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SCENE WORK: PART 2, STUDENT SELF STAGING

By LINDSAY PRICE

In Part 2 of Scene Work, students take everything they learned in Part 1 and apply it to the staging of a scene. Students work independently to block, build character, experiment and rehearse a scene. You can continue the scene work process from Part 1, or if your students have a grounding with scene work basics, perhaps they just do Part 2 of this unit.

1 - Session 1: Script Analysis - The Basics

Students will begin their staging journey by compiling the basics. They will read the scene and identify some general knowledge that will help them play the scene.

2 - Session 2: Script Analysis - Close Reading

When analyzing a script, you want students to do a close reading, multiple times, and mine the text for as much information as possible. It's important to know who your character is, why they act the way they do, and, most importantly, how you can physicalize all your newfound knowledge. At the end of each read, students identify possible staging ideas for their character and for the plot.

3 - Session 3: Script Analysis - Scoring

The last script analysis step is scoring. To score a scene means to divide the dialogue into beats and then add action words for each beat. Scoring gives students a roadmap for staging.

4 - Session 4: Staging the Scene - Beats and Action Words

Students will take their script analysis work with beats and action words and apply it to their scene. Students will also start to think about how they will have to adapt staging to a virtual environment.

5 - Session 5: Staging the Scene - Character Physicalization

Students will continue working on staging techniques by exploring character physicality.

6 - Session 6: Staging the Scene - Adapting Blocking Notation

Students will solidify blocking notation that can be used in a virtual environment.

7 - Session 7: Memorization Techniques

The sooner students memorize their lines, the more fun they are going to be able to have with the scene. It's hard to become a character, fully realize blocking, and make the scene one's own with a script in hand. Acting begins when lines are memorized. This session will focus on practicing a variety of memorization techniques. They will be applied to Section 1 of the scene.

8 - Session 8: Staging the Scene - Character Physicality (2)

Students will revisit character physicality choices and solidify that they are a part of their staging. Additionally, there are some exercises to further explore character physicality. Encourage students to continue to visualize and practice bringing characters to life as they work on their scene.

9 - Session 9: Purposeful Action

Students have been through their scene multiple times with specific blocking choices. They have been working on memorization and character physicality. In their rehearsal today, students will review their blocking choices with a specific objective of making every action in the scene purposeful and theatrical.

10 - Session 10: Removing Actor-Driven Movement

The rehearsal period is coming to a close, and it's almost time to present. In this rehearsal, students will share their scene with another group with the specific focus of examining it for actor-driven movement rather than character-driven movement: shuffling your weight back and forth between your feet, playing with your hair, vaguely gesturing with your hands, etc.

11 - Session 11: Final Rehearsal

This is it! The final rehearsal before students perform. Students focus on getting those last few lines word perfect, reflect on where they are, and do final run throughs.

12 - Session 12: Performing the Scene

Students perform their scene and complete a post-performance reflection.

Standards Connections

National Core Arts Standards

Generate and conceptualize artistic ideas and work - Grade 6

TH:Cr1.1.6.c - Explore a scripted or improvised character by imagining the given circumstances in a drama/theatre work.

Select, analyze, and interpret artistic work for presentation - Grade 6

TH:Pr4.1.6.a - Identify the essential events in a story or script that make up the dramatic structure in a drama/theatre work.

Generate and conceptualize artistic ideas and work - Grade 7

TH:Cr1.1.7.c - Envision and describe a scripted or improvised character's inner thoughts and objectives in a drama/theatre work.

Select, analyze, and interpret artistic work for presentation - Grade 7

TH:Pr4.1.7.b - Use various character objectives in a drama/theatre work.

Generate and conceptualize artistic ideas and work - Grade 8

TH:Cr1.1.8.c - Develop a scripted or improvised character by articulating the character's inner thoughts, objectives, and motivations in a drama/theatre work.

Select, analyze, and interpret artistic work for presentation - Grade 8

TH:Pr4.1.8.b - Use various character objectives and tactics in a drama/theatre work to overcome an obstacle.

