt station print outs/ write ups (prompts in appendix E), *preassigned groups (3 groups of 3, 1 group of 2)*

Procedures (46 Minutes):

- I. Students will enter the classroom, place their belongings in cubbies, and stand in a circle.
- II. Linklater Warm Up (10 Minutes)
- III. Teacher will explain what we will be doing today
 - a. Today you will be rotating through stations and responding to different playwrighting prompts.
 - b. At the end of the day you will choose your favorite idea and share it with your partner and the two of you will brainstorm what your play could be about together.
- IV. Prompt rotation stations (20 minutes)
 - a. Place students in small groups to rotate from station to station.
 - b. Give students about 3-5 minutes at each location. It is okay if they do not get to every station.
 - c. If some students are stuck, off task, or writing too quickly, feel free to give them extra prompts.
- V. Group sharing/ journaling ideas (11 minutes)
 - a. Share your favorite idea with each other.
 - b. Both journal about possible plot ideas.

Unit 4: Playwriting and Acting Technique

Lesson 3/10

Focus Questions: What are the similarities and differences between Linklater and Viewpoints?
What will my play be about?

Lesson Objectives	Assessment Strategy(ies)
Content Objective: Students will be able to begin developing their 10-minute play.	Performance Tasks: Students will begin writing their play with their partner. Criteria: Begins to write Works with partner Documentation: Participation points
Content Objective: Students will be able to compare & contrast and evaluate Linklater and Viewpoint techniques based on their own experiences with both.	Performance Tasks: Students will respond to journal prompts. Criteria: Answers all journal prompts. Documentation: Journal with comments if needed (Journal prompts in appendix A)

Related Standards:

Massachusetts State Standards for the Arts: Theatre

Standard 1.9

Standard 2.10

Accommodations Relevant to the Lesson:

1. Warm Up
 - a. **Physical:** Students may modify any movements they feel necessary
 - b. **SEL:** Students may step out if they need a break
2. Play format overview
 - a. **Processing:** Project example on board
 - b. **Processing:** Go over key elements in explicit detail
 - c. **Planning:** Make a list with key elements and read it out loud
3. Writing
 - a. **Time:** May just begin writing with partner if want to
 - b. **Writing:**
 - i. Students may write bullet points instead of full sentences or scenes
 - ii. Students may use computer if that is easier than writing by hand
 - iii. Student may draw pictures instead of writing
4. Journaling
 - a. **Reading:** Teacher will read journal prompts out loud.

- b. **Writing:** Spelling and grammar may be discounted so long as the content is accurate.
- c. **Writing:** Student can write in sentence fragments and phrases.
- d. **ELL/ Language:** Student may write in whatever language is best for them.

Spatial Organization: Empty classroom. All bags and belongings are in cubbies.

Materials Needed: viewpoints warmup ready, playwrighting format handout copies, journals, pencils, chromebooks

Procedures (46 Minutes):

- I. Students will enter the classroom, place their belongings in cubbies, and stand in a circle.
- II. Viewpoints and Anne Bogart Warm Up (10 Minutes)
- III. Play format overview (7 minutes)
- IV. More playwrighting inspiration/ playwrighting time with partner (20 minutes)
 - a. Provide more playwrighting prompts on the board (appendix F)
 - b. Students may use the prompts if they wish, or just begin writing with their partner.
 - c. If groups are ready, they will propose plot to teacher for approval.
- V. Journal (5 minutes)
 - a. What did you think about the Linklater warm up yesterday?
 - b. What did you think about the Viewpoints warm up today?
 - c. Which one do you think is more helpful to YOU and your warming up routine? Why?

Unit 4: Playwriting and Acting Technique

Lesson 4/10

Focus Questions: What do I think about Stanislavsky’s technique? What is the plot of my play?

Lesson Objectives	Assessment Strategy(ies)
<p>Content Objective: Students will be able to choose a plot for their play and begin/continue writing their play.</p>	<p>Performance Tasks: Students will propose plot to teacher and begin/continue writing their play with their partner.</p> <p>Criteria: Proposes plot to teacher Begins to write Works with partner</p> <p>Documentation: Participation points</p>
<p>Content Objective: Students will be able to compare & contrast and evaluate Linklater, Viewpoint, and Stanislavsky techniques based on their own experiences with both.</p>	<p>Performance Tasks: Students will respond to journal prompts.</p> <p>Criteria: Answers all journal prompts.</p> <p>Documentation: Journal with comments if needed (Journal prompts in appendix A)</p>

