

GRADE FOUR THEATRE CURRICULUM
Module 1: Creating Characters

Enduring Understanding

Foundational Skills: Actors use theatre strategies to create character.

Essential Question

How do actors become characters?

Domain	Process	Standard
PERCEPTION	Observing Responding	1.1 Use the vocabulary of theatre , such as <i>plot, conflict, climax, resolution, tone, objectives, motivation, and stock characters, to describe theatrical experiences.</i>
	Analyzing	1.2 Identify a character’s objectives and motivations to explain that character’s behavior.
CREATION	Role Playing / Acting	2.1 Demonstrate the emotional traits of a character through gesture and action.
		2.2 Retell or improvise stories from classroom literature in a variety of tones (gossipy, sorrowful, comic, frightened, joyful, sarcastic)
CONTEXT	Critiquing	4.1 Develop and apply appropriate criteria or rubrics for critiquing performances as to characterization, diction, pacing, gesture, and movement.

Essential standards and **supporting standards** to be assessed.

Sample Performance Task

1. Working with a partner, choose two characters from a familiar story. Create a “new” scene to perform through improvisation. Demonstrate the emotional [traits of your character](#) through [gesture](#) and action.

NOTE: A “new” scene is one not originally written but that could have happened in the story.

Sample SCORING TOOL:

Quality Level	1. Artistic Perception	2. Creative Expression	3. Historical / Cultural	4. Aesthetic Valuing	5. Connections, Relationships,
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	Grade 4 Standard 1.1, 1.2	Grade 4 Standard 2.1	Context		Applications
4 Advanced	<p>Appropriately identifies the character's motivation</p> <p>Demonstrate s in depth understanding of character's behavior</p>	<p>Character is clearly established through rich supporting details and remains consistent and believable</p> <p>Movement and gestures vividly reflect the character</p> <p>Voice is consistently projected, articulated and expressive</p> <p>Creates an insightful "new" scene</p>			
3 Proficient	<p>Identifies character's objective and motivation</p> <p>Demonstrate s understanding of character's behavior</p>	<p>Character is clearly established and remains consistent</p> <p>Movement and gestures reflect the character</p> <p>Voice is projected, articulated, and expressive</p> <p>Create a "new" scene</p>			
2 Partially Proficient	<p>Partially Identifies character's objective and motivation</p> <p>Demonstrate s some understanding of character's behavior</p>	<p>Character is established and remains somewhat consistent</p> <p>Movement and gestures sometimes reflect the character</p> <p>Voice is sometimes projected, articulated, and expressive</p> <p>Attempts to create a "new" scene</p>			
1 Not Proficient	<p>Insufficiently Identifies character's objective and motivation</p> <p>Lacks</p>	<p>Character neither established or consistent</p> <p>Movement and gestures do not reflect the character</p> <p>Voice is seldom projected, articulated,</p>			

	understanding of character' behavior	and expressive No evidence of "new" scene			
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Developing Concepts

Actors use many ways to create characters.

Key Ideas:

- Actors/actresses portray characters onstage.
- Actors use the five Ws to create characters.
- Actors can create realistic and fantasy characters.
- Audiences recognize stock characters in performance.

Knowledge

Vocabulary

- Actors/Actresses
- Characters
- The Actors' Tools
 - Body
 - Voice
 - Imagination
- [Stock Characters](#)

Skills

Characterization

- Demonstrate character traits through gesture, voice, movement, and facial expression
- Use the Five Ws to create character
- Distinguish between realism and fantasy in theatre
- Employ the actors' tools
- Recognize some universal stock characters

Actors use physical movement and gestures to create characters.

Key Ideas:

- Actors understand the importance of warming-up and of safety in performance.
- Actors can create characters using the "outside in" method.
- Actors can demonstrate non-verbal communication.
- Actors can develop exaggerated and non-exaggerated character traits for their characters.

