



UNIT FIVE: INTRO TO SCRIPT WRITING

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In this unit, students learn how to write their own scripts using correct formatting. These scripts will be more detailed than the contentless scenes. Students will learn how to write dialogue that provide information about relationships, conflicting objectives, and setting.

They'll also learn how to correctly add expression and movement directions into the script itself. The unit will end with a partner script writing assignment which is performed in front of the class.

1 - Partner Scene Brainstorming

In this lesson, students will create a scene outline by brainstorming and selecting the key foundations of their scene (setting, relationships, and conflicting objectives).

2 - Script Drafting

In this lesson, students will create a script draft that includes the five required lines to establish character, setting, conflict, rising action, and resolution.

3 - Script Formatting

In this lesson, students will create a script draft that includes scene setting, expression, and movement notes.

4 - Peer Script Workshopping

In this lesson, students will review and help workshop a peer's script before hearing feedback and making changes to their own scripts.

5 - Set Design and Blocking

In this lesson, students will create a set design and add blocking notes to their scripted scenes.

6 - Final Revision Rehearsal

In this lesson, students will revise their set designs and scripts to achieve "Meets" or "Exceeds" on the rubrics. They will also give peer feedback and rehearse their scenes for vocal clarity, expression, and open body.

7 - Scripted Scene Performance Assessment

In this lesson, students will perform their final partner scene for assessment in front of the class. They will also complete an audience feedback sheet where they give their peers feedback on rubric skills.

Standards Connections

National Core Arts Standards

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 6

TH:Cr1.1.6.c - Explore a scripted or improvised character by imagining the given circumstances 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.

Interpret intent and meaning in artistic work - Grade HS Advanced

TH:Re8.1.HSIII.a - Use detailed supporting evidence and appropriate criteria to revise personal work and interpret the work of others when participating in or observing a drama/theatre work.

Apply criteria to evaluate artistic work - Grade 6

TH:Re9.1.6.a - Use supporting evidence and criteria to evaluate

Refine new work through play, drama processes and theatre experiences using critical analysis and experimentation - Grade 6

TH:Cr3.1.6.a - Articulate and examine choices to refine a devised or scripted 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.

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.

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.

Writing

CCSS.ELA-LITERACY.W.9-10.5 - 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.

California VAPA Standards (2019)

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.

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.

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.

Adv.TH:Re8 Interpret intent and meaning in artistic work.

Adv.TH.Re8.a - Use detailed supporting evidence and appropriate criteria to revise personal work and interpret the work of others when participating in or observing a drama/theatre work.

6.TH:Cr3 Refine and complete artistic work.

6.TH:Cr3.a - Receive and incorporate feedback to refine a devised or scripted drama/theatre work.

6.TH:Re9 Apply criteria to evaluate artistic work.

6.TH.Re9.a - Use supporting evidence and criteria to evaluate drama/theatre work.

Florida Sunshine State Standards

Critical Thinking & Reflection

TH.912.C.2.7 - Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.

Innovation, Technology & the Future

TH.912.F.1.2 - Solve short conflict-driven scenarios through improvisation.

TH.912.F.1.3 - Stimulate imagination, quick thinking, and creative risk-taking through improvisation to create written scenes or plays.

Organizational Structure

TH.912.O.1.4 - Write an original script or a dramatic adaptation of a literary work to demonstrate knowledge of theatrical conventions.

Skills, Techniques & Processes

TH.912.S.1.5 - Write monologues, scenes, and/or short plays using principles and elements of writing found in dramatic literature.

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.

Georgia Performance Standards 2017 - Theatre Arts

Grade 6 - Creating

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 - Creating

TA7.CR.2 - Develop scripts through theatrical techniques., a. Create ideas for stories., b. Analyze the theme and structure of a play., c. Use the dramatic writing process to generate a script., d. Utilize dramatic conventions in the scriptwriting process (e.g. stage directions, dialogue, scenes).

Grade 7 - Connecting

TA7.CN.2 - Examine the role of theatre in a societal, cultural, and historical context., a. Examine theatre development throughout history., b. Identify and analyze cultural influences on theatre., c. Utilize multi-disciplinary research skills to obtain cultural and historical information to justify artistic choices (e.g. costuming, make-up, setting of a time period in relation to the play)., d. Draw conclusions about the influence of theatre on society.