Related Standards:

Massachusetts State Standards for the Arts: Theatre

Standard 1.11

Standard 2.10

Accommodations Relevant to the Lesson:

1. Warm Up
 - a. **Physical:** Students may modify any movements they feel necessary
 - b. **Anxiety:** all vocal choices done at the same time so as not to put anyone on the spot.
2. Writing
 - a. **Writing:**
 - i. Students may write bullet points instead of full sentences or scenes
 - ii. Students may use computer if that is easier than writing by hand
 - iii. Student may draw pictures instead of writing
 - iv. Writing teams may choose a scribe/typist while other team members share ideas.
3. Journaling
 - a. **Reading:** Teacher will read journal prompts out loud.
 - b. **Writing:** Spelling and grammar may be discounted so long as the content is accurate.

- c. **Writing:** Student can write in sentence fragments and phrases.
- d. **ELL/ Language:** Student may write in whatever language is best for them.

Spatial Organization: Empty classroom. All bags and belongings are in cubbies.

Materials Needed: Stanislavsky Warm Up prepared, prompts (appendix F), journals, pencils, Chromebooks

Procedures (46 Minutes):

- I. Students will enter the classroom, place their belongings in cubbies, and stand in a circle.
- II. Stanislavsky Warmup (10 Minutes)
- III. More writing time with partner (25 minutes)
 - a. Provide more playwrighting prompts on the board if needed (appendix F)
 - b. Students will continue writing with their partner(s)
 - c. Students will propose their plot idea to their teacher by the end of the class.
- IV. Journal (5 minutes)
 - a. What did you think about Stanislavsky and his technique? What was helpful to you as an actor in warming up?
 - b. How does his compare to Linklater and Viewpoints?
- V. Game of student choice if time.

Unit 4: Playwriting and Acting Technique

Lesson 5/10

Focus Questions: What will my cast for my play possibly be? What else do I need in my play to be finished?

Lesson Objectives	Assessment Strategy(ies)
<p>Content Objective: Students will be able to assemble a play with their partner(s) using the elements of dramatic structure we discussed, prompts, and the plot proposal (oral or written) they submitted.</p>	<p>Performance Tasks: Students will continue writing their play.</p> <p>Criteria: Write and works with partner(s)</p> <p>Documentation: Participation points</p>
<p>Content Objective: Students will be able to compare and contrast and evaluate Linklater, Viewpoint, Stanislavsky, and Alexander techniques based on their own experiences with both.</p>	<p>Performance Tasks: Students will respond to journal prompts.</p> <p>Criteria: Answers all journal prompts.</p> <p>Documentation: Journal with comments if needed (Journal prompts in appendix A)</p>

Related Standards:

Massachusetts State Standards for the Arts: Theatre

Standard 1.9

Standard 2.10

Accommodations Relevant to the Lesson:

1. Warm Up
 - a. **Physical:** Students may modify any movements they feel necessary
 - b. **Anxiety:** all vocal choices done at the same time so as not to put anyone on the spot.
2. Writing
 - a. **Writing:**
 - i. Students may write bullet points instead of full sentences or scenes
 - ii. Students may use computer if that is easier than writing by hand
 - iii. Student may draw pictures instead of writing
 - iv. Writing teams may choose a scribe/typist while other team members share ideas.
3. Journaling
 - a. **Reading:** Teacher will read journal prompts out loud.
 - b. **Writing:** Spelling and grammar may be discounted so long as the content is accurate.
 - c. **Writing:** Student can write in sentence fragments and phrases.
 - d. **ELL/ Language:** Student may write in whatever language is best for them.

Spatial Organization: Empty classroom. All bags and belongings are in cubbies.

Materials Needed: Alexander Warm Up prepared, prompts (appendix F), journals, pencils

Procedures (46 Minutes):

- I. Students will enter the classroom, place their belongings in cubbies, and stand in a circle.
- II. Alexander Technique Warmup (10 Minutes)
- III. More writing time with partner (20 minutes)
 - a. Students will continue writing with their partner(s)
 - b. Students will hand in a casting preference sheet at the end of class (done on blank paper).
- IV. Journal (5 minutes)
 - a. What did you think about Alexander and his technique? What was helpful to you as an actor in warming up?
 - b. How does his compare to Linklater, Viewpoints, and Stanislavsky?
- V. Game of student choice if time.

Unit 4: Playwriting and Acting Technique

Lesson 6/10

Focus Questions: What does my final play look like? How can I begin to put my play on it's feet?