Generate and conceptualize artistic ideas and work - High School Proficient

TH:Cr1.1.HS.I.c - Use script analysis to generate ideas about a character that is believable and authentic in a drama/theatre work.

Develop and refine artistic techniques and work for presentation - Grade HS Accomplished

TH:Pr5.1.HS.II.a - Refine a range of acting skills to build a believable and sustainable drama/theatre performance.

Refine new work through play, drama processes and theatre experiences using critical analysis and experimentation - Grade 7

TH:Cr3.1.7.a - Demonstrate focus and concentration in the rehearsal process to analyze and refine choices in a devised or scripted drama/theatre work.

Convey meaning through the presentation of artistic work - Grade 7

TH:Pr6.1.7.a - Participate in rehearsals for a drama/theatre work that will be shared with an audience.

Convey meaning through the presentation of artistic work - Grade HS Proficient

TH:Pr6.1.HS.I.a - Perform a scripted drama/theatre work for a specific audience.

Refine new work through play, drama processes and theatre experiences using critical analysis and experimentation - Grade HS Advanced

TH:Cr3.1.HS.III.b - Synthesize ideas from research, script analysis, and context to create a performance that is believable, authentic, and relevant in a drama/theatre work.

California VAPA Standards (2019)

6.TH:Cr1 Generate and conceptualize artistic ideas and work

6.TH:Cr1.b - Explore a scripted or improvised character by imagining the given circumstances in a drama/theatre work.

6.TH:Pr4 Select, analyze, and interpret artistic work for presentation.

6.TH:Pr4.a - Identify the essential events in a story or script that make up the dramatic structure in a drama/theatre work.

7.TH:Cr1 Generate and conceptualize artistic ideas and work

7.TH:Cr1.b - Envision and describe a scripted or improvised character's inner thoughts and objectives in a drama/theatre work.

7.TH:Pr4 Select, analyze, and interpret artistic work for presentation.

7.TH:Pr4.b - Use various character objectives in a drama/theatre work.

8.TH:Cr1 Generate and conceptualize artistic ideas and work

8.TH:Cr1.b - Develop a scripted or improvised character by articulating the character's inner thoughts, objectives, and motivations in a drama/theatre work.

8.TH:Pr4 Select, analyze, and interpret artistic work for presentation.

8.TH:Pr4.b - Use various character objectives and tactics in a drama/theatre work to overcome an obstacle.

Prof.TH:Cr1 Generate and conceptualize artistic ideas and work

Prof.TH:Cr1.b - Use script analysis to generate ideas about a character that is believable and authentic in a drama/theatre work.

Acc.TH:Pr5 Develop and refine artistic techniques and work for presentation.

Acc.TH:Pr5.a - Refine a range of acting skills to build a believable and sustainable drama/theatre performance.

7.TH:Cr3 Refine and complete artistic work.

7.TH:Cr3.a - Demonstrate focus and concentration in the rehearsal process to analyze and refine choices in a devised or scripted drama/theatre work.

7.TH:Pr6 Convey meaning through the presentation of artistic work.

67TH:Pr6 - Create through improvisation a drama/theatre work that will be shared with an audience.

Prof.TH:Pr6 Convey meaning through the presentation of artistic work.

Prof.TH:Pr6 - Perform a rehearsed, scripted short drama/theatre work for a specific audience.

Adv.TH:Cr3 Refine and complete artistic work.

Adv.TH:Cr3.b - Synthesize ideas from research, script analysis, and context to create a performance that is believable, authentic, and relevant in a drama/theatre work.

Colorado Academic Standards - Drama and Theatre Arts

Sixth Grade

DT.6.1.1.c - Students Can: Explore a scripted or improvised character by imagining the given circumstances in a drama/theatre work.

DT.6.2.1.a - Students Can: Identify the essential events in a story or script that make up the dramatic structure in a drama/theatre work.

Seventh Grade

DT.7.1.1.c - Students Can: Envision and describe a scripted or improvised character's inner thoughts and objectives in a drama/theater work.

