

Drama—Theatre Arts 11

May 4-May 8

Time Allotment: 20 minutes per day

For use during at-home instruction, Spring 2020 only

Student Name: _____

Teacher Name: Mr. Andrew Ward

Packet Overview

Date	Objective(s)	Page Number
Monday, May 4	1. Take a good look; Beginning the scenario	2
Tuesday, May 5	1. Minor Assessment: Writing scene 3 out of 12	3
Wednesday, May 6	1. Setting up the game; Relating to your audience	4
Thursday, May 7	1. Minor Assessment: Writing scene 4 out of 12	5
Friday, May 8	1. Slow down—and find your point of view; Constructing the beginning	6

Additional Notes: We will need to write two scenes per week from here on out to the end of the year. I have spaced them on Tuesday and Thursday this week, please let me know if you'd like another day in between them for next week and subsequent weeks. Remember that each scene needs to be at least 2 pages of dialogue, double-spaced.

I am also available to help you brainstorm ideas and construct outlines for your scenes during guided instruction on Mondays and Wednesdays from 10am to 2pm, at your class's scheduled time! Feel free to take advantage of that time.

Academic Honesty

I certify that I completed this assignment independently in accordance with the GHNO Academy Honor Code.

Student signature:

I certify that my student completed this assignment independently in accordance with the GHNO Academy Honor Code.

Parent signature:

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Beginning the Scenario

This week you will outline a scenario—an arrangement of plot points—for your first draft. You have created a main character (or the primary characters if you're writing an ensemble). You have in mind an action statement/logline and one or more themes. You have identified some events that probably will occur in the play as well as information characters and audience should know. It's quite likely that more plot points will come to you this week as you write. You have devised two or more possible endings.

Now you make preliminary decisions about the form your idea suggests. Does it want to flow without interruption by an intermission? Does changes of place suggest clear breaks or continuity? Is the action anchored by a main character or shared character ensemble? Will the action loop back in time or drive forward in a linear manner? Your characters might take directions you hadn't imagined and the initial plan will change so you can pursue what is happening organically.

Writing Exercises for Today

Answer each question in 3 to 5 sentences.

1. Write each of the plot points for your main character in three to five sentences.

Tuesday, May 5

Drama Unit: Playwriting Unit 2

Lesson 6: Minor Assessment: Writing Scene 3 out of 12

Objective: Be able to do this by the end of this lesson.

1. Write your third scene (2 pages long)

Minor Assessment Instructions

It's time to write our third scene. Just as with your first and second scenes, because you are going to need to keep this scene for your records, you must type this up, or write on separate pieces of paper that you keep. You may send me a word document, or take pictures of the document and send it to me via email. I am not providing space in the packet for you to write this out, as I would like you to keep this scene for your writing in the weeks to come.

Reminder that I am not going to give you prompts for these anymore. As with writing your second scene, you may write a scene that occurs in the beginning, middle, or the end if you so choose.

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Wednesday, May 6

Drama Unit: Playwrighting Unit 2

Lesson 7: Setting up the game; Relating to your audience

Objective: Be able to do this by the end of this lesson.

1. Plan for an organized structure for you play and consider your audience’s needs

Introduction to Lesson 7

The beginning of your play invites the audience into a game that you and they will play for the duration of the performance. The first minutes establish some of the rules your play will follow about style, setting, characters, theatricality, and language. The audience is working with you, adjusting to these elements. You tease them with just enough about the story to unfold that they’ll tune in for more.

You must make sure that something happens early in your play (in Scene 1 or 2) that sets in motion events that will cascade through to the end of your play. We call that the *inciting incident*. It can take many forms, from an actual physical assault to a simple declaration from one character to another. Because it happens, because it’s said, actions and reactions will accelerate until you conclude the game. Think of Charles Dickens’ *A Christmas Carol*. The inciting incident is when Scrooge is visited by Jacob Marley, the rest of the events would not have happened if it wasn’t for that inciting incident.

Writing Exercises for Today

Answer the following questions in 3 to 5 sentences.

1. Identify the *inciting incident* for your play.

Relating to Your Audience

Whatever its form, your drama should seem logical, with characters who behave consistently. You want the audience with you all the way saying “Yes, I buy that.” To accomplish that you must consider objectively the mechanics of dramatic construction.

Examine your play’s relationship to your audience. Will your performers at any time turn to address the audience but remain in character? Will an actor break character to speak to the audience and then go back into character? Will more than one character break that fourth wall illusion? Will some or all characters play more than one role?

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Writing Exercises for Today

Explore the following plot points in no more than 3 to 5 sentences per question.

1. Will you break fourth wall illusion? If not, why not?

Thursday, May 7

Drama Unit: Playwrighting Unit 2

Lesson 8: Writing Scene 4 out of 12

Objective: Be able to do this by the end of this lesson.

1. Write your fourth scene (2 pages long)

Minor Assessment Instructions

After you have written this scene you will officially be 1/3 of the way done with your rough draft. This is a landmark assignment, and you should start to feel some more confidence as you write more of this play. Look over again the scenes that you have already written. Did you write a scene in the beginning, middle, and end? If no, consider writing your fourth scene in a different part of your play than in your first.

As with the previous three scenes, you need to either type or write this scene out and scan (or email) it to me. Remember that these need to be double spaced and should consist almost entirely of dialogue.

Friday, May 8

Drama Unit: Playwrighting Unit 3

Lesson 1: Slow down—and find your point of view; Constructing the beginning

Objective: Be able to do this by the end of this lesson.

1. Assess your progress and your thoughts and find clarity in your writing, learn how to start off the play

Introduction to Lesson 1

Sometimes your mind whirrs so wildly that you lose touch with basic feelings and observations you need to call upon to create plausible actions and reactions. Writing can become stressful instead of joyful. Slow down to fully inhabit your mind and set it to the present moment with no pressure to do anything else. Feel whatever you think your characters would feel. Keep the emotional picture of your play close to you as you write.

