Character Unit Plan

Unit Author	
First and Last Name	Samuel Gonzalez
Author's E-mail Address	gsam3841@gmail.com
Course Name(s)	Introduction to Educational Theatre
Course Section(s)	
School City, State, Zip	Houston, Texas, 77204
Instructor Name(s):	Frank Chuter

Unit Overview	
Unit Plan Topic	Character
Curriculum-Framing Questions	
Overview (Goal)	This unit will introduce the students to the process of building and analyzing characters, exploring character comprehension through written text, and application through the use of voice and movement.
Rationale	The process of building characters to be performed onstage allows not only for students to develop practices of creating believable characters, but they also learn to analyze a script to find textual evidence that supports their choices and actions they make as that character. It is an essential skill for performers to understand the identity of a character because it will guide the actor through their performance and how they should engage their voice and body to portray the character. Students also develop skills in literary comprehension as the conclusions and decisions they make derive from the text of a script. In addition, the practice of creating a believable character strengthens a student's fundamental skills in rhetoric, which is useful to students in practices outside of the theatre, including speech and debate, classroom presentations, and public speaking.
Learning Objectives	
1) The students will **examine** the differences between various character archetypes. 2) The students will **analyze** a script to determine the character's identity and archetype. 3) The students will **apply** their knowledge of voice and movement to **devise** their own voice and movement style for a character.	
Content	
1) Character Archetypes - Hero, Mentor, Shadow, Shape-Shifter, Trickster, Threshold Guardian, Herald 2) Character Identity from the Script	

3) Creating a Character's Voice and Movement Style

Instructional Strategies

1) Character archetypes in films PowerPoint and discussion
    - The teacher will create a presentation that identifies characters and their archetypes in various films and as each new character is introduce, the class will discuss their traits and how they are identifiable as a specific archetype.
2) Class play reading and Socratic Seminar
    - The class will read an assigned play and discuss the different characters in the play and relate their traits to previously learned archetypes. This is important to use a play because they only are able to formulate their conclusions based off of the text. Question: Providing evidence from the script, what character archetypes are conveyed through both the dramatic action and character dialogue?
3) Video examples of character portrayals in the theatre
    - The teacher will present various clips from theatrical performances of different plays. The students will discuss in groups how the characters were unique through the actor's use of their voice and their body.

TEKS Measured

§117.316.c.2.D apply physical, intellectual, emotional, and social interactions to portray believable characters and convey a story when applying acting concepts, skills, and techniques;

§117.316.c.2.E develop physical techniques consistently to express thoughts, feelings, and actions non- verbally; and

§117.316.c.2.A model safe, appropriate techniques to allow for physical, vocal, and emotional expression;

§117.316.c.5.D evaluate the treatment of artistic elements such as theme, character, setting, and action in theatre, musical theatre, dance, art, music, or other media and integrate more than one art form in informal presentations;

Approximate Length of Unit

1 week

Materials Needed

Printed Copies of Monologues for Students, Projector and Screen ***or*** TV, Computer, Script

Prerequisite Skills

Fundamental Knowledge of the Safe Use of the Voice and Body in the Theatre, Monologue Memorization, Basic Script Analysis (Understanding Given Circumstances and Plot Structures)

Assessment

Formative:

- The students will get into groups to make collages of different characters from various films, tv shows, and plays that identify with specific archetypes

- After the Socratic Seminar, students turn in a reflection that identifies two characters from the play, their archetypes, and why they believe that (based on the discussion)
- The students will write down observations from the videos showing performances of different characters, specifically relating to their use of voice and movement.

Summative:

- Monologue Performance
  The students will perform the same monologue as two different characters, utilizing different styles of movement and voice for each character. The students watching the performances will take notes and turn in their observations of character archetypes shown in the monologues, as well as their observations on the use of voice and movement in the performance.
- Film Character Archetype Analysis
  The students will write an analysis over the characters from a film of their choice. They must identify at least 3 different archetypes that are found within the film and justify their work using evidence from the film.