DT.7.1.4.a - Students Can: Demonstrate focus and concentration in the rehearsal process to analyze and refine choices in a devised or scripted drama/theatre work.

DT.7.2.1.b - Students Can: Apply various character objectives in a drama/theatre work.

DT.7.2.4.a - Students Can: Participate in rehearsals for a drama/theatre work that will be shared with an audience.

Eighth Grade

DT.8.1.1.c - Students Can: Develop a scripted or improvised character by articulating the character's inner thoughts, objectives, and motivations in a drama/theatre work.

DT.8.2.1.b - Students Can: Apply and justify various character objectives and tactics in a drama/theatre work to overcome an obstacle.

High School - Fundamental Pathway

DT.H1.1.1.c - Students Can: Generate ideas about a character that are believable and authentic using script analysis.

High School - Advanced Pathway

DT.H2.2.2.a - Students Can: Refine a range of acting skills to build a believable and sustainable drama/theatre performance.

High School - Professional Pathway

DT.H3.1.4.b - Students Can: Synthesize ideas from research, script analysis, and context to create a performance that is believable, authentic, and relevant in a drama/theatre work.

Common Core

Speaking and Listening

CCSS.ELA-LITERACY.CCRA.SL.1 - Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.CCRA.SL.4 - Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Language

CCSS.ELA-LITERACY.CCRA.L.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.CCRA.L.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Reading: Literature

CCSS.ELA-LITERACY.RL.9-10.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RL.9-10.3 - Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Language

CCSS.ELA-LITERACY.L.9-10.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.9-10.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.L.9-10.3 - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Writing

CCSS.ELA-LITERACY.W.9-10.1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-LITERACY.W.9-10.2 - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Florida Sunshine State Standards

Critical Thinking & Reflection

TH.912.C.1.2 - Create, refine, and sustain complex and believable characters for performance through the integration and application of artistic choices based on research, rehearsal, feedback, and refinement.

TH.912.C.1.5 - Make and defend conscious choices in the creation of a character that will fulfill anticipated audience response.

TH.912.C.2.5 - Analyze the effect of rehearsal sessions and/or strategies on refining skills and techniques by keeping a performance or rehearsal journal/log.

TH.912.C.2.8 - Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism.

Organizational Structure

TH.912.O.1.1 - Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept, characterization, and design.

TH.912.O.2.6 - Deconstruct a play, using an established theory, to understand its dramatic structure.

Skills, Techniques & Processes

TH.912.S.1.7 - Interpret dramatic texts, organize and conduct rehearsals, and justify directorial choices for formal and informal productions.

TH.912.S.2.3 - Demonstrate an understanding of a dramatic work by developing a character analysis for one or more of its major characters and show how the analysis clarifies the character's physical and emotional dimensions.

TH.912.S.2.8 - Strengthen acting skills by engaging in theatre games and improvisations.

TH.912.S.3.3 - Develop acting skills and techniques in the rehearsal process.

Georgia Performance Standards - Theatre Arts

Grade 6 - Creating

TA6.CR.1 - Organize, design, and refine theatrical work., a. Identify artistic choices, utilize theatre vocabulary, and demonstrate non-verbal communication skills in the rehearsal process., b. Interpret a character's motivation by understanding the relationship between their background and their behavior., c. Identify the variety of relationships between characters., d. Identify, define, and classify character traits., e. Recognize and demonstrate the roles, responsibilities, and skills associated with collaborative performance., f. Use resources to identify and create technical elements of theatre.

TA6.CR.2 - Develop scripts through theatrical techniques., a.

Identify the elements of a story., b. Identify the theme and structure of a play., c. Articulate creative ideas in oral and written forms., d. Use the dramatic writing process to generate a script., e. Demonstrate the conventions of dialogue and stage directions.

Grade 7 - Performing

TA7.PR.1 - Act by communicating and sustaining roles in formal and informal environments., a. Execute effective verbal and non-verbal communication skills in performance (e.g. rate, pitch, volume, inflection, posture, facial expression, physical movement)., b. Participate in a variety of acting exercises and techniques that can be applied in a rehearsal or theatre performance., c. Engage in various performance styles.

