

8TH GRADE DRAMA

Using Improvisation to Devise a Scripted Scene

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ABC SCRIPT WRITING (EXAMPLE FOR JOURNAL)

- Imagine you wrote one journal entry below concerning the Civil War. Use your ABC story structure to generate ideas for a script.
- I can't believe people actually owned other people! Seriously. How could a person's soul handle ruining another person's life?
- My dad just moved to another city. I think the families that were broken up between the North and South would feel terrible...:(I can't help but think about the brothers and sisters that missed each other. I worry about my dad all the time.
- What is the deal with women and the Civil War? Mary Todd Lincoln is not the only woman at the time...and I am sure she did more than shop!

LOCKE...STATE OF NATURE

- What might people who are stronger or smarter do in state of nature?
- When is time you were smarter or stronger? What did you do?
- What might people who are weaker or less skilled than others do? Why?
- When was a time you felt weaker or less skilled? What did you do?
- Is it still liberty if you give up some rights to protect more important rights? Explain.

PANTOMIME



...RELATIONSHIPS...SETTING...

ABC STORIES

A: Pantomime the setting

B: Enter with dialogue to show relationship

A: Create conflict with dialogue

B: Further the conflict with an action/obstacle

C: End the conflict and save the day!

ABC STORIES

➤ Unpack the story structure

➤ ABC Script Skeleton

PROJECT...

- Take one of your journal entries and share this with your group.
- Use your ABC story structure and journal entry ideas to fill out your **script skeleton**.
 - Use one idea
 - Use several ideas
 - Set it today with a real life connection
 - Set it back-in-the-day

ABC STORY PLANNING

ABC SCRIPT SKELETON

Directions: Thinking about your improv earlier in the class, create a new ABC scene based on your category/theme and journal entry small group discussion. NOTE: there is no C in your scene this time!

A: (Setting for your scene) _____

(Ideas for creating setting with pantomime): _____

B: Line that shows relationship _____

A: Introduces conflict with dialogue _____

B: (Obstacle that furthers conflict) _____

(Ideas for creating obstacle with pantomime): _____

A: (Climax-Action that ends the conflict) _____

B: (Reaction to A) _____

CAST OF CHARACTERS

Create a cast of characters for your scripted scene. You must have at least an A and B character. If you have more actors, include them as well. For each character, include a brief (1-3 word description). Add more characters as needed.

(A) _____ Description: _____

(B) _____ Description: _____

_____ Description: _____

ABC STORY SCRIPT

(TAKEN FROM [HTTP://WWW.CHILDRENTHEATREPLAYS.COM/JACK_AND_THE_BEANSTALK_KIDS_PLAY2-INFO.HTM](http://www.childrenstheatreplays.com/jack_and_the_beanstalk_kids_play2-info.htm))

JACK AND THE BEANSTALK SCRIPT SAMPLE

Opening of the play. Mama puts Jack to bed and he dreams about a terrible GIANT!
(Script pages 9-13)

(SOUND CUE #1: "Polly Wolly Doodle", one verse intro then softer. TALE TELLERS enter and speak to audience after intro.)

ANNIE: Now here's a tale straight out of the mountains!

DIXIE: One that will get your ears a'flappin' and your toes a'tappin'!

FLOSSIE: The way the old timers tell it...

HARLEY: There once was a no count boy by the name of Sweetwater Jack...

(JACK enters scratching his belly and looking "no count".)

LESTER: And he was full of vinegar and sassafras!

ZEKE: Now little old Jack liked to sleep.

ANNIE: He'd sleep all morning and all afternoon if his Mama would let him.

DIXIE: And she wouldn't.

FLOSSIE: But at night he wouldn't go to bed no how, no way...

(FLOSSIE gets cloth from clothesline.)

HARLEY: Better get in bed, Jack...

JACK: Aw, shucks.

ABC SCRIPTS REFLECTION

- What movement did your group choose?
- Did it align with the Locke philosophy? Explain.