

Introduction to Theatre Unit One: Stand and Deliver—the monologue

ESTABLISHED GOALS:	Transfer	
<u>Competencies:</u>	<i>Students will be able to independently use their learning to engage in the creative process in order to gain confidence to stand and present in front of an audience.</i>	
<ul style="list-style-type: none"> ● <i>Students will utilize the creative process in order to complete artistic work.</i> ● <i>Students will demonstrate the ability to utilize a variety of established acting techniques and practices in order to convey meaning through the presentation of artistic work.</i> ● <i>Students will demonstrate the ability to analyze and critically evaluate dramaturgy in order to determine its impact and effectiveness on different audiences.</i> ● <i>Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials.</i> ● <i>Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences.</i> ● <i>Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style.</i> 	Meaning	
<u>Content Standards:</u>	<p>ENDURING UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● theatre artists refine their work and practice their craft through rehearsal. ● theatre artists make strong choices to effectively convey meaning. ● theatre artists develop personal processes and skills for a performance or design. ● theatre artists share and present stories, ideas, and envisioned, worlds to explore the human experience. ● theatre artists reflect to understand the impact of drama process and theatre experiences. ● theatre artists' interpretations of drama/ theatre work are influenced by personal experiences and aesthetics. ● theatre artists apply criteria to investigate, explore and assess drama and theatre work. ● theatre artists allow awareness of interrelationships between self and others to influence and inform their work. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> ● Is learning how to present an effectively performed monologue helpful in mastering other disciplines and work related skills? ● Is theatre an essential class to take and why is any performing arts class the foundation to every other academic class?
<ul style="list-style-type: none"> ● W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. ● Theatre Anchor Standard 3: Refine and complete artistic work. ● Theatre Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.☐ ● Theatre Anchor Standard 5: Develop and refine artistic techniques and work for presentation. ● Theatre Anchor Standard 6: Convey meaning through the presentation of artistic work. ● Theatre Anchor Standard 7: Perceive and analyze artistic work. ● Theatre Anchor Standard 8: Interpret intent and meaning in artistic work.☐ ● Theatre Anchor Standard 9: Apply criteria to evaluate artistic work. ● Theatre Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art. 	Acquisition	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● that a monologue has text, context and subtext. ● that there are many ways of delivering a word or phrase out loud and misinterpreting a phrase can change the meaning of the whole monologue. ● that they will be better at appreciating acting through being more informed audience 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● psychoanalyzing a character in a monologue by analyzing the words put into the character's mouth by the playwright. ● writing their own monologue based on their own experience and presenting it in front of an audience. ● applying different vocalized emphases on words and phrases to create the most dramatic effect on the audience.

	<ul style="list-style-type: none">members at movies and theatrical events.● that good acting doesn't seem like acting.● that every day and every experience is a theatrical event: we all present personas to others and the more we can recognize that fact the better we can understand, empathize and sympathize with others.● that analyzing texts for structure, purpose, and viewpoints allows a reader (performer) to gain insights and strengthen understanding.● that effective research presents an answer to a question● that being a good actor can actually help a person become a better person. To understand how characters think and act on stage requires a degree of sympathy and empathy and that can translate into our lives as we all attempt to be more compassionate people (and using compassion actively and not as a catch phrase in a slogan or speech).● that playwrights write with pauses, beats, rhythm and it is important to analyze those components of a monologue and transfer them to a performance.● that an effectively presented monologue goes beyond merely memorizing a text: the performance must have a "conversation" with the monologue and use the contextual clues to create a performance that captures the meaning of the text and the character.● that rehearsal is an important part of creating an effective monologue. Students will need to practice in front of their peers and that their honest feedback will anticipate how the audience will react.● that timing and delivery are keys to an effective monologue presentation in front of an audience.● that students will be able to take the skill they learn at presenting monologues and directly apply that to real life situations like class presentation, job presentation, public	<ul style="list-style-type: none">● "playing in the pauses"—knowing that what is not said on stage is and can be even more effective than what is said.● learning the basics of stage movement and applying that to the text.● projecting their voices to be heard by the audience, and clearly articulating their words through proper diction.● understanding that how words are pronounced creates accents and people judge others by hearing regional accents, in both positive and negative ways.● identifying and comparing cultural perspectives and contexts that may influence the evaluation of a drama/ theatre work.● reading a published monologue and interpreting it from textual evidence, contextual relevance and sub textual inference.● analyzing monologues and presenting it to an audience using established acting practices that help an audience understand the text, context and subtext of a work.● speaking purposefully and effectively and transforming on stage into different personas.● verbalizing and writing critiques to evaluate both their own and other student's performances.● writing narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
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	<p>speaking, job interview and basic public and private interactions.</p> <ul style="list-style-type: none"> ● that students need to understand human emotions and even ones they may not have yet experiences through close reading of texts and “psychoanalyzing” characters in monologues and plays. ● that the written word in the form of any monologue, essay, report, etc. is like a musical composition: it has meter, rhyme scheme, flow, emphasis, patterns that not only follow music but mathematical patterns of symmetry and balance. ● that effective stage movement (blocking) has psychological effect on an audience. <p>Vocabulary: text, context, subtext, blocking, beats, rhythm, diction, stage directions, stage levels, accent, theatrical rhythm, monologue, sympathy, empathy, compassion.</p>	
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Content Area Literacy Standards	21st Century Skills
<ul style="list-style-type: none"> ● RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. ● RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. ● WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. ● WHST.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. ● WHST.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. 	<ul style="list-style-type: none"> ● <i>make judgments</i> ● <i>communicate clearly</i> ● <i>be flexible</i> ● <i>be self-directed learners</i> ● <i>interact effectively with others</i>

Evaluative Criteria	Assessment Evidence
	PERFORMANCE TASK(S):

	OTHER EVIDENCE:
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Summary of Key Learning Events and Instruction

<i>Science Integration</i>	<i>College, Career, and Civic Life Integration</i>	<i>Technology Integration</i>
<i>District Materials</i>	<i>Distance Learning/Field Trips</i>	<i>Technology Resources</i>