<p style="text-align: center;">Knowledge</p> <p>Vocabulary</p> <ul style="list-style-type: none"> • Gesture • Physical Movement • Outside In • Non-verbal Communication • Exaggeration 	<p style="text-align: center;">Skills</p> <p>Characterization</p> <ul style="list-style-type: none"> • Create characters from the outside in • Use verbal and non-verbal communication • Demonstrate character traits through gesture, voice, facial expression and blocking <p>Movement</p> <ul style="list-style-type: none"> • Warm-up body and voice • Be aware of the safety of all participants in drama exercises • Use a variety of physical movement • Use a variety of gestures • Exaggeration character traits • Consider various traits of character (age, status, etc.) <p>Walkabouts</p> <ul style="list-style-type: none"> • Participate in character walks
<p>Actors use the voice to create characters.</p> <p>Key Ideas:</p> <ul style="list-style-type: none"> • Actors understand the importance of warming-up the voice before performance. • Actors must speak loudly and clearly onstage. • Actors use the voice to create characters onstage. 	
<p style="text-align: center;">Knowledge</p> <p>Vocabulary</p>	<p style="text-align: center;">Skills</p> <p>Voice</p>

<ul style="list-style-type: none"> • Articulation • Diction • Projection • Inflection • Character Voice 	<ul style="list-style-type: none"> • Warm-up body, voice and imagination • Articulate to be understood and use appropriate diction for character • Project to be heard by a large audience • Use appropriate inflection for characterization <p>Characterization</p> <ul style="list-style-type: none"> • Use character voices
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Actors use improvisation to create believable characters based on realistic fiction.

Key Ideas:

- Actors can create believable characters from familiar stories.
- Actor work together to improvise familiar stories onstage using dialogue and physical movement.

<p style="text-align: center;">Knowledge</p> <p>Vocabulary</p> <ul style="list-style-type: none"> • Realistic Fiction • Believability • Improvisation • Tone • Plot <ul style="list-style-type: none"> ○ Beginning ○ Middle ○ End • Climax • Resolution • Dialogue 	<p style="text-align: center;">Skills</p> <p>Characterization</p> <ul style="list-style-type: none"> • Create believable characters • Analyze characters' goals, objectives and motivations • Adapt physical movement appropriate to a character • Adopt a voice appropriate to a character • Show a character's emotions through facial expression, gesture, voice, accent, blocking, etc. <p>Story</p> <ul style="list-style-type: none"> • Improvise and extend
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	<ul style="list-style-type: none"> scenes from a story • create dialogue for characters in a story • Adopt appropriate tone for a story • Identify and show plot points in a scene • Identify and show the climax of a scene • Identify and show the resolution of a scene <p>Performance</p> <ul style="list-style-type: none"> • Utilize dialogue
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Actors use improvisation to create both realistic and fantasy characters from various genres and acting styles.

Key Ideas:

- Actors retain focus while creating both realistic and fantasy characters onstage based on self-created character maps.
- Actors work together to improvise both fictional and non-fictional stories.
- Actors can work as an ensemble to story board an adaptation of a familiar story to be performed onstage.
- Actors must stay in character while working as an ensemble to perform an adaptation of a familiar story, using cues and stage directions, in front of their peers.

<p style="text-align: center;">Knowledge</p> <p>Vocabulary</p> <ul style="list-style-type: none"> • Genres • Stage Directions • Focus • Staying in Character • Cues • Character Maps • Story Boards • Adaptation • Ensemble 	<p style="text-align: center;">Skills</p> <p>Characterization</p> <ul style="list-style-type: none"> • Recognize the difference between realism and fantasy in drama • Maintain focus in a performance • Stay in character • Develop a character map for a character to be performed <p>Story</p>
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- Recognize dramatic genres
- Create story boards for scenes
- Adapt new, creative interpretations of scenes
- Improvise existing and "new" scenes from a story

Performance

- Follow stage directions
- Learn cues
- Maintain focus
- Stay in character
- Work supportively in an ensemble
- Use appropriate audience behaviours