



## Title of Lesson: Character Development

**Artist:** Asia Burnett

**Art Form:** Theatre

**Academic Standard:** 5<sup>th</sup>-8<sup>th</sup> Grade

**Arts Standard:** Intermediate/Advanced

<p><b>Academic Content Objective:</b> To understand how the different cultural and economic backgrounds shape people into who they are. Communicating with people from backgrounds that differ from yours.</p>	<p><b>The student will</b> Be able to connect social responses based on the experiences of others they work with in school settings, neighbors, family, and friends.</p>	<p><b>Assessment:</b> Engaging in conversations with others with minimal information on their background and then engaging in conversation while knowing more details about someone. Being able to communicate differently.</p>
<p><b>Arts Content Objective</b> To create a character that is multidimensional and not built from one stereotype.</p>	<p><b>The student will</b> Be able to layer multiple traits and experiences into a meaningful background for characters in their own writings. Understanding characters from media and art they love.</p>	<p><b>Assessment:</b> Creating a functional world including multiple characters from different walks of life.</p>

**Summary of the Lesson:** Students will use character development questions to better understand their own character for a production and be able to use these tools to create their own characters for their writings.

### ARTS Lesson Structure:

**Attention: How will you prepare the students for the lesson? How will you elicit their attention?** One of the exercises I used to introduce this lesson is asking the students about their dreams and nightmares. Are they able to remember the most vivid one? If they are, what happened in the dream and who was involved? From there we will discuss how dreams, nightmares spark ideas for storytelling.

**Review: What content will you review in both academics and the arts to prepare the students for the lesson? How will you connect stored information?**

If I begin the Monologue Madness lesson first, (doesn't have to be), I will ask the students to use the monologues chose to begin study on a character. If their character has given details, we will start with them before moving forward, if not we will start building around the text provided to create the character.



**Teach:** Summarize the steps you will take to teach the lesson? I will start the lesson with asking who their favorite character is from a film, show or play. I will follow with discussing popular characters in pop culture. Next, I will use examples characters as examples to show that even though they may be a villain, they are still relatable, emphasizing that their background and experiences have power in their future decisions. We will then focus on an improv with stock characters, playing into their stereotypes, reviewing what could be different, adding qualities that will change interactions and then performing with those details to see the outcome change. Next, we will begin creating our own characters for a joint project, using our questionnaire.

**Support: How will you close your lesson to connect previous information to new learning?**

**What will you assign?**

In closing, we will discuss the base for the characters created and discuss ways to take them from one dimension to another. The take home assignment will be, having at least fifteen to twenty questions answered about the character and be prepared for including them into a n improv with the other characters created from fellow students.