

STAGE 1 – DESIRED RESULTS

Unit Title: IT’S ALL ABOUT CREATING DIALOGUE, Lesson 1 (1 class period)

Major-motion-picture mash-up!

Established Goals:

Students will understand the function of dialogue in a script.

Students will understand plot structure of a monumental movie.

Students will understand how to paraphrase dialogue based on a summary.

Understandings: *Students will understand that...*

- Movies follow a plot development structure
- Dialogue is a conversation between two or more characters
- Dialogue helps to move a story along

Essential Questions:

- What are the 5 elements of a story?
- How does dialogue carry a story?
- What must be included in dialogue to progress a story?

Students will know that:

- Dialogue can be devised through paraphrasing a plot
- Dialogue gives context for characters and plot

Students will be able to:

- Identify major plot points of a movie as a class
- Create dialogue from a summary of a plot
- Demonstrate plot structures
- Create characterizations of existing characters
- Draw connections between monologues and dialogue

STAGE 2 – ASSESSMENT EVIDENCE

<p>Performance Tasks:</p> <ul style="list-style-type: none"> • Summarize a plot • Create dialogue • Perform scenes • Observe scenes • Converse as a class 	<p>Other Evidence:</p> <ul style="list-style-type: none"> • Discuss and Reflect • Analyze and Interpret
<p>Key Criteria:</p> <ol style="list-style-type: none"> 1. Select, analyze and interpret artistic work for presentation. Envision and describe a scripted character's inner thoughts and objectives related to the given circumstances in a theatrical work. (7-8.T.P.04) 2. Relate artistic ideas and works to societal, cultural and historical contexts to deepen understanding. Identify multiple cross-cultural approaches to storytelling connected to different historical populations (e.g., ancient Greek city-states). (7-8.T.Co.11) 	

STAGE 3 – LEARNING PLAN

Warmup:

- Students will be asked the differences between monologues and dialogue
- Students will determine the functions of dialogue in various mediums, as a class
- We will watch a clip of dialogue from a well known movie.
- Students will then be prompted to explain what we learn about the plot/characters from the clip of dialogue and determine which of the following functions the dialogue serves
 - Functions of dialogue:
 - Describe characters
 - Establish time and setting
 - Create conflict
 - Reveal character’s inner thoughts
 - Move the story forward
 - Summarize what has happened

Body:

- As a class, we will recap the story of “The Wizard of Oz,” after viewing a trailer/summary video of the movie
- Students will then collectively list the following plot elements of “The Wizard of Oz”
 - Exposition
 - Rising Action
 - Climax
 - Falling Action
 - Resolution
- We will vote on which of the above scenes to pursue as a class

- Together, we will create one scene of dialogue
- The dialogue should be ~10 sentences and should successfully exhibit the action of the scene chosen
- This will be used as one of the two scenes for the mashup, in a later lesson
- Students will come up and act out the dialogue for the class.
- Multiple portrayals can occur to encourage various points of view
- Students will each write the scene in their journals (or on Chromebooks) as we create the dialogue
- Accomodations: showing whole class a trailer/summary video of the chosen movie to allow for everyone to become familiar

STAGE 1 – DESIRED RESULTS

Unit Title: IT’S ALL ABOUT CREATING DIALOGUE, Lesson 2 (2 class periods)

Major-motion-picture mash-up!

Established Goals:

Students will understand the function of dialogue in a script.

Students will understand plot structure of various movies.

Students will understand how to paraphrase dialogue based on a summary.

Understandings: *Students will understand that...*

- Movies follow a plot development structure
- Dialogue is a conversation between two or more characters
- Dialogue helps to move a story along

Essential Questions:

- What are the 5 elements of a story?
- How does dialogue carry a story?
- What must be included in dialogue to progress a story?

