

Instructional Unit Map

Course Title: Drama Class

Unit Title: Character Development

Creator: Ms. Heather Sirisky

Length of Unit: 7 weeks

NJSLS

1.4.12prof.Cr1c: Use script analysis to generate ideas about a character that is believable and authentic.

1.4.12prof.Pr5a: Identify and explore different pacing options per character to better communicate the story in a theatre work.

1.4.12adv.Pr5b: Experiment with various acting techniques as an approach to character development in devised or scripted theatre work.

1.4.12acc.Re9a: Develop detailed supporting evidence and criteria to reinforce artistic choices when participating in or observing devised or scripted theatre work.

Cross Curricular Standards

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RI.9-10.6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.

Essential Questions

1. What elements contribute to the believability and appeal of a character in a performance?
2. In what ways can various acting techniques aid an actor in character development?
3. What are the fundamental components of effective character development in both scripted and improvised performances?
4. How do improvisation and diverse character choices enhance overall performance?
5. What significance do objectives and conflicts hold in shaping a character's journey within a scene or play?
6. How do a character's relationships with others influence their development and portrayal?

Summative Assessments

1. Final Monologue Performance
2. Monologue Reflection

Unit Pre-assessment & Pre-requisite skills

- KWL Chart
- Draw on background knowledge related to topic and content

- Theatre games
- Static/Dynamic characters
- Dialogue and monologues

Instructional/Assessment Scaffolds

1. English Language Learners: Modify in-class assignments, build background information, collaborative work, vocabulary/terminology activities, extended time on assignments, audio/visual media to improve comprehension.
2. Special Education Students: Modify in-class assignments, build background information, collaborative work, vocabulary/terminology activities, peer and instructor modeling, extended time on assignments, audio and visual media to improve comprehension, graphic organizers, parent/teacher communication, guided worksheets/notes, apply simplified language, modify curriculum content based on student's ability level, frequent questioning to keep students engaged.
3. Struggling Learners: Parent/teacher communication, small group work to help one another through tasks, break down directions to be smaller tasks, guided worksheets/notes, modeling, apply simplified language, visual demonstrations, frequently check for understanding, assist with organization of materials, hands on learning experiences, modify pace of instruction for processing time, re-teach/clarify material when needed, reading directions aloud, refocus and redirect.
4. Advanced Learners: Open ended questions, self-directed study, conversation and debate, advanced writing assignments, advanced reading and script analysis.

Differentiated Instructional Methods

- Live scene work
- First draft/final monologue performance
- Grading rubrics
- Guided handouts
- Visual and audio aids
- Graphic organizers

Integration of Technology

- Google sites
- Google Slides
- Google Read & Write
- Youtube
- Quizlet

Instructional Learning Plan

1. Learning Objectives:
 - Students will critically analyze and articulate the motivations and objectives of characters in scripted scenes and monologues, deepening their understanding of character development.
 - Students will create and embody well-rounded, believable characters by applying a variety of techniques learned throughout the unit, enhancing their performance skills and character portrayal.

2. Instructional Strategies/Student Activities:

- Activity 1: Students will read the Backstage article “How to Build a Character” and highlight at least 3 things they found interesting.
- Activity 2: Students will participate in a duet exercise called “Gibberish Interpreter” where one student must speak in gibberish while the other is improvising the conversation, making the audience believe them.
- Activity 3: Students will participate in a group exercise called the “ABC Game”. Students must create a coherent story where every sentence begins with the next letter of the alphabet.

3. Formative Assessments:

- G.O.T.E The Notebook
- Disney Character Analysis
- Monologue Text Work

Resources:

- Google Slides presentations
- Guided handouts
- Graphic organizers
- Youtube
- *The Glass Menagerie*
- *Death of a Salesman*

Reflections:

- Group discussion after watching “How Joaquin Phoenix Gets Into Character” video
- Character development exercise timed free write