Grade 8 - Creating

TA8.CR.1 - Organize, design, and refine theatrical work., a. Differentiate the physical, emotional, vocal, and social dimensions of a variety of characters., b. Compare the relationships and interactions between characters by analyzing character motivation (objectives, obstacles, strategy, action, stakes, outcome)., c. Incorporate dramatic elements through improvisation., d. Connect theatre vocabulary to the application of theatre performance., e. Identify and demonstrate both ensemble and leadership skills in the rehearsal process., f. Evaluate the effectiveness of artistic and technical elements used in a theatre production., g. Design and create scenery, props, costumes, lighting, and sound., h. Assume different roles and responsibilities in the rehearsal process.

TA8.CR.2 - Develop scripts through theatrical techniques., a. Classify different points of view in a story., b. Identify, analyze, and articulate the structure of a script., c. Utilize improvisation techniques to generate script ideas., d. Use the dramatic writing process to generate a script.

Grades 9-12 - ACTING LEVELS I-IV - Creating

TAHSA.CR.1 - Organize, design, and refine theatrical work., a. Use script analysis in the development and presentation of formal and informal theatre performances., b. Examine various theories of dramatic structure., c. Engage in and apply meaningful cultural, literary, and historical research to create acting choices or directorial concepts.

TAHSA.CR.2 - Develop scripts through theatrical techniques., a. Examine theatre practices regarding the development, structure, layout, and format of scripts., b. Use improvisation, personal experiences, heritage, imagination, literature, and history to develop scripts., c. Perform formal and informal monologues and scenes based on published and original scripts.

Grades 9-12 - FUNDAMENTALS OF THEATRE LEVELS I-IV - Creating

TAHSFT.CR.1 - Organize, design, and refine theatrical work., a. Recognize and/or employ realistic and conventional speech patterns within dialogue or dramatic verse., b. Incorporate dramatic elements through improvisation., c. Recognize and interpret artistic choices in performance.

TAHSFT.CR.2 - Develop scripts through theatrical techniques., a. Differentiate between dramatic and traditional literary writing and utilize common steps of the playwriting process., b. Assess the need for script analysis, concept development, and directorial and technical concerns of a theatrical script., c. Construct and critique elements of dramatic structure, character, and dialogue., d. Create and perform scenes for audiences.

Grades 9-12 - THEATRE HISTORY AND LITERATURE I AND II - Performing

TAHSTL.PR.1 - Analyze characters in theatre literature from the perspective of an actor/performer., a. Use performance

(e.g. oration, improvisation, rehearsed monologues, scenes) to analyze a character's role and significance to the meaning of the play.

North Carolina Essential Standards 2024

Beginning High School Create

B.CR.1.1 - Devise a variety of scenarios and scenes through improvised and scripted activities.

B.CR.2.1 - Adapt theatrical works using personal experiences through a collaborative process.

Intermediate High School Create

I.CR.1.1 - Develop a variety of unique characters within given situations through improvisation.

Intermediate High School Present

I.PR.2.1 - Develop scenes for formal or informal presentations.

Intermediate High School Respond

I.RE.1.1 - Compare the structure, style and genre of various written and presented theatrical works.

I.RE.1.2 - Analyze how theatre artists' choices reflect various genres and styles.

Accomplished High School Present

AC.PR.2.1 - Develop theatrical works for a specific audience, audition, or production.

Accomplished High School Respond

AC.RE.1.1 - Analyze the impact of historical and cultural context on written and presented theatrical works.

Advanced High School Present

AD.PR.2.1 - Develop contrasting theatrical works for diverse genres, audiences, auditions, or productions.

Advanced High School Respond

AD.RE.1.1 - Analyze aesthetics in various settings, production situations, time periods, or audiences in written and presented theatrical works.

North Carolina Essential Standards 2010

Beginning High School Standards - Communication

B.C.2.1 - Use improvisation and acting skills, such as observation, concentration, and characterization in a variety of theatre exercises.

