

**Drama—Theatre Arts 11**

May 11-May 15

*Time Allotment: 20 minutes per day*

For use during at-home instruction, Spring 2020 only

Student Name: \_\_\_\_\_

Teacher Name: Mr. Andrew Ward

## **Packet Overview**

<b>Date</b>	<b>Objective(s)</b>	<b>Page Number</b>
Monday, May 11	1. Writing lab for Scene 5, page 1 of 2	2
Tuesday, May 12	1. Writing lab for Scene 5, page 2 of 2	4
Wednesday, May 13	1. Writing lab for Scene 6, page 1 of 2	6
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<b>Friday, May 15</b>	<b>1. Minor Assessment: Rough draft, Scenes 1-6</b>	<b>10</b>

**Additional Notes:** Regarding the workload for this week (and past weeks):

I understand that many are taking longer than 20 minutes to finish these assignments, and that for some this is a welcome and fun project and that for others this is a burden on your time. I would like to honor the commitment that Great Hearts has made to families and students while also honoring the commitment that I personally made to all of you to give as much effort as we could to the creation of a short one act play. The intention of this project was never to overburden, but rather to ease the disappointment of the cancellation of our performance and provide an accomplishable, creative remote-learning project.

Therefore, **I will only be grading on the work which you were able to do in 20 minutes of time per day.** If you were only able to write half a page, or a quarter of a page, that will be acceptable and counted as complete for the assignment. The only assignment that will not be accepted is an assignment turned in blank, without any writing, or an assignment which contains content which is completely estranged from all of the work and preparation which was laid out over the course of several weeks of packets. I have left the requirements for each day as they are, as the ideal would be for you to write one full page per day. Please know that these additional notes override those individual instructions in the case that you are not able to write a full page per day without going over your 20 minutes allotted for this class.

### **Academic Honesty**

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

*Student signature:*

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

*Parent signature:*

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### **Monday, May 11**

Drama Unit: Playwrighting Unit 2

Lesson 10: Writing Lab for Scene 5, page 1

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

1. Write the first page of your 5<sup>th</sup> scene.

#### **Lesson Instructions:**

Prior to this week you have been used to writing your scenes on separate pieces of paper and submitting them separately from your regular packets. This week, your minor assessment will merely be putting all of those pieces of paper together (or typed documents) and sending those in as your completed draft, including the two scenes that you are going to write in this packet.

*In the space provided, write the first page of your fifth scene.*

To help you with writing this scene, I am going to provide you with some (hopefully) helpful and completely optional prompt and guide. You are free to write this scene according to your own outline and plan, but if you need some extra help, I am going to provide a prompt for each day, if you want it.

So far you have written four scenes. I'll break down more or less what each of these scenes are about in anticipation for the scenes you are going to write. It is more than fine if your own play deviates from what I have written below. I am merely seeking to show you how the logic could work for a play as you are writing.

SCENE 1: Introduction of characters and the inciting incident (the action or words spoken which causes the rest of the drama to unfold.

SCENE 2: Introduction of any other characters you may have, and if you have one, an introduction to the conflict which exists between the protagonist and the antagonist

SCENE 3: New complications or problems which causes the conflict between the protagonist and antagonist to escalate instead of deflating.

SCENE 4: A moment where either the protagonist or antagonist obtains a temporary victory and is able to pursue their goals, but only for a short time as a new problem is introduced by either the end of this scene or in the next scene.

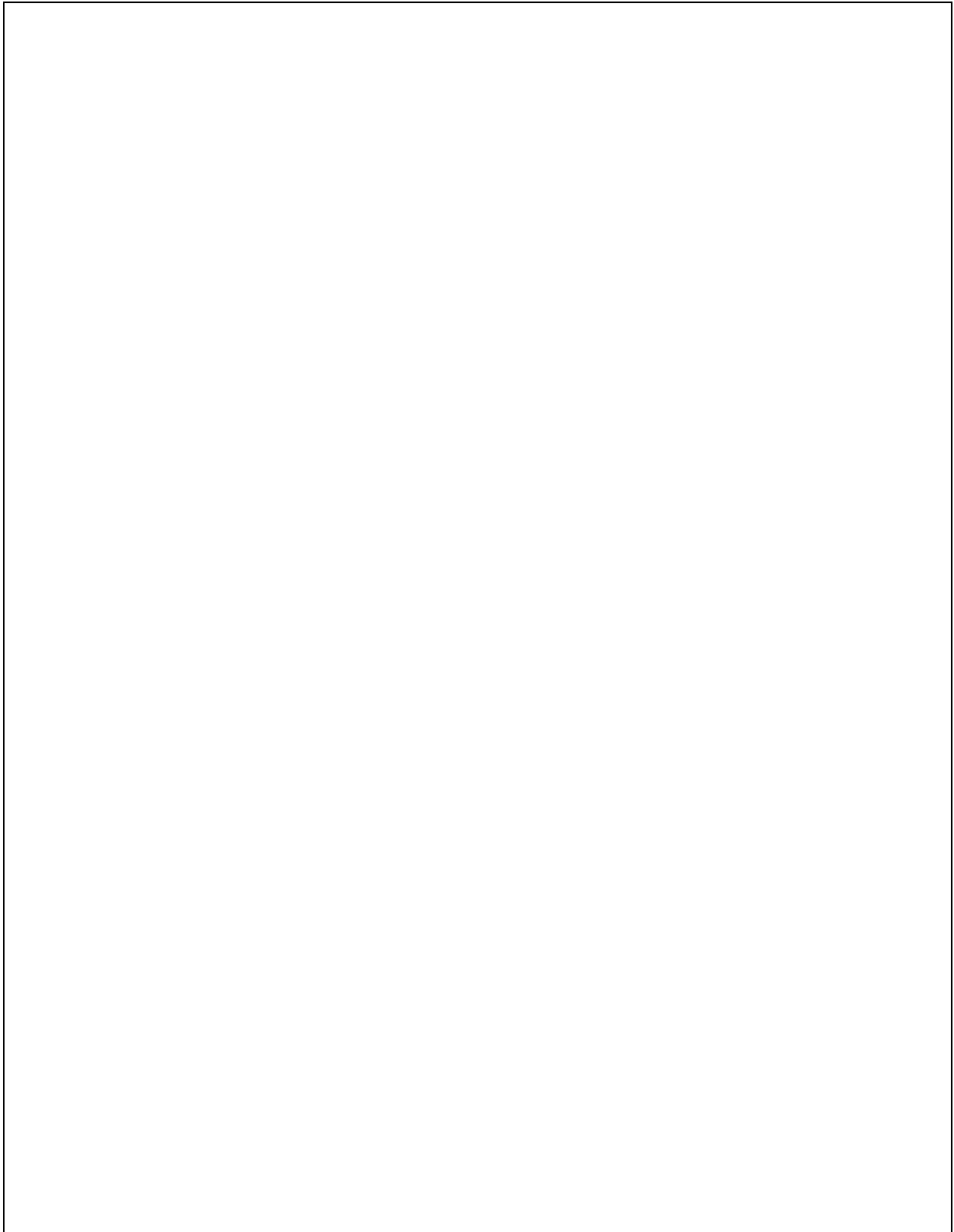
SCENE 5: New background information or personal information is revealed about one or another character which gives depth and meaning to the problem of the play.

What then is the next step? Scene 6 could be about that new information which you write in your play coming to the surface for other characters, or, driving new conflict between characters. It is ultimately up to you, but it is a good idea to put some twists and new information into your play around half-way through in order to give complexity and depth to the problem. This is called a "twist", and it should be not as significant as any other twists that you add later on in your play. I'll write some more about this on Wednesday's assignment.

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### **Tuesday, May 12**

Drama Unit: Playwrighting Unit 2

Lesson 11: Writing Lab for Scene 5, page 2

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

1. Write the second page of your 5<sup>th</sup> scene.

#### **Lesson Instructions:**

Today all you will need to do is conclude the scene that you started yesterday. Hopefully you will find it helpful to approach what you have already written with a fresh perspective, maybe make changes to what you wrote as you spot errors, and have renewed energy to end on a strong note. Consider, if you'd like, how new information about your play's problem could impact the lives and dreams of your characters, and write out through their dialogue how they feel about the new information.

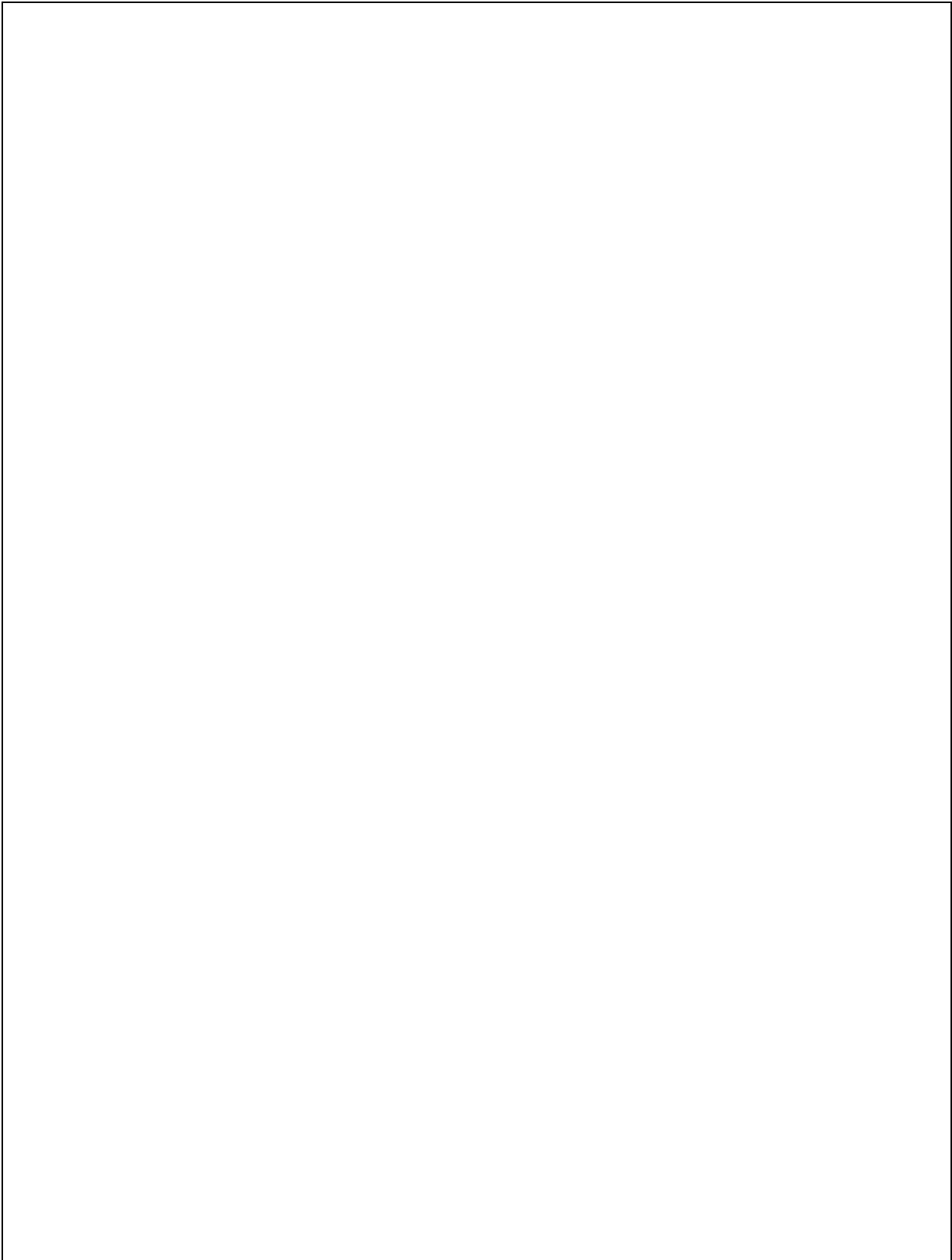
If you did not write about new information being added to fuel the drama, that's fine too. Follow your plan closely, make changes where necessary, and make sure you conclude the scene in a place where it can be picked up for the next scene. Make sure that you include any information for the audience that is needed for them to follow the action in the next scene, adding more to what you write where you think it is necessary.

In the space provided on the next page, write the second page for Scene 5.

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### Wednesday, May 13

Drama Unit: Playwrighting Unit 2

Lesson 12: Writing Lab for Scene 6, page 1

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

1. Write the first page of your 6<sup>th</sup> scene.

#### **Lesson Instructions:**

The sixth scene of your play could be another piece of the rising action leading up to the climax.

Depending on how complex your play problem is, you may not need the addition of a twist. However, if we think of our play as a roller coaster ride, with the objective being to make the ride as fun as possible for the thrill seekers who ride on it, we are going to want to vary things up a little bit. Just as the track leads you up, there should be drops which bring you back down and relieve the tension of the action, for a short time, before you go back up again.

Consider adding a twist here. What would that look like? You basically want to look at all the information in the play and ask yourself the question, “What would keep me going in this problem/argument?”

Consider the following play scenario:

Hamlet starts off the play unhappy and bitter that his father has died. The problem of his father’s death is made more complicated by his mother’s quick marriage to his uncle (he even says that they ate the leftovers from the funeral wake at the wedding reception). He does not think to act on this, however, until he is visited by the ghost of his father (the inciting incident of the play), who gives him new information— that he was murdered by Hamlet’s uncle.

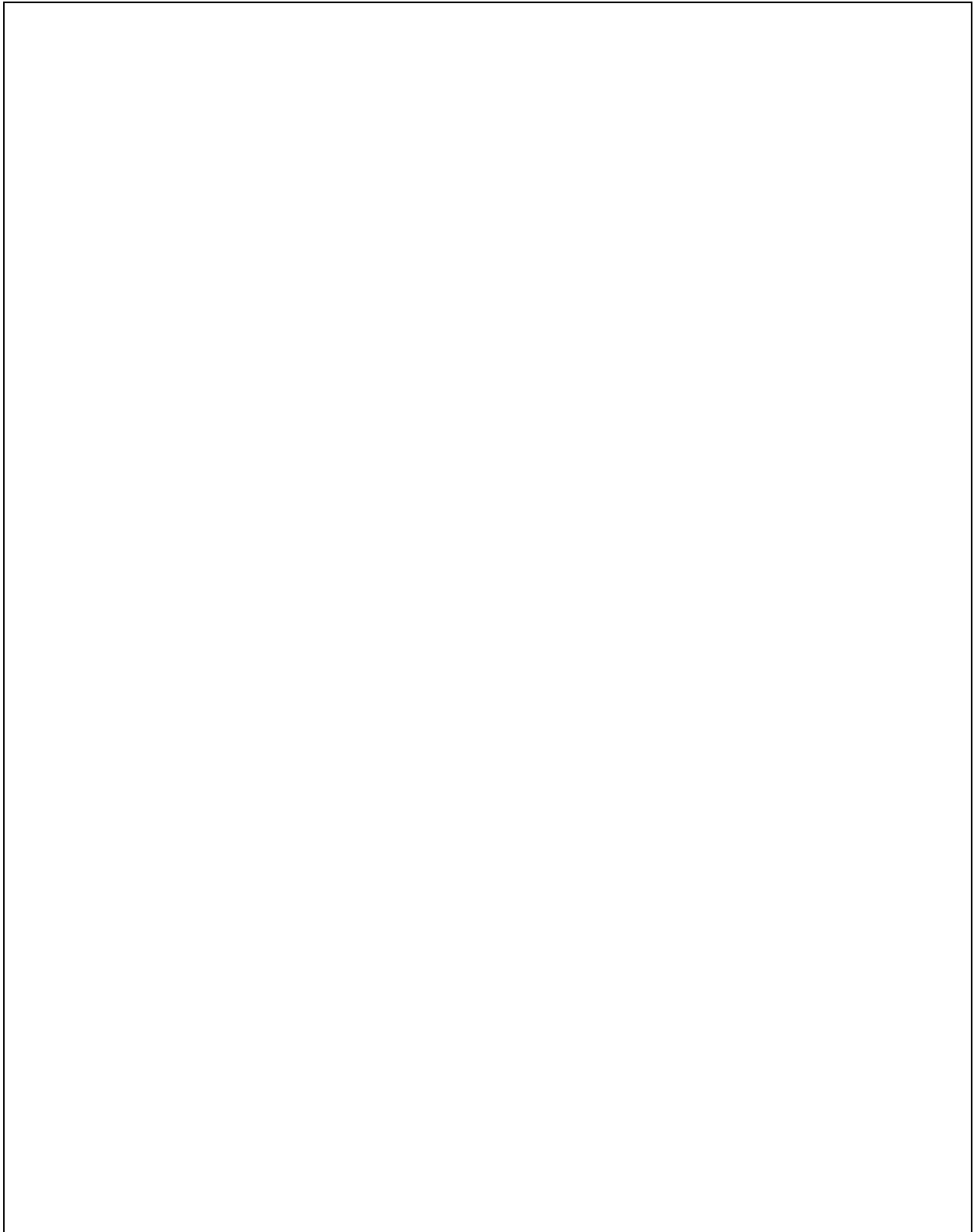
Shakespeare adds twists in the form of new information all the time, it is in fact the most common way of adding a twist, but not the only way that it happens. J.R.R. Tolkien, in his third book of *The Lord of the Rings: The Return of the King* has Gollum famously destroy the One Ring by accidentally tripping and falling into the volcano where he was dancing because he was finally reunited with the one object he had been fighting to possess for the whole of the story. Not only is this an example of a great twist without new information, but it is also a moment of irony for the reader and the characters involved, as Gollum was arguably the second to last person in the story who wanted the ring destroyed.

On the next page, write the first half of scene six in the space provided.

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### **Thursday, May 14**

Drama Unit: Playwrighting Unit 2

Lesson 13: Writing Lab for Scene 6, page 2

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

1. Write the second page of your 6<sup>th</sup> scene.

#### **Lesson Instructions:**

This is the final writing assignment you will have for this class, unless you choose to clean up and retype or write your draft for tomorrow's assignment. Hopefully you will be able to approach what you wrote yesterday and reexamine it to see if it makes sense. Does the twist work? Is it unrealistic? Is it exciting? Are the audience able to anticipate what is going to happen, or does it hit them from nowhere? There's no right or wrong way to do this, necessarily, it all depends on what your intention as an author is. How do you want your audience to feel here?

Finish this scene off with a bang, even if you aren't going to write a twist. You could consider giving a character some power here. Hamlet was empowered by the information that the ghost of his father gave him, which enabled him to act upon his grief. You could do something similar with your character, or if you choose, you could merely resolve a conflict that you have been working on for the past few scenes. It is ultimately up to you.

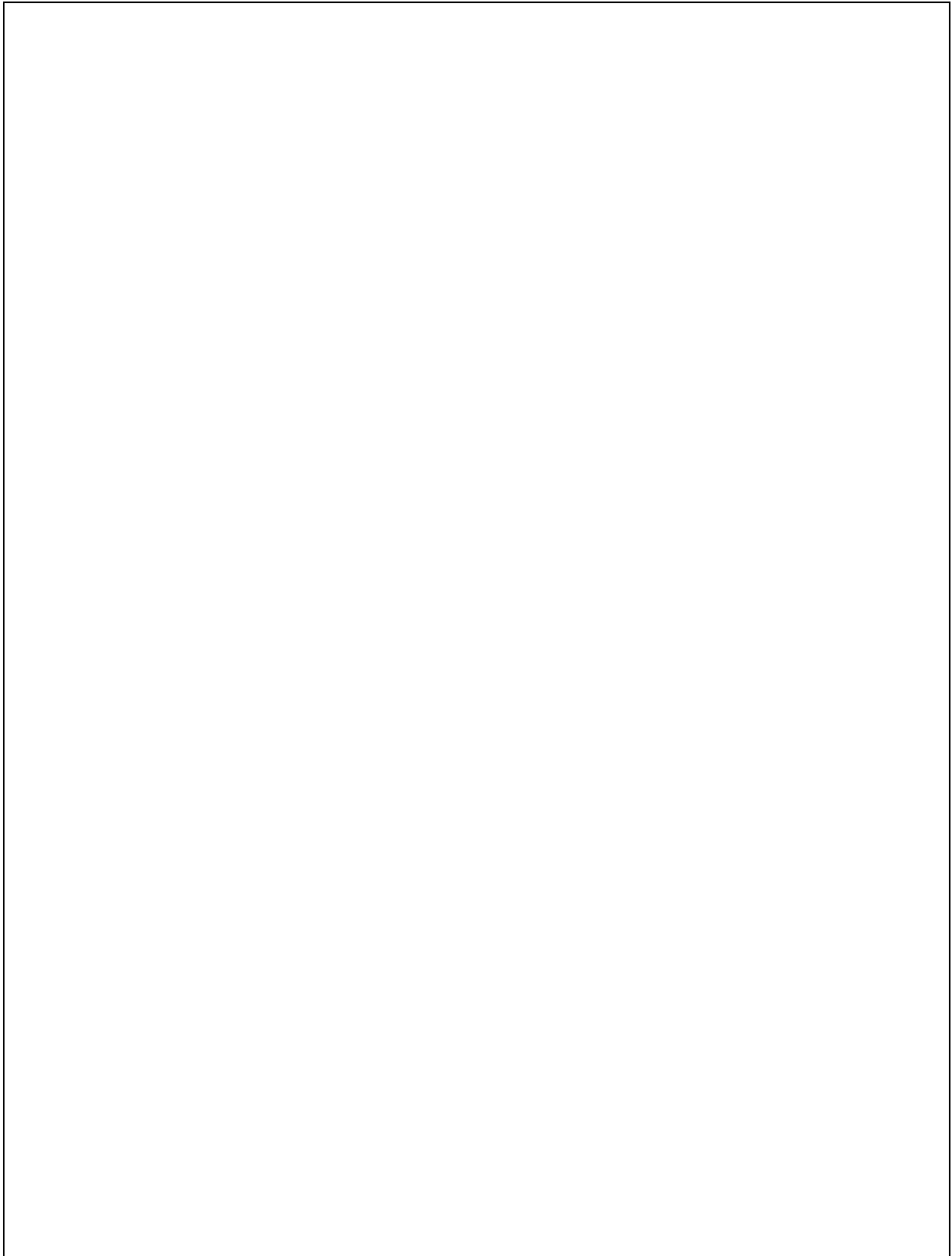
Please contact me if you are stuck or do not know what to do with your play so far. I have a few tricks that can help to make clarity when you're stuck in a writer's block.

On the following page, write the second half of your sixth scene.

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### **Friday, May 15**

Drama Unit: Playwrighting Unit 2

Minor Assessment: Rough draft assembly

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

1. Compile Scenes 1-6 into one document

#### **Lesson Instructions:**

For your minor assessment this week, I'd like you to simply take all that you have written so far and compile it into a new complete document. You could choose to simply take what you have scanned and sent me so far and scan it all together to make one larger pdf, or, you could choose to retype what you have into one nice and clean script. I will let your prudence and passion dictate how much time you have and can afford to take to work on this. All that I ask is that you do make sure to organize your scenes and to upload them all together in the same file to make one document.

If you need any help with this step, please reach out to me for guidance, I am very happy to help and am very conscious of your limited time to work on this assignment. Please do not hesitate to send me an email or to request a Zoom meeting, I am waiting to assist you.

In a separate file which you either email to me or upload in the minor assessment category for this week on Google Classroom, please send me all six scenes which you have written so far in one document.