GRADE SIX THEATRE CURRICULUM

Module 1: Creating Multi-Dimensional Characters

Enduring Understanding

Foundational Skills: We draw upon self knowledge to create multi-dimensional characters.

Essential Question

Why do actors need a keen understanding of themselves and others?

Domain	Process	Standard
PERCEPTION	Observing Responding	1.1 Use the vocabulary of theatre, such as action/reaction, vocal projection, subtext, theme, mood, design, production values, and stage crew, to describe theatrical experiences.
CREATION	Role Playing/ Acting	**2.1 Participate in improvisational activities, demonstrating an understanding of text, subtext, and context.** **2.2 Use effective vocal expression, gesture, facial expression, and timing to create character.**
	Staging	***2.3 Write and perform scenes or one-act plays that include monologue, dialogue, action, and setting together with a range of character types.***
CONTEXT	Critiquing	4.1 Develop and apply appropriate criteria for evaluating sets, lighting, costumes, makeup, and props.

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

Sample Performance Task

1. Create an original monologue based on text, subtext, and context. Perform the monologue, demonstrating your character's complexity, depth, objective, and motivation.

Sample Scoring Tool:

Quality Level	1. Artistic Perception	2. Creative Expression Grade 6 Standard 2.3, 2.1, 2.2	3.Historical / Cultural Context	4.Aesthetic Valuing	5.Connections, Relationships, Applications

4 **Advanced**		Creates a **compelling** monologue Excels in use of vocal expression, gesture, facial expression, and timing Performs a believable and **complex** character Demonstrates a **sophisticated** understanding of text, subtext, and context			
3 **Proficient**		Creates a monologue Effectively uses vocal expression, gesture, facial expression, and timing Performs a believable character Demonstrates an understanding of text, subtext, and context			
2 **Partially** **Proficient**		**Attempts** to create a monologue **Inconsistent** use of vocal expression, gesture, facial expression, and timing Believability of character is **inconsistent** Demonstrates **limited** understanding of text, subtext, and context			
1 **Not Proficient**		**Does not** create a monologue **Ineffective** use of vocal expression, gesture, facial expression, and			

		timing Character is **not** believable Demonstrates **no** understanding of text, subtext, and context			

Developing Concepts

Improvisational activities are used to develop personal resources (thoughts, feelings and opinions) to create characters.

Key Ideas:

- Sense memory is a valuable tool to use when creating characters.
- Objectives and motivation are essential in creating characters.

Knowledge

Vocabulary

- Sense Memory
- Objective
- Motivation

Skills

Performance

- Use vocal expression, gesture, facial expression and timing to create characters
- Draw from personal experience to create characters
- Identify and clearly show characters' obstacles, objectives and motivations
- Consider why and how in creating characters

Observation is an important skill in creating characters.

Key Ideas:

- The five senses are used when observing our environment.
- The same objective can be used with varying motivations in creating characters.
- Observations require attention to detail.

Knowledge

Vocabulary

- Observation
- Walkabouts

Skills

Performance

- Pay attention to detail when doing observations to strengthen sense memory
- Utilize the five senses when doing observations
- Create characters with compelling objectives, motivations and obstacles

Self-knowledge and observational skills are connected in character development.

Key Ideas:

- Body language can help to identify attitudes of characters.
- Traits and qualities can be physical, emotional and/or intellectual when creating characters.

Knowledge

Vocabulary

- Scene
- Monologue

Skills

Performance

- Utilize a character adjective list when creating characters
- Consider physical, emotional and intellectual qualities and traits when creating characters
- Consider social and environmental context when creating a character
- Use body language to help identify character attitudes

Format

- Use correct format in creating and writing a scene

Scripts are analyzed to develop characters.

Key Ideas:

- Script analysis requires an understanding of text, subtext, context and timing.
- Script analysis requires consideration of what characters say, what characters do and what others say about individual characters, as well as what is implied.

Knowledge	Skills
Vocabulary • Text • Subtext • Context • Timing • Point of View • Technical Theatre	**Script Analysis** • See scripts as valuable roadmaps to analyzing characters • When analyzing characters in a script, be aware of individual emotional reactions • Consider setting, historical era, playwright and costuming as valuable tools when analyzing characters in a script • Consider what characters say, what characters do and what others say about individual characters, as well as what is implied when analyzing a script for character development.

Rehearsal offers opportunities to refine characters.

Key Ideas:

- Character objectives and motivation should be considered when blocking a play.
- Physical relationships onstage support the objectives and motivation of the characters in the play.

Knowledge	Skills
Vocabulary	**Rehearsal**

• Rehearsal • Blocking • Stage Directions	• Consider character obstacles, objectives and motivations when blocking • Use early rehearsals to experiment in utilizing sense memory as an important tool to explore text and subtext • Consult the director for approval before changing blocking
Analyzation and evaluation of peer work is a valuable tool in developing characters. **Key Ideas:** • Actors can utilize their character adjective list to evaluate performance. • Self reflection is an important part of the evaluation process. • Rubrics can be created to serve as tools in evaluation.	
Knowledge **Vocabulary** • Analysis • Evaluation • Rubric	**Skills** **Evaluation** • Create a rubric to be used in evaluating characters • Use self reflection as a valuable learning tool in developing characters • Employ character adjective lists for self evaluation of performance