



Background:

The following learning experience was developed to demonstrate implementation examples aligned to the [Kentucky Academic Standards \(KAS\) for Visual and Performing Arts](#).

It is important to note that the learning experience indicated through these Teacher Notes and related resource(s) represent one example. This example is not a requirement nor a suggestion for school curriculum. While the Kentucky Department of Education (KDE) is responsible for the development of high-quality academic standards, state law assigns each local district the authority to develop the school's curriculum and determine appropriate instructional resources based on language found in [Kentucky Revised Statute \(KRS\) 160.345](#).

This learning experience includes detailed procedures and all links, handouts, printables and graphics needed to successfully complete each segment. The following formats are used to assist in organizing information:

-  The VPA logo indicates a companion video with an overview of information included in the section.
- *Italicized text* identifies foundational information from the *KAS for Visual and Performing Arts*.
- Activities for students to complete will appear in a **green, solid-lined box**.
 - These boxes also include the corresponding slide number within the Theatre – Creating Artistic Ideas [Implementation PowerPoint](#). These slides include information and graphics that can be projected and shared with students throughout the learning experience.
- Standards language, key vocabulary definitions and clarification statements pulled directly from the *KAS for Visual and Performing Arts* will appear in a box that matches the color of the corresponding artistic process. For this creating learning experience, that color is **blue surrounded by a dash-lined box**.



Overview of Learning Experience:

In this learning experience, we will explore choices made by a performer during the rehearsal process to illustrate a character's motivations and objectives. Students will annotate the text of a monologue before watching it rehearsed and refined by an actor with the Appalachian Shakespeare Center at EKU. Once students understand how the rehearsal process impacts performance, they will have the chance to analyze and rehearse their own monologue. They will then be coached by a peer to refine their character before concluding the learning experience by performing in a Festival of Monologues.



Teacher Preparation:

This learning experience should utilize what is available in your learning environment. Plan for the following:

- Review instructions and resources linked through this document, including the accompanying Theatre – Creating Artistic Ideas [Implementation PowerPoint](#), to prepare adequate copies and materials.
- Review the following resources to gain additional understanding prior to sharing with students:
 - [One Line, Many Meanings](#) (2:15)- Video
 - [Annotation Guide](#) – Graphic Organizer
 - [Practice Makes Performance](#) (8:44)- Video
 - [Actor Assessment & Feedback](#) – Graphic Organizer
 - [Memorization Guide](#) - .pdf



KAS for Visual and Performing Arts Alignment:

The [*KAS for Visual and Performing Arts*](#) is designed to engage students in artistic processes and creative expression. Standards for all grade levels, K-8, and at three high school proficiency levels indicate what students should know and be able to do after instruction. (*KAS for Visual and Performing Arts*, page 7).

Anchor Standards are a unifying element across the arts disciplines that describe the artistic literacy that students should demonstrate throughout their education (*KAS for Visual and Performing Arts*, pages 9 - 10).

Process Components are the actions artists carry out as they complete each artistic process. Students' ability to carry out these operational verbs empowers them to work through the artistic process independently. (*KAS for Visual and Performing Arts*, page 14).

This learning experience aligns to the following anchor standard and process component:

Anchor Standard 3: Refine and complete artistic work.
Process Component: Refine

Artistic Processes nurture artistic literacy through student engagement in the four artistic processes of creating, performing/producing/presenting, responding and connecting.

While there are aspects of each artistic process embedded throughout this lesson, the standard addressed is focused on creating, which involves conceiving and developing new artistic ideas and work. (*KAS for Visual and Performing Arts*, pages 8-9).

Standards or **Performance Standards** are discipline-specific grade-by-grade articulations of student achievement in the arts (dance, media arts, music, theatre, visual arts). Performance standards are coded to reflect the Arts Discipline, Artistic Process, Anchor Standard, Process Component and Grade Level or High School Proficiency level. (*KAS for Visual and Performing Arts*, page 7).

The standard addressed in this learning experience is:

Standard:
TH:Cr3.1.7.a) Participate productively in analyzing and refining choices during a rehearsal process.