B.C.2.2 - Interpret various selections of dramatic literature through formal and informal presentations.

Intermediate High School Standards - Communication

I.C.2.1 - Use improvisation and acting skills, such as observation, concentration, and characterization, to demonstrate given situations.

I.C.2.2 - Interpret scenes through formal and informal presentations.

Intermediate High School Standards - Analysis

I.A.1.1 - Analyze the plot structure and the thematic, technical, and dramaturgical elements within plays.

Proficient High School Standards - Communication

P.C.2.2 - Interpret monologues through formal and informal presentations.

Proficient High School Standards - Analysis

P.A.1.1 - Analyze full-length plays in terms of plot structure, pacing, given circumstances, and character development.

Advanced High School Standards - Communication

A.C.2.2 - Interpret scripts through formal and informal presentations.

Advanced High School Standards - Analysis

A.A.1.1 - Differentiate the plot structure, pacing, given circumstances, and character development within plays from a variety of theatre genres.

Texas Essential Knowledge and Skills for Theatre Arts

MS 117.211 LI - Foundations: Inquiry and Understanding

C.1.E - identify theatrical vocabulary and terminology, including basic anatomy of theatre spaces.

C.1.F - identify the structure and form in examples of dramatic literature.

MS 117.211 LI - Creative Expression: performance

C.2.F - create environments, characters, and actions.

MS 117.212 LII - Foundations: Inquiry and Understanding

B.1.E - demonstrate knowledge of theatrical vocabulary and terminology.

B.1.F - analyze and evaluate the structure and form of dramatic literature.

MS 117.212 LII - Creative Expression: performance

B.2.B - define characters by what they do, what they say, and what others say about them.

HS 117.315 LI - Foundations: Inquiry and Understanding

C.1.E - analyze characters by describing attributes such as physical, intellectual, emotional, and social dimensions through reading scripts of published plays.

C.1.F - demonstrate a working knowledge of the language of theatre such as stage terminology, elements of theatre, or theatrical conventions.

HS 117.316 LII - Foundations: Inquiry and Understanding

C.1.D - analyze dramatic structure and genre.

HS 117.317 LIII - Foundations: Inquiry and Understanding

C.1.A - apply theatre preparation and warm-up techniques effectively.

C.1.D - analyze and evaluate dramatic structure and genre.

HS 117.318 LIV - Creative Expression: performance

C.2.C - analyze and interpret characters from various genres and styles, describing physical, intellectual, emotional, and social dimensions.

C.2.D - interpret scripted scenes of various styles to portray believable characters.

Alberta, Canada

Improvisation Drama 10

1 - use warmup techniques for preparation of body, voice and mind

Acting Drama 20

1 - analyze a script for explicit character clues
3 - demonstrate understanding of and identify motivation and objectives (overall, main and immediate).

Theatre Studies Drama 30 (Early or Middle or Late

drama)

4 - recognize dramatic structure of a play

Junior Goal II Objectives

become familiar with dramatic terminology and script format

Junior Goal III Objectives

develop awareness of various conventions of theatre

develop the ability to analyze and assess the process and the art

Junior Orientation

generate imaginative and creative solutions to problems

listen effectively

meet deadlines and follow through on individual and group commitments

offer and accept constructive criticism, given specific guidelines, with a desire to improve

recognize the purposes of and participate in warmup activities

share ideas confidently with others

support positivity the work of others

Improvisation/Acting Level I - Beginning

6 - understand and apply the essential elements of a story: character, setting, conflict, climax and plot