Lesson Objectives	Assessment Strategy(ies)
<p>Content Objective: Students will be able to finish assembling a play with their partner(s) using the elements of plot we discussed, prompts, and the plot proposal they submitted.</p>	<p>Performance Tasks: Students will finish writing their play.</p> <p>Criteria: Submit play to teacher on Google Classroom by the end of class.</p> <p>Documentation: Participation points</p>
<p>Content Objective: Students will be able to compare and contrast and evaluate Linklater, Viewpoint, Stanislavsky, Alexander and Michael Chekov techniques based on their own experiences with both.</p>	<p>Performance Tasks: Students will respond to journal prompts.</p> <p>Criteria: Answers all journal prompts.</p> <p>Documentation: Journal with comments if needed (Journal prompts in appendix A)</p>
<p>Content Objective: Students will be able to synthesize findings to develop their own acting pedagogy.</p>	<p>Performance Tasks: Journal.</p> <p>Criteria: Answer all questions outlined in journal prompts (appendix A)</p> <p>Documentation: Participation points based on response to journal prompts.</p>

Related Standards:

Massachusetts State Standards for the Arts: Theatre

Standard 1.9

Standard 2.10

Standard 3.6

Accommodations Relevant to the Lesson:

1. Warm Up
 - a. **Physical:** Students may modify any movements they feel necessary
 - b. **Anxiety:** all vocal choices done at the same time so as not to put anyone on the spot.
2. Writing
 - a. **Writing:**

- i. Writing teams may choose a scribe/typist while other team members share ideas.
3. Journaling
 - a. **Reading:** Teacher will read journal prompts out loud.
 - b. **Writing:** Spelling and grammar may be discounted so long as the content is accurate.
 - c. **Writing:** Student can write in sentence fragments and phrases.
 - d. **ELL/ Language:** Student may write in whatever language is best for them.

Spatial Organization: Empty classroom. All bags and belongings are in cubbies.

Materials Needed: Michael Chekov Warm Up prepared, journals, pencils, chromebooks

Procedures (46 Minutes):

- I. Students will enter the classroom, place their belongings in cubbies, and stand in a circle.
- II. Michael Chekhov Gesture Warmup (10 Minutes)
- III. Casting, More writing time with partner and begin rehearsal time (25 minutes)
 - a. Teacher will assign parts from plays to students.
 - b. Students will continue writing with their partner(s)
 - c. Students will submit play on Google Classroom by the end of class.
 - d. Students will meet with their paired group and begin rehearsals/rehearsal planning
- IV. Journal (5 minutes)
 - a. What did you think about Alexander and his technique? What was helpful to you as an actor in warming up?
 - b. How does his compare to Linklater, Viewpoints, Stanislavsky, and Alexander Technique?

Unit 4: Playwriting and Acting Technique

Lesson 7, 8 /10

Focus Questions: What do I want my play to look like with actors and how will I achieve this?
What do I like and need as an actor in this play that I am in?

Lesson Objectives	Assessment Strategy(ies)
<p>Content Objective: Students will be able to prepare and practice their play and the play they were cast in through rehearsal time.</p>	<p>Performance Tasks: Students will rehearse their play and the play they were cast in.</p> <p>Criteria: Students direct their own play and students act in the one they were cast in.</p> <p>Documentation: Participation points</p>
<p>Content Objective: Students will be able to prepare and practice their play and the play they were cast in through rehearsal time.</p>	<p>Performance Tasks: Students will rehearse their play and the play they were cast in.</p> <p>Criteria: Students direct their own play and students act in the one they were cast in.</p> <p>Documentation: Participation points</p>
<p>Content Objective: Students will be able to analyze the character work they are doing as an actor and develop an idea of what technique is most helpful to them.</p>	<p>Performance Tasks: Students will respond to journal prompts.</p> <p>Criteria: Answers all journal prompts.</p> <p>Documentation: Journal with comments if needed (Journal prompts in appendix A)</p>

Related Standards:

Massachusetts State Standards for the Arts: Theatre

- Standard 1.7
- Standard 1.8
- Standard 1.13
- Standard 3.4
- Standard 3.5
- Standard 3.6
- Standard 4.5

Accommodations Relevant to the Lesson:

1. Planning accommodations written in lesson
2. Journaling

- a. **Reading:** Teacher will read journal prompts out loud.
- b. **Writing:** Spelling and grammar may be discounted so long as the content is accurate.
- c. **Writing:** Student can write in sentence fragments and phrases.
- d. **ELL/ Language:** Student may write in whatever language is best for them.