Educators may have to engage students with a standard multiple times throughout a year in order to meet the full intent of the standard. As a result, the following example may not encompass the entire scope of the standards identified.

Essential Questions are open-ended, designed to stimulate thought and empower students to work through the artistic processes independently. Essential questions are specific to each standard, but consistent between each grade band.

Creating Artistic Ideas: Theatre
Character Choices – Grade 7

Essential Question:

How do theatre artists refine their initial ideas?

The standard and essential question may need to be translated into student-friendly learning goal(s) which serve as the basis for student success criteria. For more information on learning goals and success criteria, visit [Clarifying and Sharing Clear Learning Goals](#).

Below are examples of a learning goal and success criteria for this learning experience:

Learning Goal:

Students will participate productively in analyzing and refining choices during a rehearsal process.

Success Criteria:

1. I can participate productively in analyzing choices.
2. I can refine choices during a rehearsal process.

The student-centered learning experience begins on the next page.

Remember: Activities for students to complete will appear in a **green, solid-line box.**

Creating Artistic Ideas: Theatre

Character Choices – Grade 7



Setting the Stage:

Introduce students to the learning goal and first success criteria:

Student Activity: Slide 2

Learning Goal:

Students will participate productively in analyzing and refining choices during a rehearsal process.

Success Criteria:

I can participate productively in analyzing choices.

Tell students they will analyze choices based on character motivation and objectives. Students should be familiar with motivation and objectives, but review the definitions below:

Student Activity: Slide 3

Motivation: Reasons why a character behaves or reacts in a particular way in a scene or theatrical work.

Objective: A goal, need or want that a character has within a scene or theatrical work.

To give students a better understanding of character motivation and objectives, show the video, [One Line, Many Meanings](#) from the Appalachian Shakespeare Center at ECU:

Student Activity: Slide 4

Video - [One Line, Many Meanings](#)



The Appalachian Shakespeare Center at ECU

Emphasizing different words in a phrase impacts the delivery and audience perception of the text.

During the clip, how did the performers' choices emphasize the meaning of the phrase?

Use a discussion technique, such as **Think-Pair-Share**, to allow students to share their responses.

Creating Artistic Ideas: Theatre
Character Choices – Grade 7



Character Development - Part One:

Tell students they will read an excerpt from a theatrical work to identify a character's motivations and objectives. Use the [Annotation Guide](#) to annotate a monologue from *A Midsummer Night's Dream* by William Shakespeare:

<i>Student Activity: Slide 5</i> <u>Annotation Guide:</u> Part One Annotating the Script ANNOTATION GUIDE Name: _____ PART ONE: DIRECTIONS: Using the excerpt from <i>A Midsummer Night's Dream</i>, annotate the text by circling the character's motivations, and underlining their objectives. PUCK'S MONOLOGUE from <i>A Midsummer Night's Dream</i>: <table border="0"> <tr> <td style="vertical-align: top;"> PUCK: If we shadows have offended, Think but this, and all is mended, That you have but slumber'd here While these visions did appear. And this weak and idle theme, No more yielding but a dream, Gentles, do not reprehend: If you pardon, we will mend: </td> <td style="vertical-align: top;"> And, as I am an honest Puck, If we have unearned luck Now to 'scape the serpent's tongue, We will make amends ere long; Else the Puck a liar call; So, good night until you all, Give me your hands, if we be friends, And Robins shall restore amends. </td> </tr> </table> PART TWO: Did the performance emphasize the motivations and objectives you identified? If so, give examples. If not, how could the performer improve delivery during the rehearsal process using the motivations and objectives of the character? <i>A Midsummer Night's Dream – Act III: Scene 2</i>	PUCK: If we shadows have offended, Think but this, and all is mended, That you have but slumber'd here While these visions did appear. And this weak and idle theme, No more yielding but a dream, Gentles, do not reprehend: If you pardon, we will mend:	And, as I am an honest Puck, If we have unearned luck Now to 'scape the serpent's tongue, We will make amends ere long; Else the Puck a liar call; So, good night until you all, Give me your hands, if we be friends, And Robins shall restore amends.	Using the monologue provided, annotate the text by identifying the character's motivations and objectives. Motivations – <u>circle</u> Objectives – <u>underline</u>
PUCK: If we shadows have offended, Think but this, and all is mended, That you have but slumber'd here While these visions did appear. And this weak and idle theme, No more yielding but a dream, Gentles, do not reprehend: If you pardon, we will mend:	And, as I am an honest Puck, If we have unearned luck Now to 'scape the serpent's tongue, We will make amends ere long; Else the Puck a liar call; So, good night until you all, Give me your hands, if we be friends, And Robins shall restore amends.		

