

1	Title	How to Approach a Script and Character		
2	Created by	Lucia Heese		
	Inspired By	Camp Imagineerz mindset framewor		
5	Main Form	Theatre		
	Single Task Forms	Movement	Arts	Theatre
6	Academic Cross Over	Literary Arts		
10	At Site	unknown		
11	Supplies	Brought	poster	1
			writing markers	2
			Sheets with model figure	N+2
			crayons	38
			Blank paper	N+2
			attendance sheet	1
			dismissal sign out page	1
			Pencils	N+2
			Scripts	N+2
			printed script	1
			phone	1
			speaker	1
			spotify	1

3	Created	9/3/25
	Updated	
4	Dates to be Taught	9/24/25
	Location	Willow Elementary
7	Grade Range	pendin
8	Skill Level	SD
9	Length	1 hour 45 minutes
12	Culturally Relevant	Jazz playlist beauty and the beast playlist
13	Enduring Understand.	Character is not just voice, but also reaction and body

15	Cognitive Learning Objectives		Students will be able to view a script and define each section, purpose, and its impact
	Vocab		
16	Script	the written text for a play, movie, or presentation	
	Actor	A person who participates in the performing element of theatre, often portraying a character instead of themselves.	
	Projecting	a vocal technique that increases volume, clarity, and resonance of the voice without straining the voice or sounding like they are yelling	
	Stage Directions	From the actor's POV on the stage facing the audience, the various areas of the stage	
	Character List	A list of all characters in the script, sometimes including details like age, characteristics, or needs.	
	Dialogue	lines of spoken words exchanged between 2 or more characters	
	Scenes	A method of breaking a script into smaller sections, each scene has its own beginning middle and end, often having a change for at least one character	
	Stage Directions	the action written into the script by the playwright, or the first debut's stage manager	
17	Assessment of Learning (Cognitive)	Students will demonstrate their understanding of the script by cold call responses and asking questions.	

14	Core Art Standards	Creating	Anchor Standard #1. Generate and conceptualize artistic ideas
		Performing	Anchor Standard #5. Develop and refine artistic techn and work for presentation
		Responding	Anchor Standard #9. Apply criteria to evaluate artistic work
		Connecting	Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art.

18	Affective Socio Emotional Objectives	Students will experience a new way of interacting with space using their bodies.			
		Students will experience a positive reception to trying and performing in front of their peers.			
19	Developmental Assets	Safety, youth as resources, community values youth	Creative activities, youth programs	School boundaries, adult role models, positive peer influence, high expectations	Caring, integrity, honesty, responsibility,
		Achievement motivation, school engagement,	Planning and decision making, interpersonal competence, restraint	Personal power, self esteem,	
20	Assessment of Learning Plan (affective)	Students will engage in physical theatre games with a i-Can, i-Imagine, i-Do attitude			
		Students will express their roadblocks via verbal communication.			

21	Psychomotor / Kinesthetic Objectives	Students will be able to participate in movement based games that develops awareness of their body.	22	Dance Technique and Warm ups		
23	Assessment of Learning Plan (kinesthetic)	Students will make attempts to try each ask and explore how to move their bodies.		gesture	Leading with	Levels (high medium, low)
				use of space	x	
			pace	6 Qualities of movement		