Spatial Organization: Empty classroom. All bags and belongings are in cubbies.

Materials Needed: journals, pencils, Chromebooks

Procedures (46 Minutes):

- I. Students will enter the classroom, place their belongings in cubbies, and stand in a circle.
- II. Warmup (6 Minutes)
 - a. Game of student choice
- III. Rehearse play 1 (15 minutes)
 - a. **Planning:** Teacher will give a 5 minute warning before it is time to switch.
 - b. **Planning:** Teacher will announce when it is time to switch.
- IV. Rehearse play 2
 - a. **Planning:** Teacher will give a 5 minute warning before it is time to end/ time to start cleaning up.
 - b. **Planning:** Teacher will announce when time is up.
- V. Journal (5 minutes)
 - a. Which technique do you think will be most helpful with your character? Why?
- VI. Read Aloud: 1 Really Bad Play (remaining time)
 - a. 1 student may choose students from the class to read their play out loud to the class.
 - b. No movement or staging, just reading.

Unit 4: Playwriting and Acting Technique

Lesson 9/10

Focus Questions: How did my play look in its final form? What did I notice about my peer's plays?

Lesson Objectives	Assessment Strategy(ies)
Content Objective: Students will be able to perform in a play and have their own play performed.	Performance Tasks: Students will watch their play perform, perform in a play, and/or watch their peer's plays perform. Criteria: Students direct their own play and students act in the one they were cast in. Documentation: Participation points

Related Standards:

Massachusetts State Standards for the Arts: Theatre

Standard 1.7

Standard 1.13

Standard 3.5

Accommodations Relevant to the Lesson:

1. Warm Up
 - a. **Physical:** Students may modify any movements they feel necessary
 - b. **Anxiety:** all vocal choices done at the same time so as not to put anyone on the spot.
2. Journaling
 - a. **Reading:** Teacher will read journal prompts out loud.
 - b. **Writing:** Spelling and grammar may be discounted so long as the content is accurate.
 - c. **Writing:** Student can write in sentence fragments and phrases.
 - d. **ELL/ Language:** Student may write in whatever language is best for them.

Spatial Organization: Empty classroom. All bags and belongings are in cubbies.

Materials Needed: pre-made order of the plays that students do NOT have access to., journals, pencils, print-outs of all scripts

Procedures (46 Minutes):

- I. Students will enter the classroom, place their belongings in cubbies, and stand in a circle.
- II. Warmup (6 Minutes)
 - a. Physical/ Vocal
 - b. Announce the plays performing today
- III. Dress Rehearsal (10 minutes)

- a. Give students time to do any last-minute rehearsing
- IV. Play 1 (10 minutes to perform, 5 minute respond/ change over)
 - a. Play 1 performs
 - b. Students critically respond to the following questions while play 2 sets up.
 - i. What did you notice?
 - ii. What did you like and why? Any specific compliments?
 - iii. What elements of plot did you notice?
 - iv. Was there any evidence of the acting technique you saw in someone's performance or directing choice?
- V. Play 2 (10 minutes to perform, 5 minute clean up)
 - a. Play 2 performs
 - b. Students critically respond to the following questions
 - i. What did you notice?
 - ii. What did you like and why? Any specific compliments?
 - iii. What elements of plot did you notice?
 - iv. Was there any evidence of the acting technique you saw in someone's performance or directing choice?

Unit 4: Playwriting and Acting Technique

Lesson 10/10

Focus Questions: What was the playwriting process like for me? What acting technique do I like best? How do I think this relates to/ helps with Improv?

Lesson Objectives	Assessment Strategy(ies)
<p>Content Objective: Students will be able to perform in a play and have their own play performed.</p>	<p>Performance Tasks: Students will watch their play perform, perform in a play, and/or watch their peer's plays perform.</p> <p>Criteria: Students direct their own play and students act in the one they were cast in.</p> <p>Documentation: Participation points</p>
<p>Language-Based Objective(s): Students will be able to evaluate their experience with playwriting, directing, and acting and defend it with their internal thoughts.</p> <p>Furthermore, students will be able to analyze the playwriting process and compare and contrast it with improv.</p>	<p>Performance Tasks: Journal.</p> <p>Criteria: Answered all the following questions</p> <ul style="list-style-type: none"> - What was the playwriting process like for me? What was hard? What was easy? - What was it like watching my play performed? - Did the play go as planned? Talk about one thing that went as planned and one thing that did not go as planned. - What acting technique do I like best? - How do I think the playwriting process relates to/ helps with Improv? - Anything else you would like to share? <p>Documentation: Participation points, journal prompt (Appendix A)</p>

