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Playapalooza: Ten-Minute Play Festival [10th-12th grade]

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Playapalooza: Ten-Minute Play Festival

An Understanding by Design Unit for Advanced Theatre (Grades 10-12)

Stage 1 – Desired Results		
(1) (D) analyze dramatic structure and genre; (F) relate the interdependence of all theatrical elements. (2) (B) analyze a character from a script, describing physical, intellectual, emotional, and social dimensions; (C) create and sustain believable characters; and (D) outline and create imaginative scripts and scenarios that include motivated character, unique dialogue, conflict, and resolution … (3) (E) perform the roles of actor, ensemble member, and director in production decision making and collaborates with others to produce theatre with a unified production for public performance (5) (B) develop appropriate	**Transfer**	
	Students will independently use their learning to… Write and produce ten-minute plays.	
	Meaning	
	Understandings *Students will understand that….* Theatre artists create stories through developing plot, character and dialogue. Performances and theatrical productions use Aristotle's Six Elements of theatre (plot, character, diction, spectacle, melody, and thought) to bring stories to life. Theatre is a collaborative storytelling process between playwright, director, designers, actors and crew.	Essential Questions How do theatre artists create stories? How do theatre artists bring stories to life?
	Acquisition	
	Knowledge *Students will know…* **The Elements of Plot:** *Exposition* • Antecedent action • Point of Attack • Inciting incident *Conflict/Rising Action* • Complications/obstacles • Discoveries • Reversals *Crisis/Climax* *Falling Action* • Denouement • Resolution **Aristotle's Six Elements of Theatre:** • Plot • Character • Diction • Melody • Spectacle	Skills *Students will be able to…* • Write and properly format dialogue and stage directions. • Analyze characters and plot. • Create scripts clearly incorporating the elements of plot. • Participate in producing a ten-minute play by collaborating as an actor, director or crew member. • Give and receive constructive feedback. • Self-reflect and evaluate the process and product of one's one work and the work of one's group.

theatre vocabulary to apply the concepts of evaluation (intent, structure, effectiveness, value) to live theatre… in written and oral form with precise and specific observations;	• Thought **GOTE Acting Approach** • Goal • Obstacle • Tactic • Expectation	

Stage 2 – Evidence

CODE (M or T)	Evaluative Criteria (for rubric)	
T T	(See rubrics) Performance Directing Plot Character Dialogue Format	Performance Task(s) *Students will demonstrate meaning-making and transfer by…* Creating and producing ten-minute plays. Each student will write a ten-minute play (TMP). Select students will direct their plays with other students participating as actors or crew members. --- Other Evidence (e.g., formative)
M T T T T T		Quiz on Elements of Theatre, Elements of Plot, GOTE and formatting Playwriting proposal Sloppy draft of TMP Working draft of TMP Final draft of TMP Line memorization

Stage 3 – Learning Plan

CODE (A, M, T)	Pre-Assessment
	How will you check students' prior knowledge, skill levels, and potential misconceptions? Pre-Assessment Quiz • Aristotle's Six Elements of Theatre • The Elements of Plot • Goal, Obstacle, Tactic Expectation (GOTE Acting Approach • Script formatting • How to give and receive feedback

	Learning Activities	Progress Monitoring (e.g., formative data)
	Week 1: *EQ: How do theatre artists create stories?* **Day 1** Do Now:	
A	Pre-Assessment Review:	Grade pre-assessment
M	Sing Aristotle's Six Elements of Theatre Song together as a class. http://mr-parker.bandcamp.com/track/aristotles-six-elements-of-theatre	
A	Review elements of plot using movement exercise. With the class, discuss the definition of each element of plot. Have the students stand up out of their chairs and crouch close to the ground. Calmly and softly say "exposition" and give its definition. With more intensity, say "rising action" and give its definition. With even more enthusiasm, shout "climax" and give its definition. Next say "resolution" and give its definition as you slowly start to come closer to the ground. Finally "denouement" calmly as you return to the floor. Have the class do this with you. On the board, draw the classic roller coaster graphic organizer for plot structure.	
A	Go into detail explaining elements of plot not yet covered in the course: antecedent action, point of attack, complications, discoveries, reversals. Unit Introduction: Introduce essential questions and explain ten-minute play project.	
A M	**Day 2** Read a ten-minute play of teacher's choice. Some ideas can be found here: http://www.10-minute-plays.com/ Discuss elements of theatre, elements of plot and GOTE (goals, other, tactic, and expectations). Analyze play as class using graphic organizer. Read 10-min play with partner. Analyze in pairs using graphic organizer.	
M A	**Day 3/4** Finish partner play analysis. Script formatting instructions and handout. Review elements of theatre, plot and GOTE and take quiz.	Partner play analysis Script format exit ticket Elements/GOTE Quiz—Same as pre-assessment
A	**Day 5** Guest playwright—Sheila Rinear. How to write a 10 minute play. Discuss common problems that arise while writing a play: http://www.centerstage.org/portals/0/pdf/06playwrightshandbook.pdf Other helpful links: • http://www.nycplaywrights.org/10min/ • http://www.jondorf.com/youngplaywrights.html • http://www.10-minute-	