7 - use stage vocabulary: stage areas, body positions and crosses

Improvisation/Acting Level II - Intermediate

21 - sustain a character throughout an exercise or scene

Junior Goal I Objectives

develop a sense of responsibility and commitment

develop self-confidence

develop self-discipline

develop the willingness to make a decision, act upon it and accept the results

extend the ability to explore meaning through abstract concepts

extend the ability to think imaginatively and creatively

strengthen powers of concentration

Senior Goal I Objectives

apply imaginative and creative thought to problem-solving situations

demonstrate the ability to considered decisions, act upon them and accept the results

extend the ability to concentrate

increase self-confidence

increase self-discipline

Orientation Drama 10

concentrate on the task at hand

listen to self and others

make effective decisions or choices

positively support the work of others

solve problems imaginatively and creatively

work with abstract concepts

Ontario, Canada

Grades 9 & 10 - Foundations - Concepts and Terminology

C.1.1 - identify the drama forms, elements, conventions, and techniques used in their own and others' drama works, and explain how the various components are used, or can be

used, to achieve specific effects, with a focus on ensemble drama works (e.g., how a comic drama form can be used to convey a serious message, how setting and time period can be used to sharpen the focus on a moral dilemma, how characters can be used to vary the mood within a drama)

C.1.2 - demonstrate an understanding of and use correct terminology to refer to the forms, elements, conventions, and techniques of drama, with a focus on ensemble drama works (e.g., chorus, protagonist, ingénue, supporting role, act, scene, climax, resolution, improvisation, mask, freeze-frame image)

Grades 9 & 10 - Reflecting, Responding and Analyzing - Connections Beyond the Classroom

B.3.2 - identify skills they have developed through drama activities and explain how they can be useful in work and other social contexts (e.g., explain in a journal how their brainstorming and negotiation skills support teamwork in a variety of contexts)

Virginia Standards Of Learning (2020)

Grade Six

6.1 - The student will apply creative thinking to theatre.

6.2 - The student will use a creative process to develop solo and collaborative presentations, using body, voice, and imagination.

Grade Six

6.3 - The student will analyze, interpret, and evaluate theatrical works

6.4 - The student will identify connections between personal experience and dramatizations

6.5 - The student will identify communication and collaboration skills for theatre experiences.

Grade Six

6.12 - The student will demonstrate how meaning is expressed both physically (through movement, gesture, and other forms of physical expression) and verbally (through vocal choices).

6.13 - The student will identify techniques and skills for actor preparation, including memorization and warm ups for performance.

6.14 - The student will demonstrate theatre as dramatized storytelling by preparing and presenting short scenes that include characters, setting, properties, conflict, and a progressive chain of events.

6.15 - The student will identify functions of a theatre director.

Grade Seven

7.1 - The student will demonstrate creative thinking by improvising scenes from given situations.

7.2 - The student will demonstrate a creative process for theatre.

Grade Seven

7.3 - The student will analyze, interpret, and evaluate theatre.

7.4 - The student will justify personal responses to theatrical productions.

7.5 - The student will identify and apply communication and collaboration skills for theatre experiences.

Grade Seven

7.12 - The student will develop physical and vocal technique for theatre performance.

7.13 - The student will explain techniques and skills for

actor preparation, including concentration, discipline, preparation, and imagination for theatrical performance.

7.14 - The student will research, analyze, rehearse, and present a scripted character in a memorized scene and/or monologue.

Grade Eight

8.1 - The student will refine creative problem-solving, ensemble-building, and improvisational skills by devising and improvising theatrical works.

8.2 - The student will demonstrate a creative process for theatre.

Grade Eight

8.3 - The student will analyze, interpret, and evaluate theatre.

8.4 - The student will explain responses to theatrical productions based on personal background and experience.

8.5 - The student will apply communication and collaboration skills for theatre experiences.

Grade Eight

8.12 - The student will develop physical and vocal technique for theatre performance.

8.13 - The student will use character analysis techniques to research, develop, and present a scripted character.

8.14 - The student will demonstrate the mental and physical discipline necessary for creating and maintaining an imagined reality during performance.

Theatre Arts I: Introduction to Theatre

TI.2 - The student will apply a creative process for theatre.

Theatre Arts I: Introduction to Theatre

TI.3 - The student will analyze, interpret, and evaluate theatre.

TI.5 - The student will apply communication and collaboration skills for theatre experiences.

Theatre Arts I: Introduction to Theatre

TI.14 - The student will demonstrate theatrical direction, including blocking and staging a scene.