

Arts Assessment For Learning

THEATER —3RD GRADE

RESOURCES: PLAYWRITING-TRAGEDY

- UNITS 1-4
- WRITING TEMPLATE
- FINAL REFLECTION
- PROGRESS TRACKING TOOL

Units 1- 4: PLAYWRITING-TRAGEDY

Unit 1:

- Introduces the dramatic components of a tragedy (e.g. protagonist versus antagonist, change of fortune, role reversal, the role of the narrator, the aside, plot [chain of events]). In this unit the students will be presented with a situation that introduces the main conflict and the characters of a story, in this case The Queen of O **[RESOURCES]** (Any other title and story prompt may be used as well).
- The students will explore character development, playwriting techniques and the use of language. The assessment tools will be introduced in the second unit. The following intends to provide context for the reader (teacher) and academic foundation for the student.

Session 1: focuses on the structure of a dramatic story.

Session 2: focuses on brainstorming possible solutions to a given conflict (discussion techniques and argumentum).

Session 3 & 4: focus on character development.

Session 5 & 6: focus on a whole-class playwriting exercise (using The Queen of O template, and introducing the 3rd character, the aside, and stage directions).

Session 7: focuses on revising and evaluating the whole-class playwriting exercise and editing it.

Session 8: focuses on a whole-class playwriting monologue exercise.

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Session 9 & 10: focus on writing a scene individually.

Unit 2

- Focuses on the teaching and learning of writing a scene using different playwriting techniques. The **Teacher Assessment Tool** is used to provide students with feedback and to introduce the **Self-Assessment Tool**. This unit consists of three playwriting exercises. The first and second exercises consist in writing a scene with a tragic ending while using the role reversal and change of fortune playwriting techniques. The third and last exercise consists in writing a scene that demonstrate a moral issue or dilemma (conflict) and the aside technique.
- The **Teacher's Assessment Tool** is used immediately after each playwriting exercise (after sessions 1, 7 and 18). The students received the Teacher's Assessment Tool on sessions 2, 8 and 17. This tool includes a checklist and recommendations for how to achieve the learning targets.
- The 2nd time the students write their scenes, on sessions 4, 9 and 16, the students self-assess their playwriting skills using the **Student's Self-Assessment Tool**. This tool is almost identical to the Teacher's Assessment Tool, and includes a checklist and a reflection on achieving the learning targets.

ROLE REVERSAL & TRAGIC ENDING

Session 1 (teaching and learning): The students write a scene with a tragic ending using the role reversal playwriting technique.

Session 2 and 3 (revision): The students receive their scenes and the Teacher's Assessment Tool. The students rewrite their scenes while implementing the teacher's recommendations.

Session 4, 5 and 6 (revision, sharing, and use of technology): The students receive their revised scenes and the Self-Assessment Tool, and fill out their Progress Tracking Tool if they have reached the learning target(s). Select scenes will be read to the whole class and videotaped.

CHANGE OF FORTUNE & TRAGIC ENDING

Session 7 (teaching and learning): The students write a scene with a tragic ending using the change of fortune (in a character's life) playwriting technique.

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Session 8 and 9 (revision): The students receive their scenes and the Teacher's Assessment Tool. The students rewrite their scenes while implementing the teacher's recommendations.

Session 10, 11 and 12 (revision, sharing and use of technology): The students receive their revised scenes and the Self-Assessment Tool, and fill out their Progress Tracking Tool if they have achieved the learning target(s). Select scenes will be read to the whole class and videotaped.

THE ASIDE & MORAL ISSUE

Session 18 (teaching and learning): The students write a scene that demonstrates a moral issue or dilemma (conflict) while using the aside playwriting technique.

Session 19, 20 and 21 (revision): The students receive their scenes and the Teacher's Assessment Tool. The students rewrite their scenes while implementing the teacher's recommendations.

Session 22 and 23 (revision, sharing and use of technology): The students receive their revised scenes and the Self-Assessment Tool, and fill out their Progress Tracking Tool if they have reached the learning target(s). Select scenes will be read to the class and videotaped.

Unit 3:

- Focuses on writing a three-scene play with a tragic ending while applying the playwriting techniques the students learned in the second unit.
- The students use their previous work (scenes) to tell a story with a beginning-middle-end structure. Even though the students will work with the same story elements from *The Queen of O*, two new characters that affect the main conflict are introduced.

Session 1: Students revise all the possible playwriting techniques and their Progress Tracking Sheet. Two new characters are introduced.

Session 2: The At-A-Glance Planning Tool is introduced. The students plan out their four scenes. They choose characters, settings and dramatic techniques for each scene. Also, they provide a brief description of each scene.

Session 3 – 5: Students write scene 1, 2 and 3 per session

Session 6-8: Students revise scenes 1-3 each session using the Student's Self-Assessment Tool.

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Session 9: Students read their 3 scenes and complete a short reflection (Final Reflection). They also check and note their progress in the Progress Tracking Tool.

Unit 4:

- Focuses on sharing the plays with the whole class and celebrating the playwriting experience. In each session, 4 playwrights choose the necessary amount of readers for their very first stage reading.
- At the end of each reading, the playwrights are engaged in a short Q&A session. Both the reading and the Q&A will be videotaped. Once all playwrights have presented their plays to the class, an anthology of the finished plays (or scenes) will be distributed.