Related Standards:

Massachusetts State Standards for the Arts: Theatre

Standard 1.9 Standard 1.10 Standard 1.11 Standard 1.7 Standard 1.13 Standard 5.5
Standard 5.8 Standard 5.10

Accommodations Relevant to the Lesson:

1. Warm Up
 - a. **Physical:** Students may modify any movements they feel necessary
 - b. **Anxiety:** all vocal choices done at the same time so as not to put anyone on the spot.

2. Journaling

- a. **Reading:** Teacher will read journal prompts out loud.
- b. **Writing:** Spelling and grammar may be discounted so long as the content is accurate.
- c. **Writing:** Student can write in sentence fragments and phrases.
- d. **ELL/ Language:** Student may write in whatever language is best for them.

Spatial Organization: Empty classroom. All bags and belongings are in cubbies.

Materials Needed: pre-made order of the plays that students do NOT have access to., journals, pencils, print-outs of all scripts, journal prompts on board

Procedures (46 Minutes):

- I. Students will enter the classroom, place their belongings in cubbies, and stand in a circle.
- II. Warmup (6 Minutes)
 - a. Physical/ Vocal
 - b. Announce the play order.
- III. Play 1 (10 minutes to perform, 5 minute respond/ change over)
 - a. Play 1 performs
 - b. Students critically respond to the following questions while play 2 sets up.
 - i. What did you notice?
 - ii. What did you like and why? Any specific compliments?
 - iii. What elements of plot did you notice?
 - iv. Was there any evidence of the acting technique you saw in someone's performance or directing choice?
- IV. Play 2 (10 minutes to perform, 5 minute clean up)
 - a. Play 2 performs
 - b. Students critically respond to the following questions
 - i. What did you notice?
 - ii. What did you like and why? Any specific compliments?
 - iii. What elements of plot did you notice?
 - iv. Was there any evidence of the acting technique you saw in someone's performance or directing choice?
- V. Journaling (10 minutes)
 - a. What was the playwriting process like for me? What was hard? What was easy?
 - b. What was it like watching my play performed?
 - c. Did the play go as planned? Talk about one thing that went as planned and one thing that did not go as planned.
 - d. What acting technique do I like best?
 - e. How do I think the playwriting process relates to/ helps with Improv?
 - f. Anything else you would like to share?

Appendix

A.) Journal Prompts

Lesson 1

- A.) What are the basic elements of plot?
- B.) What did you like about some of the plays you read?
- C.) What are some ideas you want to steal from the plays you read?
- D.) What did you not like about some of the plays you read?

Lesson 2

- A.) Whole group journals about possible plot ideas.

Lesson 3

- A.) What did you think about the Linklater warm up yesterday?
- B.) What did you think about the Viewpoints warm up today?
- C.) Which one do you think is more helpful to YOU and your warming up routine? Why?

Lesson 4

- A.) What did you think about Stanislavsky and his technique? What was helpful to you as an actor in warming up?
- B.) How does his compare to Linklater and Viewpoints?

Lesson 5

- A.) What did you think about Alexander and his technique? What was helpful to you as an actor in warming up?
- B.) How does his compare to Linklater, Viewpoints, and Stanislavsky?

Lesson 6

- A.) What did you think about Chekov and his technique? What was helpful to you as an actor in warming up?
- B.) How does his compare to Linklater, Viewpoints, Stanislavsky, and Alexander Technique?

Lesson 7

- A.) Which technique do you think will be most helpful with your character? Why?

Lesson 8

- A.) Which technique do you think will be most helpful with your character? Why?

Lesson 9

- None.

Lesson 10

- A.) What was the playwriting process like for me? What was hard? What was easy?

- B.) What was it like watching my play performed?
- C.) Did the play go as planned? Talk about one thing that went as planned and one thing that did not go as planned.
- D.) What acting technique do I like best?
- E.) How do I think the playwriting process relates to/ helps with Improv?
- F.) Anything else you would like to share?

B.) Playwriting Project Description

Playwrighting Project

For the duration of this unit, which just so happens to fit in the month of December, you will be put into a pair or trio to write a 10 minute play. The play can be about anything you so choose- so long as it is school appropriate and the topic/plot gets approved by me (Ms. Llewellyn). Each playwrighting pair will then be paired with a separate playwrighting group. Your group will direct and design your own play. Your group will act in the other group's play.