Grade 8 - Creating

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.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.

North Carolina Essential Standards

Beginning High School Standards - Communication

B.C.1.3 - Understand how to read and write scripts that communicate conflict, plot, and character.

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

Beginning High School Standards - Analysis

B.A.1.1 - Interpret the plot structure and the thematic, technical, and dramaturgical elements within scenes from plays.

Advanced High School Standards - Communication

A.C.1.3 - Use constructive criticism to improve original works both written and read orally.

Tennessee Theatre Curriculum Standards

GRADES 6-8

1.0 Script Writing - Students will write scripts through improvising, drafting, and refining scripts based on personal experience and heritage, imagination, literature, and history.

GRADES 9-12

1.0 Script Writing - Students will write scripts through improvising, drafting, and refining scripts based on personal experience and heritage, imagination, literature, and history.

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.

MS 117.212 LII - Foundations: Inquiry and Understanding

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

MS 117.212 LII - Creative Expression: performance

B.2.G - create improvised scenes that include setting, character, and plot.

MS 117.213 LIII - Foundations: Inquiry and Understanding

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

MS 117.213 LIII - Creative Expression: performance

B.2.C - create characters, dialogue, and actions that reflect dramatic structure in improvised and scripted scenes, individually and collaboratively.

HS 117.315 LI - Creative Expression: performance

C.2.F - create, write, and refine original monologues, improvisations, scenes, or vignettes that reflect dramatic structure to convey meaning to the audience through live performance or media forms.

HS 117.316 LII - Creative Expression: performance

C.2.B - explore creativity as it relates to self and ensemble.
C.2.F - create, write, devise, and refine original monologues, improvisations, scenes, or vignettes to convey meaning to the audience through live performance or media forms.

HS 117.317 LIII - Creative Expression: performance

C.2.E - write dialogue that reveals character motivation, advances plot, provides exposition, and reveals theme.

Alberta, Canada

Improvisation Drama 10

11 - apply the essential elements of a story: character, setting, conflict, climax and plot in planned and unplanned scenes

Playwriting - Drama 20

- 1 - demonstrate understanding of the basic structure of a play
- 10 - define conflict
- 11 - construct a conflict between two characters (protagonist and antagonist)
- 12 - construct a scene with two contrasting characters
- 13 - give and accept constructive criticism
- 2 - define and identify plot, character, thought and diction
- 3 - demonstrate understanding of script format
- 8 - use effective diction
- 9 - define character objectives

Junior Goal II Objectives

become familiar with dramatic terminology and script format

Junior Orientation

- focus concentration on one task at a time
- 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
- work cooperatively and productively with all members of the class in pairs, small groups and large groups

Improvisation/Acting Level I - Beginning

- 5 - create and tell a story spontaneously
- 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

Junior Goal I Objectives

- develop a sense of responsibility and commitment
- develop the ability to initiate, organize and present a project within a given set of guidelines
- develop the ability to interact effectively and constructively in a group process
- develop the ability to offer and accept constructive criticism

Theatre Studies Level III - Advanced (The script)

- 10 - demonstrate understanding of the concept of dramatic convention
- 12 - analyze a script to identify character, setting and plot
- 7 - define the elements of script, dialogue, directions, characters and settings
- 8 - demonstrate understanding of directions used in a script
- 9 - read a script aloud

Senior Goal I Objectives

- demonstrate a sense of inquiry and commitment, individually and to the group
- demonstrate the ability to contribute effectively and constructively to the group process
- develop a sense of inquiry and commitment to learning
- extend the ability to concentrate

Orientation Drama 10

- concentrate on the task at hand
- demonstrate self-discipline, self-direction and a sense of responsibility
- listen to self and others
- make effective decisions or choices
- offer and accept constructive criticism with a desire to progress
- positively support the work of others
- share ideas confidently
- work cooperatively and productively

British Columbia (2018)

