

---

# Teacher Package

## The Arts Exemplar Task Dramatic Arts Grade 11, University/College Preparation (ADA3M) Teacher Package

**Title:** The Scriptwriter  
**Time Requirement:** 6 periods of 75 minutes each

### Expectations Addressed in the Exemplar Task

This task gives students the opportunity to demonstrate achievement of all or part of each of the following selected expectations from the Theory and Creation strands.

*Students will:*

1. develop the background of a character, using appropriate techniques;
2. interpret a variety of roles/characters, using the techniques of character development;
3. create an original or adapted dramatic presentation, using a variety of strategies;
4. describe how movement and non-verbal communication can be used to portray character, to define relationships among characters, and to communicate dramatic tension;
5. create a working script for production, using a variety of strategies.

### Description of the Task

Present the following scenario and instructions to students:

*You are interested in a career in the theatre. To try to enter your chosen field, you are going to submit a script to a local theatre company. The piece is to be a drama that has friendship as its theme, three or four characters, and a performance time of five to six minutes. You will provide an introduction to your script that includes a brief plot summary, descriptions of each of the characters, and a short description of the setting.*

*The script must focus on one of the following aspects of friendship: the reliability of friends, the value and rewards of friendship, the meaning of friendship, or the surprises of friendship. In addition, it must contain the elements of dramatic tension (struggle, escalating tension, crisis, resolution), which are thoughtfully resolved by the script's end.*

### **Final Product**

Each student will submit a polished, final copy of a script for a scene that would take five to six minutes to perform. The script will include clear, detailed stage directions and an introduction consisting of:

- a brief summary of the scene's plot;
- two to three sentences describing each character in the scene;
- a short description of the setting.

### **Assessment and Evaluation**

A checklist will be used for self- and peer assessment (see Appendix).

The script will be assessed and evaluated using the task-specific rubric provided.\* Introduce the rubric to the students when you introduce the task. Review the rubric with the students and ensure that each student understands the criteria and the descriptions for achievement at each level. Allow ample time for a thorough reading and discussion of the assessment criteria outlined in the rubric.

Some students may perform below level 1. Although the rubric does not include descriptions of achievement below level 1, the characteristics of these students' work should be reviewed in relation to the criteria outlined in the rubric.

### **Teacher Instructions**

#### **Prior Knowledge and Skills**

To complete this task, students are expected to have some experience in, or some knowledge and skills relating to, the following:

- character development
- script analysis
- techniques of scriptwriting
- improvisation skills
- stage direction terminology (e.g., *upstage*, *stage left*, *stage right*)

#### **Accommodations**

Accommodations that are normally provided in the regular classroom for students with special needs should be provided in the administration of this performance task.

#### **Materials and Resources**

- Texts containing scenes for examples of characters and character development (e.g., works from the late twentieth century)
- Websites:
  - [www.creativedrama.com](http://www.creativedrama.com)
  - [www.learnimprov.com](http://www.learnimprov.com)
  - <http://www.svtc.org.uk/drama/DramaLinks.htm>
  - [www.educationindex.com/theater/](http://www.educationindex.com/theater/)
  - <http://factmonster.com>
  - [www.artslynx.org/theatre/index.htm](http://www.artslynx.org/theatre/index.htm)
  - [www3.sk.sympatico.ca/erachi/](http://www3.sk.sympatico.ca/erachi/)

\*The rubric is reproduced on page 10 of this document.

- Books:  
Lundy, Charles, and Booth, David. *Interpretation: Working with Scripts*. Academic Press, Toronto: 1983 (ISBN: 0-7747-1210-4).  
Neelands, Jonathan, and Goode, Tony, editors. *Structuring Drama Work: A Handbook of Available Forms in Theatre and Drama*. Cambridge: Cambridge University Press, 2000 (ISBN: 0-5213-7635-1).