Students will now watch Puck's monologue from *A Midsummer Night's Dream* as they experience an early rehearsal of Puck's character development in the video [Practice Makes Performance](#). After watching the monologue, students will complete part two of the [Annotation Guide](#):

<i>Student Activity: Slide 6</i> <u>Practice Makes Performance:</u> Initial Rehearsal  ANNOTATION GUIDE Name: _____ PART TWO: Did the performance emphasize the motivations and objectives you identified? If so, give examples. If not, how could the performer improve delivery during the rehearsal process using the motivations and objectives of the character? <i>A Midsummer Night's Dream – Act III: Scene 2</i>	<u>Annotation Guide:</u> Part Two Did the performance emphasize the motivations and objectives you identified? If so, give examples. If not, how could the performer improve delivery during the rehearsal process using the motivations and objectives of the character?
---	---

Invite students to share their thinking using a discussion technique, such as **Turn and Talk**, before moving on.

Creating Artistic Ideas: Theatre
Character Choices – Grade 7

 Character Development - Part Two:

Students will now watch multiple rehearsals of Puck's monologue as the performer is coached to further develop the character. To become more familiar with the role of an acting coach, share the definition below:

Student Activity: Slide 7

Acting Coach: Provides constructive feedback for performers to refine their acting choices, improve techniques, explore emotions and build confidence.

While watching the next section of the video [Practice Makes Performance](#), students should consider the following questions in part three of the [Annotation Guide](#):

Practice Makes Performance: Coaching



A Midsummer Night's Dream – Act III: Scene 2

ANNOTATION GUIDE

Name: _____

QUEST THREE: What tactics did the acting coach use to help deepen the performer's interpretation of the text and their character's motivations and objectives? How did the performer respond to these suggestions?

QUEST FOUR: What choices did the performer make based on suggestions from previous rehearsals? How did the dress rehearsal support or change your understanding of the text?

Student Activity: Slide 8

Annotation Guide: Part Three

What tactics did the acting coach use to help deepen the performer's interpretation of the text and their character's motivations and objectives?

How did the performer respond to these suggestions?

Invite students to share their thinking using a discussion technique, such as **Rally Robin**, before moving on.

Once students have had the opportunity to share, tell them they will now watch the dress rehearsal of Puck's monologue in the video [Practice makes Performance](#) and respond to part four of the [Annotation Guide](#):

Practice Makes Performance: Dress Rehearsal



A Midsummer Night's Dream – Act III: Scene 2

ANNOTATION GUIDE

Name: _____

QUEST THREE: What tactics did the acting coach use to help deepen the performer's interpretation of the text and their character's motivations and objectives? How did the performer respond to these suggestions?

QUEST FOUR: What choices did the performer make based on suggestions from previous rehearsals? How did the dress rehearsal support or change your understanding of the text?

Student Activity: Slide 9

Annotation Guide: Part Four

What choices did the performer make based on suggestions from previous rehearsals?

How did the dress rehearsal support or change your understanding of the text?

Invite students to share their thinking using a discussion technique, such as **Round Robin**, before moving on.

Creating Artistic Ideas: Theatre
Character Choices – Grade 7



Monologue Exploration:

Remind students of the learning goal and introduce the second success criteria:

Student Activity: Slide 10

Learning Goal:

Students will participate productively in analyzing and refining choices during a rehearsal process.

Success Criteria:

I can refine choices during a rehearsal process.

Divide students into small groups of four or five and assign each group a monologue. We have provided [Suggested Student Monologues](#) for use in this portion of the learning experience.