Session 1 -6: 4 students present each session (make-up day included)

Session 7: Publishing Party / All students receive a copy of the anthology with all finished plays and watch some clips of their stage readings.

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WRITING PROMPT: PLAYWRITING-TRAGEDY

Playwriting Exercise: The Queen of O

Place: Kingdom of O

Time: 1324

Characters: **King Edward**, king and father; **Mary Stuart** is the oldest daughter; **Elizabeth** is the youngest sister; **Duke of Albany** is Mary Stuart's husband

Writing prompt:

King Edward has two daughters, Mary Stuart and Elizabeth. King Edward is very sick and he knows that he will soon die. Even though he loves both daughters, Elizabeth (the youngest) is his favorite. Mary Stuart, the oldest daughter will become queen once his father dies. She is married to the Duke of Albany, a very selfish and materialistic man. Elizabeth is not married. She is very concerned about her father's health. On the other hand, Mary Stuart does not care much about her father's health and wellbeing, and hates Elizabeth for being the favorite daughter. She is already planning to divide the kingdom and send Elizabeth away once she becomes the Queen of O. King Edward does not want that to happen, so he figures out a plan that involves her oldest daughter's death.

Instruction: Write the scene when King Edward plans Mary Stuart's death and ask Elizabeth to help him accomplish his plan.

King Edward: _____

Elizabeth: _____

King Edward: _____

Elizabeth: _____

King Edward: _____

Elizabeth: _____

King Edward: _____

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WRITING TEMPLATE: PLAYWRITING-TRAGEDY

THE QUEEN OF O

SCENE ___:

CHARACTERS:

_____:

_____:

_____:

_____:

_____:

_____:

_____:

_____:

_____:

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_____:

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FINAL REFLECTION: PLAYWRITING-TRAGEDY

FINAL REFLECTION

Instruction: Answer the following questions in complete sentences:

1. Which playwriting technique was, for you, the hardest to understand and use when writing a scene with a tragic ending?

2. Now that you have learned different playwriting techniques, how do you feel about yourself as a young playwright?

3. Of all the scenes that you wrote, which one is your favorite and why?

4. If you could meet (in real life) one of the characters from *The Queen of O*, which one would it be and what would you say or ask him/her?

If I could meet _____, I would
ask..._____

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PROGRESS TRACKING TOOL: PLAYWRITING-TRAGEDY

Progress Tracking Tool

The purpose of this tracking tool is to note the progress the young playwrights have made when writing scenes with a tragic ending. The first four columns identify four playwriting techniques or features in a tragedy (Role Reversal, Change of Fortune, Monologue and The Aside). The fifth column (Tragic Ending) identifies the use of two techniques in a scene with a tragic ending. The sixth column is to be completed when the young playwright has used a monologue, the aside, and either the role reversal or change of fortune in one or more scenes with a tragic ending.

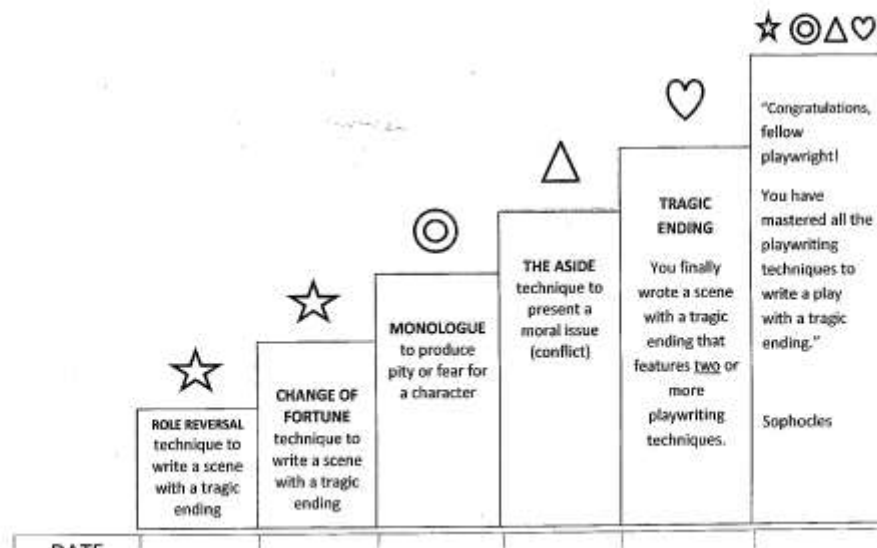
Mr. Figueroa's Theater Class

NAME: _____

CLASS: _____

Playwriting Project: My First Tragedy

Progress Tracking Tool



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AT-A-GLANCE PLANNING TOOL: PLAYWRITING- TRAGEDY

At-A-Glance Planning Tool

Scene 1

Who?

Where?

What happens?

Which technique(s)?

Scene 2

Who?

Where?

What happens?

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Which technique(s)?

Scene 3

Who?

Where?

What happens?

Which technique(s)?

Scene 4

Who?

Where?

What happens?

Which technique(s)?