### **Plagiarism**

It is important that you discuss copyright issues with your students. Copyright applies to text and visual materials taken from both Internet and print sources. Plagiarism is defined as “using the work (or part of it) of another person and claiming it as your own”.<sup>1</sup>

## **Task Instructions**

### **Day 1**

- Introduce and discuss the performance task and task rubric with the students.
- Emphasize to the students that most dramatic scripts follow a set outline that has a clear beginning, middle, and ending.
- Discuss the “Final Product” with the students.
- Have students consider the first of the four aspects of friendship listed in the “Description of the Task” section above – i.e., the reliability of friends – and brainstorm with them for ideas that reflect this aspect.
- Divide the class into groups of three or four. Having three or four students in a group is important, as it will get students thinking about the interplay of the three or four characters who will be in their final script.
- Have the students create and rehearse a two- to three-minute dramatic scene that shows the reliability of friends. Remind them to include the elements of plot in their scene (i.e., a beginning, a middle, and an ending; and conflict, mounting tension, action, a climax, and a resolution).
- Have each group perform its scene in front of the whole class. Discuss the presence of the reliability of friends theme and the movement through conflict and resolution in the scene. Make sure the students understand that it is character interaction that moves the plot in a scene.

### **Day 2**

- Review the task requirements with the class.
- Discuss the scenes developed and rehearsed on Day 1, reinforcing the dramatic formula and pointing out aspects of the reliability of friends theme.
- Making sure that the students work with different partners, have them repeat the last four steps from Day 1 for each of the three remaining aspects of friendship listed in the “Description of the Task” section: the value and rewards of friendship, the meaning of friendship, and the surprises of friendship.
- Have the students use their knowledge and experience of improvisation to choose the aspect of friendship they will explore in their scriptwriting assignment.

---

1. Canadian Intellectual Property Office, Industry Canada, *A Guide to Copyrights* (Hull, Quebec: Canadian Intellectual Property Office, Industry Canada, 2000), p. 20.

- Review with the class the requirements for their introduction (given in the “Final Product” section).
- Have students work individually on their own introductions, reminding them that they are to contain a brief summary of the scene’s plot, and short descriptions of its characters and setting.

### Day 3

- Lead a discussion about character development.
- Have students write a two- to three-sentence description of each of the characters in their scene that contains two or three key points about them.
- Have students work in pairs to share their introductions (i.e., their plot summaries, and character and setting descriptions) and receive feedback about completeness, clarity, and level of detail.
- Review the importance of stage directions in a script. Here is a sample:

**Sonia:** (*laughing, covering her face with her hand*) I am so happy.

(*Enter Sasha*)

**Sasha:** (*moving to the window and staring outside*) The others are late.

- Have the students begin writing their own scripts and stage directions.

*Reminder: First Part of Script*

All characters emerge. We learn through their dialogue with each other who they are, what they are like, their relationships with each other, and the conflict with which they are dealing.

### Day 4

- Have the students work on the middle part of their scripts and on the stage directions for this part.

*Reminder: Middle Part of Script*

All characters must move the story along, adding information via their dialogue. Students are to include what the characters believe, what they know, and what they are thinking regarding the conflict until the climax is reached.

- Have the students work on the last part of their scripts and on the stage directions for this part.

*Reminder: Third Part/Ending of Script*

At the point of the climax, at least one of the characters undergoes some type of change. The characters continue their dialogue until everyone is satisfied with the outcome.

### Day 5

- Have students complete the rough draft of their scripts.
- Have students generate ideas for improving their own draft and that of a partner, using the rubric and the self- and peer-editing checklist (Appendix).

**Day 6**

- Have students revise their drafts, using the results of their self-assessments and the comments of their peer reviewers. Remind them that their dialogue should be meaningful and consistent for each character. Tell them that they also need to ensure that the conflict in the scene develops logically and that the action moves towards the drama's resolution by way of the characters' dialogue.
- Ask students to submit their final scripts.

**Follow-up Activity**

- Have the students work in groups to perform their own scripts.

## Appendix: Self- and Peer-Editing Checklist

Read your draft and then your partner's draft. Use the following criteria to assess your own draft and to provide feedback on your partner's draft.

Criteria	Yes	Suggestions for Improvement
<b>Introduction</b>		
Plot outline is clear.		
Plot outline is plausible.		
Descriptions of the characters each contain two or three key points.		
Description of setting is provided.		
<b>Script</b>		
Conflict is clear.		
Characters effectively portrayed through dialogue.		
Dialogue is convincing.		
Friendship is clearly the theme.		
Stage directions are appropriate.		
Stage directions provide insight into the characters and their development.		
Action moves towards a climax.		
One or more of the characters gain insight regarding friendship.		
Conflict is clearly resolved.		
Resolution grows out of the insights gained by the characters.		
Script is appropriate for a theatre company (e.g., easy to stage).		

---

The Ministry of Education wishes to acknowledge the contributions of the many individuals, groups, and organizations that participated in the development and refinement of this resource document.