Each Play Must...

- Follow the plot structure of a story discussed in class.
- Have at least 2 characters, but no more than 4.
- Be no more than 10 minutes in performance length (maximum 10 pages of script)
- Be written in playwriting format
- Be school appropriate and have a plot approved by Ms. Llewellyn

Each Playwright Must...

- Co-write a play with their partner(s)
- Co-direct their play with their partner(s). This includes but is not limited to: Blocking, character insight, rehearsal planning, choreography
- Co-design their play with their partner(s), should any design elements be needed. This **MUST** include costume and set design. Props, sound, and lighting are optional.

Each Actor Must...

- Act in at least one play and follow the blocking and directions of their directors

In Short:

Who: You and a partner or two partners.

What: You will write a ten minute play with a partner(s), act in another group's play, and direct & design the play that you wrote.

***When:** These plays will be performed in class, staged reading style, on December 18th and December 19th.*

E.) Play Prompt Rotation Stations

1. Write a scene that starts with the line “I never thought I would see you again.”
2. Choose 2 characters from the character list. Choose one setting from the setting list. Write a scene where these two characters are in that setting.

Characters

- Ariana Grande
- A 6 year old
- A science teacher
- A retired clown
- A talking dog
- A vampire

Settings

- A lake
- Cape Cod
- The Woods
- School
- A Hospital
- A concert

3. Write a scene where a character finds an unknown key in their mother’s desk.
4. Write an interrogation scene.
5. Write a scene that takes place in an Uber ride.
6. Write a scene where at least 2 characters get stuck in an elevator together.
7. Write a scene where your main character’s best friend shows up at your house at 4 am.
8. Write a scene where 2 characters get snowed into a school together.

F.) More Playwriting Prompts

1. Write a scene where one of the characters is stuck in a tree.
2. Write a scene where one of the characters never comes on stage, but is often talked about.
3. Write a scene that takes place waiting in line for a roller coaster.
4. Write a scene that takes place in a dentist's office.
5. Write a scene that takes place 10 minutes before midnight on New Year's Eve.
6. Write a scene based on your favorite TV show.
7. Write a scene with a character named Mr. Blanket
8. Write a scene where two characters get stuck in quicksand.

G.) Play Project Rubric

	Points
Playwright Contribution (6) The student contributed to writing the play with their group. Furthermore, the play was turned in on time.	
Play Format (4) The play was written in proper playwrighting format, as outlined in the example given in class. The play was 8-11 pages in length.	
Plot and Plot Structure (6) The play contained 2-4 characters. The plot follows the plot arc we discussed in class (exposition, inciting incident, climax, falling action, resolution) within reason. The plot was appropriate and approved by Ms. Llewellyn.	
Spelling and Grammar (4) It is clear the playwrighting group proofread their play because the play contains no spelling or grammar mistakes.	
Directing (7) Student contributed to the directing of their own play through blocking, choreography (if necessary), planning rehearsals, and providing character insight to their cast. All blocking and directing choices were purposeful and helpful to the story. Directing choices also must follow basic rules learned in acting classes in the past: actors must cheat out to the audience,	
Designing (3) The student contributed to creating and executing all design concepts the playwright team deemed necessary for their play. There was a clear choice in all costumes for the cast. There was a clear choice in the set. Any and all props used were intentional and helpful to the story. Any sound and lighting choices were also intentional and helpful to the story.	
Acting- Following Directions and the Script (5) Student followed all directions from their director. This includes information given about blocking, choreography, and character insight. Student need not be off book, but followed the script written by the playwrighting team. It is clear the student is familiar with the script, the story, and their character.	

<p>Acting- Choices and Commitment (5) Student made clear acting choices that benefited the story and the script and was committed to telling the story on stage.</p>	
<p>Audience- Etiquette (2) When watching other group's and your own play, the student is a respectful and engaged audience member. This includes but is not limited to: no phones, no talking, and laughing and clapping when it is appropriate.</p>	
<p>Audience- Critical Response (3) Student critically responds to specific elements of their peer's pieces. They raise their hand to share appropriate thoughts about play structure, play plot points, character choices, directing choices, etc.</p> <p>All thoughts shared are helpful and constructive to the conversation, playwrights, directors, and actors.</p>	
<p style="text-align: right;">Score:</p>	/45

Comments: