

Lesson Title: How to get what you want: An exploration in Tactic and Motivation

Unit Title: THE ACTOR'S TOOLBOX

**Lesson #4/ Unit #2
12th Grade**

Central Question:	How does revisiting core foundation tools make for a well rounded theatre artist?
PURPOSE OF LESSON:	Students will learn how layering in “tactic” to motivation in a scene allows us to make deeper choices as artists.
Line of Inquiry/ Guiding Question	How does choosing a specific tactic to my motivation help me as an actor achieve my goal in a scene?

LESSON OBJECTIVES

- Students will
- Be able to use the body/voice in a variety of ways to express choices of character and emotion
 - Understand and identify the terms motivation and tactic
 - Explore artistic choices through their own lens as an artist and through working with a director
 - Take direction and make adjustments
 - Begin to explore the idea of *scoring* a text and or script

MATERIALS NEEDED

- A small scene of dialoged that expresses conflict
- A bag full of verbs on strips of paper
- A bag full of adverbs on strips of paper

Students Previous Knowledge

- Students know their warm-up routine
- Students know the term motivation
- Students know the terms actor and director and know the roles of each
- Students know terms verbs and adverb
- Students know the concept of choosing “active” words and action

Cultural Connections

This lesson is an introduction to the idea of “taking direction” from a director even if the actor initially disagrees with the tactic. In the professional world sometimes the actor will work with a director who does not share the same vision. The actor must try to accomplish the task at hand. There will always be room for discussion, but it is our job as actors to make it work.

NYS Learning Standards:

TH 1:3, 1:4

Benchmarks:

Strand 1 [*Theatre Making*]

Acting

Performance Skills Benchmarks: Students exercise and refine the actor’s instrument—the body, voice and mind—through ongoing exploration of the physical, vocal, characterization and staging components of acting.

Common Core:

CCCSSL 12:1, 12:3

WARM-UP:

Action Circle Share

Students will stand in a circle and be asked to think of something “active” as in a verb they did today. They will also be asked “how” they did in as in an adverb. Students will be asked to go around in a circle and share their “action” and “how.” Students will also be asked to put a physical action to the share.

Example: swimming ferociously (while doing a backstroke movement)

Rationale: This established the kind of words we will be working with in the hook and main activity

Reflection/Transition:

Questioning:

Why would it be important to identify actions through words as an actor?

- Helps make specific choices
- Helps with memorization

Why would it be important to incorporate descriptive (adverbs) words to actions we choose as actors?

- Helps with memorization
- Helps us make our actions stronger

Role of the Facilitator:

Facilitator will lead warm up and give example. Facilitator will lead discussion on active words and the importance of them to the actor.

HOOK:

What's my Motivation?: An Exploration in Tactic

Facilitator will hand out a script to the class of a small scene. Students will be paired off in A and B. Facilitator will ask students to read the script to each other and identify what they believe each character's motivation is.

Each student will select and identify one verb and one adverb for each character and write it down on the bottom of the paper.

The students will then read the scene using that motivation.

The students will then tear off the words (verb and adverb) and drop them each in the bag provided by the facilitator.

Example of Scene:

A: Hey...

B: Hi there.

A: That looks like some pretty delicious candy.

B: Yup.

A: Can I try a piece?

B: Uh...

A: I mean it looks like there is enough to share.

B: Well...

Rationale: This asks students to make choices as an actor to identify how they would read a specific role and identify the characters motivation.

Reflection/Transition: Ask students "what it was like to read the scene with out specific choices?" Then ask, "What it was like once a specific tactic was added to the line and character?"

Role of Facilitator: The facilitator should hand out scene and guide students through reflection. They should also collect the strips of papers in two bags.

MAIN ACTIVITY:

Make it Work People!: An Exploration in Tactic from a Director's perspective

Adding Tactic into a Scene from a 3rd party

Facilitator will ask for partners to come up and share their scene as they 1st chose and then ask them to share the scene with a new verb and adverb.

Rationale: This allows students to explore taking direction on their feet and adding tactics that might come from a director verses themselves

Role of Facilitator: Facilitator should help set the tone of a workshop. It is not a performance. It is sharing where choices are being discovered and explored. After the activity facilitator should lead students in a discussion about their work.

REFLECTION

Questions:

- What did you notice that was different between the 1st and 2nd versions on each scene?
- Why might it be good practice for an actor to try a tactic/ direction that may seem a stretch for them?

Modification/ Differentiated Instruction:

- Students who do not want to write/ use their own verbs and adverbs can take words from a word bank provided by facilitator
- Students can choose to either sit or stand for scene rehearsal and sharing as it is a workshop

Theatre Literacy

Actor, Director, Motivation, Tactic, Scene, Dialogue

Assessment/Indicators:

Students will be assessed on being able to work and collaborate with others. Students will also be assessed on ability to take direction and willingness to make adjustments in the scene.

How could you document the learning?

The learning could be documented with taking pictures or a reflection journal assignment.