While in their group, students will independently read the monologue and annotate it to identify the motivations and objectives of the character.

Student Activity: Slide 11

Annotating the Script- Small Group Monologue Exploration

Using the monologue provided, annotate the text by identifying the character's objectives and motivations.

Motivations – circle

Objectives – underline

After students annotate their monologue individually, invite students to share their thinking using a discussion technique, such as **Round Robin**, to share what they determined as the motivations and objectives of the character.

After the group sharing, allow students individual time to explore the monologue before moving on.

Next, have students find a partner who is not from their small group. It is important in this next portion that they work with someone from a different group with a different monologue.

In pairs, students will share a summary of their monologue, as well as the motivations and objectives that their group identified.

Student Activity: Slide 12

In pairs, share a summary of your monologue with your partner.

In your summary, include information about the character's motivations and objectives.

Be sure both partners have had an opportunity to share before moving on. Students will remain with these partners for the next portion of the learning experience.

Creating Artistic Ideas: Theatre
Character Choices – Grade 7



The Rehearsal Process:

Next, students will engage in the rehearsal process while alternating the role of performer and acting coach. Students will need to convey the motivations and objectives of the character, keeping in mind the desired response from the audience. To assist in this focus, students will use the [Actor Assessment and Feedback](#) form:

Student Activity: Slides 13 - 17

Actor Assessment and Feedback: Rehearsal

In pairs, take turns performing and coaching the monologue.

While performing:

- Make choices that show your understanding of the text, while emphasizing the character's motivations and objectives through both vocal and physical performance.
- Listen and implement changes from your acting coach by considering the feedback provided on the Character Feedback Assessment Form. Justify your rationale for your choices using the last column of the rubric.

While coaching:

- Watch an initial performance of the monologue, while taking notes that give examples of ways that the performer can further enhance the character's motivation and objectives.
- Complete the following rubric when assessing your partner's performance:

ACTOR ASSESSMENT & FEEDBACK			
		Your Name: _____ Your Partner's Name: _____	
CRITERIA STANDARDS FOR THIS PERFORMANCE	MEETS CRITERIA (Acting Coach Completes)	AREAS OF GROWTH (Acting Coach Completes)	PERFORMER RATIONALE (Actor Completes)
Actor shows understanding of the objectives and motivations of their character in their performance.			
Actor captures the emotions the character displays during the monologue.			
Actor displays confidence and comfortability with the material.			

- **Acting Coach:** Respectfully share your notes (feedback) with the performer and collaborate in the rehearsal process. It is important to share comfortable and uncomfortable evaluations with the performer to enhance their performance.
- **Performer:** Respond to the assessment in the last column.

Students will use their acting coaches' feedback from the Actor Assessment and Feedback form to refine their choices.

Creating Artistic Ideas: Theatre

Character Choices – Grade 7

Once students have refined their choices, have them reflect on the process using the following prompts:

Student Activity: Slide 18

Character Reflection: Rehearsal

In pairs, take turns to reflect on how you felt performing and coaching monologues.

While performing, what tactics did the acting coach use to help you deepen your interpretation of the text and your character's objectives and motivations?

While coaching, did the performer emphasize the objectives and motivations you identified? If so, give examples. If not, how did you help them improve their delivery utilizing the objectives and motivations of the character?

Once students have reflected on the rehearsal process, allow them time to memorize their monologue as they continue to prepare for the final performance. Use the Memorization Guide included below to aid students in this process:

Student Activity: Slide 19

Memorization Guide

Memorization Guide

Name: _____

To memorize a script, you should break down the text into manageable sections, use repetition and visualization, write out lines or record yourself speaking your lines. Here is a more detailed breakdown of tips:

Break Down the Script:

1. Instead of trying to memorize the entire script at once, divide it into smaller scenes or sections.
2. Focus on one scene or set of lines at a time until they are mastered.
3. Once each section is memorized, gradually combine them into the larger script.

Repetition:

1. Say the lines out loud repeatedly, using a recording or by practicing with a friend.
2. Run lines multiple times in a row (Take breaks to allow your brain to process the information.)