GRADE 6 - ARTS - Exploring and creating

Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play

GRADE 6 - ARTS - Reasoning and reflecting

Develop and refine ideas, processes, and technical skills in a variety of art forms to improve the quality of artistic creations

Reflect on works of art and creative processes to understand artists' intentions

GRADE 6 - ARTS - Communicating and documenting

Describe, interpret and respond to works of art and explore artists' intent

Experience, document and present creative works in a

variety of ways

- Express, feelings, ideas, and experiences through the arts
- Take creative risks to express feelings, ideas, and experiences

GRADE 7 - ARTS - Exploring and creating

Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play

GRADE 7 - ARTS - Reasoning and reflecting

Develop and refine ideas, processes, and technical skills in a variety of art forms to improve the quality of artistic creations

Reflect on works of art and creative processes to understand artists' intentions

GRADE 7 - ARTS - Communicating and documenting

- Describe, interpret and respond to works of art
- Experience, document, choreograph, perform, and share creative works in a variety of ways
- Express, feelings, ideas, and experiences through the arts
- Take creative risks to express feelings, ideas, and experiences

GRADE 8 - ARTS - Exploring and creating

Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play

GRADE 8 - ARTS - Reasoning and reflecting

Develop, refine ideas, and critically appraise ideas, processes, and technical skills in a variety of art forms to improve the quality of artistic creations

Reflect on works of art and creative processes to understand artists motivations and meanings

GRADE 8 - ARTS - Communicating and documenting

- Experience, document, choreograph, perform, and share creative works in a variety of ways
- Take creative risks to express feelings, ideas, and experiences
- Use the arts to communicate, respond to and understand environmental and global issues

Ontario, Canada

Grade 6 - Reflecting, Responding and Analyzing

B2.1 - express personal responses and preferences and make connections to themes and issues presented in their own and others' drama works

Grade 6 - Creating and Presenting

B1.2 - demonstrate an understanding of the element of role by selectively using other elements to build belief in a role and establish its dramatic context

B1.3 - plan and shape the direction of the drama or role play by introducing new perspectives and ideas, both in and out of role

B1.4 - communicate feelings, thoughts, and ideas to a specific audience, using audio, visual, and/or technological aids to strengthen the impact on the viewer

Grade 7 - Reflecting, Responding and Analyzing

B2.2 - analyse and describe, using drama terminology, how drama elements are used to communicate meaning in a variety of drama works and shared drama experiences

Grade 7 - Creating and Presenting

B1.2 - demonstrate an understanding of the elements of drama by selecting and combining several elements and

conventions to create dramatic effects

B1.3 - plan and shape the direction of the drama by working with others, both in and out of role, to generate ideas and explore multiple perspectives

B1.4 - communicate feelings, thoughts, and abstract ideas through drama works, using audio, visual, and/or technological aids to heighten the dramatic experience

Grade 8 - Reflecting, Responding and Analyzing

B2.2 - evaluate, using drama terminology, how effectively drama works and shared drama experiences use the elements of drama to engage the audience and communicate a theme or message

Grade 8 - Creating and Presenting

B1.2 - demonstrate an understanding of the elements of drama by selecting and manipulating multiple elements and conventions to create and enhance a variety of drama works and shared drama experiences

B1.3 - plan and shape the direction of the drama by negotiating ideas and perspectives with others, both in and out of role

B1.4 - communicate feelings, thoughts, and abstract ideas through drama works, using audio, visual, and/or technological aids for specific purposes and audiences

Grades 9 & 10 - Foundations - Responsible Practices

C.3.2 - identify and apply the skills and attitudes needed to perform various tasks and responsibilities in producing drama works (e.g., use active listening and cooperative problem-solving skills; practise punctuality; use tact in suggesting changes and improvements; demonstrate willingness to accept criticism and build consensus)

C.3.3 - demonstrate an understanding of theatre and audience etiquette, in both classroom and formal performance contexts (e.g., as a performer: show willingness to take direction and behave appropriately towards other actors; as a viewer: demonstrate respect for performers and other audience members by paying attention, not interrupting or talking, and applauding when appropriate)

Grades 9 & 10 - Foundations - Concepts and Terminology

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)