| | | plays.com/how_to_write_a_10_minute_play.html
• http://www.10-minute-
plays.com/ten_minute_play_structure.html

Week 2:
EQ: How do theatre artists create stories?
Day 6
10-minute play guided practice. Write ten-minute play together as class using Google Docs. Walk students through each element of plot and the essential elements of theatre.

Day 7
Continue writing ten-minute play together as a class.

Day 7/8
Finish writing class ten-minute play. Feedback lesson. Evaluate ten-minute play as a class using the rubric.

Day 9
Ten-minute play brainstorming exercise. Put on some relaxing music. I like to quietly play my guitar during this exercise. Do a guided meditation with the students. Have everyone sit up straight with their eyes closed and their palms facing upward resting on their lap. This position allows students to be alert and open to new experiences. Tell them to take slow, deep breaths. Between each prompt or question allow long pauses so that they have time to imagine the scene. Have them imagine a location, a time of day, a season, the weather. Next, have them see a character in the distance. The character approaches. What does the character look like? What is the character wearing? Ask the character his or her name. What is it? What does the character sound like? Who else is nearby? What is the character doing? What does the character want? What is in the way of what this character wants? What will the character do to get what he or she wants? What does the character expect to happen when his or her goal is achieved? Have the students continue to breathe silently for another 60 seconds. Instruct them to silently open their eyes and write down what they imagined. This written portion is the "germinal idea exit ticket."

Week 3:
EQ: How do theatre artists create stories?
Day 10
Write play proposal

Day 11
Play proposal due. Begin writing. | |
| M
T

T

T
A
M

M

M

T | | Germinal idea exit ticket |

T	**Day 12/13** Writing.	Proposal Due
T	**Day 14** Writing	
T	**Week 4:** *EQ: How do theatre artists create stories?* **Day 15** Writing	
T/M	**Day 16** Peer-feedback session. Give each student a partner. Partners read each other's plays and score each other according to the script rubric. Teachers may want to use a protocol for feedback session. Example: 10 min to read each other's plays 10 min to write feedback and fill out rubric 5 min for first person to give feedback to partner 5 min for second person to give feedback to partner 2 min discuss the process and if it was helpful or not	Sloppy first draft due
T	**Day 17/18** Writing/revisions	
T	**Day 19** Writing/revisions	
T/M	**Week 5:** *EQ: How do theatre artists bring stories to life?* **Day 20** Peer-feedback session 2	
T	**Day 21** Writing/revisions.	Working draft due
T	**Day 22/23** Writing/revisions.	
	Day 24 BUFFER DAY	
T	**Week 6:** *EQ: How do theatre artists create stories and bring them to life?* **Day 25** Return feedback on working draft. Revisions/writing	
	Day 26 Revisions/writing	

T	**Day 27/28** Reader's theatre (Read all ten-minute plays out-loud as a class)	Final draft due
T	**Day 29** Reader's theatre	
T	**Week 7:** *EQ: How do theatre artists bring stories to life?* **Day 30** Finish reader's theatre if needed. Nominations, submissions, voting and decision on which plays will be produced.	
M	**Day 31** Auditions/Casting	
T/M	**Day 32/33** Rehearsal	
T	**Day 35** Rehearsal	
T	**Week 8:** *EQ: How do theatre artists bring stories to life?* **Day 36** Rehearsal	
T	**Day 37** Rehearsal – Watch each scene rehearse off book and grade memorization.	Group self-evaluation of rehearsal process
T	**Day 38/39** Rehearsal	Off book (All lines memorized)
T	**Day 40** Rehearsal	
T	**Week 9:** **Day 41** Dress Rehearsal	
	Day 42 Dress Rehearsal	
T	**Day 43/44** Performances	
T	**Day 45** BUFFER DAY	Evaluate individuals based on actor or director rubric