Visualization:

1. Imagine the scene and how you would act in it.
2. Connect the lines to specific locations or gestures.

Writing and Recording:

1. Handwriting lines can help solidify them in your memory.
2. Recording yourself reading the lines and listening back can be helpful for auditory learners.
3. Write out the first letter of each word in the line to create a mnemonic device.

Other Tips:

1. Practice in different environments:
Rehearse your lines in different settings to strengthen your memory.
2. Get feedback from others:
Ask friends or family members to listen to you recite your lines and provide constructive criticism.

Creating Artistic Ideas: Theatre
Character Choices – Grade 7



Performing A Monologue:

Students will now participate as theatre critics in a Festival of Monologues as they respond to their classmates' monologues.

Before introducing the first performer, remind students of basic audience etiquette, such as focusing on the performer, limiting distractions and remaining quiet, unless the performance grants opportunities for natural reactions. Encourage students to applaud to show their appreciation.

1. Have a student perform their monologue for the class.
2. Instruct students to identify their “two stars and a wish” for the performance. (outlined below):

Student Activity: Slide 20

Audience Feedback: Two Stars and a Wish

What are one to two things, or “stars” (components that worked well) in the performance? Why?

What is one “wish” (a component you would recommend changing) about the performance? Why?

3. After the monologue has been performed, invite students to share one piece of feedback by asking “who has a star”, or “who has a wish for this monologue”. Encourage students to give examples from the performance to support their feedback.
4. Repeat the steps outlined above for each monologue in the Festival of Monologues.



Student Reflection:

After each student receives feedback for their monologue performance, remind them of the learning goal and success criteria for this learning experience:

Student Activity: Slide 21

Learning Goal:

Students will participate productively in analyzing and refining choices during a rehearsal process.

Success Criteria:

1. I can participate productively in analyzing choices.
2. I can refine choices during a rehearsal process.

Now, invite students to think about the following reflection questions:

Student Activity: Slide 22

Student Reflection Questions:

- How did you refine your initial character choices?
- How did performing this monologue impact your understanding of character choice?
- What was the most exciting part of this learning experience?

Creating Artistic Ideas: Theatre
Character Choices – Grade 7



Teacher Reflection:

For teacher reflection, consider these questions:

Teacher Reflection Questions:

- What did the students respond to the most enthusiastically in this learning experience?
- What are some of the challenges they faced? How can they be addressed?
- How can more opportunities be provided for students to refine their choices during rehearsal?



Wrap Up:

You can revisit this learning experience to help students develop character in all styles of theatre. Continue to provide students with opportunities to explore creatively to refine their initial ideas throughout the rehearsal process.

Scaffolding Connection to Support the Enduring Understanding:

The following examples are a synopsis of high-quality, grade-level learning experiences that appropriately scaffold to support the enduring understanding of this anchor standard for theatre.

Enduring Understandings summarize important ideas and processes that are central to an arts discipline. They allow the standards to be steeped in rigor and focused on students' ability to demonstrate understanding through performance.

Enduring Understanding:

Personal experiences and preferences shape the interpretation of theatrical work.

Elementary School – TH:Cr3.1.3.a (Grade Three)

Exploring Character: Character Movement

In this learning experience, students will explore choices made by a performer during the rehearsal process to illustrate a character's physicality. Students will work in groups to create different character profiles focusing on movement. They will then work collaboratively to revise their character's movement before concluding the learning experience by performing in a Character Carousel.

High School – TH:Cr3.1.Acc.a (Accomplished)

Refining Character: Costuming a Character

In this learning experience, students will analyze the technical element of costume design throughout a rehearsal process. In collaboration with the director and production team, students will research and study a script to establish costume designs that best portray characters in a theatrical work. To fully understand how costuming affects an actor's portrayal of a character, student designers will attend rehearsals to assess the impact of their design on an actor's performance. They will then revise their design based on rehearsal observations and feedback from the actor, director and members of the production team.

Find additional interactive resources in the [Visual and Performing Arts Interactive Student Assignment Library](#).