<p>Students will know that:</p> <ul style="list-style-type: none"> • Dialogue can be devised through paraphrasing a plot • Dialogue gives context for characters and plot 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify major plot points of a movie as a class • Create dialogue from a summary of a plot • Demonstrate plot structures • Create characterizations of existing characters • Draw connections between monologues and dialogue
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STAGE 2 – ASSESSMENT EVIDENCE

<p>Performance Tasks:</p> <ul style="list-style-type: none"> • Summarize a plot • Create dialogue • Converse as a group • Use example scene as a foundation 	<p>Other Evidence:</p> <ul style="list-style-type: none"> • Discuss and Reflect • Analyze and Interpret
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<p>Key Criteria:</p> <ol style="list-style-type: none"> 1. Generate and conceptualize artistic ideas and work. Generate contextual ideas for a character beyond what is given in the script (e.g., a character's backstory, attitudes, likes, and dislikes) and explain how these ideas connect to other elements in the play (e.g., setting, plot). (7-8.T.Cr.01) 2. Refine and complete artistic work. <ol style="list-style-type: none"> a. Develop a scripted character by articulating and using the character's inner thoughts, objectives, and motivations in a theatrical work. (7-8.T.Cr.03.a) 3.
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STAGE 3 – LEARNING PLAN

Warmup:

Body:

- Students will choose, in pre-assigned groups, a movie that all or most group members are familiar with
- Students will then outline the 5 major plot elements of the movie
 - Exposition
 - Rising Action
 - Climax
 - Falling Action
 - Resolution
- Students will decide on one of the above plot elements to portray as a 10 line scene.
- Students will write 10 lines of dialogue for their scene, in their journals.
- Each student must say at least one line.
- These scenes will not be presented, but will be used to help us with the next part of the project
- Accomodations: allow one Chromebook per group to be used for research on the chosen movie, to look up plot summaries and movie trailers

STAGE 1 – DESIRED RESULTS

Unit Title: IT’S ALL ABOUT CREATING DIALOGUE, Lesson 3 (3 class periods-2 for work, 1 for presenting)

Major-motion-picture mash-up!

Established Goals:

Students will understand the function of dialogue in a script.

Students will understand plot structure of various movies.

Students will understand how to devise and integrate storylines.

Understandings: *Students will understand that...*

- Movies follow a plot development structure
- Integrating dialogue from two scenes can create an entirely new scene
- Dialogue carries a plot

Essential Questions:

- How can we integrate various plots into one?
- How do we give a scene structure through dialogue?

<p>Students will know that:</p> <ul style="list-style-type: none"> • Plots can be devised from existing media • Characters can exist in realms other than which they were created 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify major plot points of various movies • Create dialogue for existing characters • Demonstrate plot structures • Create situations and characterizations • Draw connections between various movies
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STAGE 2 – ASSESSMENT EVIDENCE

<p>Performance Tasks:</p> <ul style="list-style-type: none"> • Create dialogue • Integrate two plots • Perform scenes • Observe scenes 	<p>Other Evidence:</p> <ul style="list-style-type: none"> • Discuss and Reflect • Analyze and Interpret
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<p>Key Criteria:</p> <ol style="list-style-type: none"> 1. Generate and conceptualize artistic ideas and work. Generate contextual ideas for a character beyond what is given in the script (e.g., a character’s backstory, attitudes, likes, and dislikes) and explain how these ideas connect to other elements in the play (e.g., setting, plot). (7-8.T.Cr.01) 2. Refine and complete artistic work. <ol style="list-style-type: none"> a. Develop a scripted character by articulating and using the character’s inner thoughts, objectives, and motivations in a theatrical work. (7-8.T.Cr.03.a) 3. Develop and refine artistic techniques and work for presentation. <ol style="list-style-type: none"> a. Use various acting techniques to expand skills and develop character choices in a theatrical work. (7-8.T.P.05.a) b. Execute a variety of technical elements (e.g., scenic, lighting, props, costume, sound, and makeup) to create a design through rehearsal for a theatrical work. (7-8.T.P.05.b)

STAGE 3 – LEARNING PLAN

Warmup:

Body:

- Students will use the scenes they have written and the scene we wrote as a class as inspiration to create an entirely new scene, mashing-up the two movies.
- The scenes should be ~15 lines long, using at least two characters from each story.
- The setting must be from one of the two movies
- If time allows, groups can choose instrumental music to underscore their dialogue to affect the mood of the scene
- Scenes should be written in each journal
- These scenes will be performed for the class
- Accommodations for students who do not do presentations: encourage them to direct the scene, keep a written document of blocking,