

TITLE OF LESSON

English 1 Unit 3 Lesson 33 – Critique

TIME ESTIMATE FOR THIS LESSON

One class period

ALIGNMENT WITH STANDARDS

California – Eng 9-10: W1.2, W/O1.0-4, L/S1.0-1, 1.3, 1.7, 1.9, 1.11-12, 2.0

MATERIALS

Exit Scene Critique Sheet – Student Page (one per student for the model Critique)

Exit Scene Rubric – Student Page (one per student)

Promptbooks – (Student Created)

NOTE: You will need to have the playbills typed and copied by tomorrow. There should be enough for every person in the audience to receive one.

LESSON OBJECTIVES

- To model the procedure of Critiquing the Exit Scene
 - To stage a preview performance of the Exit Scenes and receive a Critique
 - To conduct a Critique on a partner group’s Exit Scene performance
 - To make any necessary changes after the Critique
-

EXPLANATION OF LESSON

Today is the preview performance, a chance for the students to practice their Exit Scenes for an audience. The groups will partner up to Critique each other, using the **Exit Scene Critique Sheet** (available in *Student Pages*). The students will also need the **Exit Scene Rubric** (created by the class in Lesson 31) and the promptbook belonging to the group they are critiquing. This Critique allows the students to understand how important the audience is in the process of writing a play. The play must have a consistent logic in its action and its characterization that allows the audience to understand the author’s message. By performing the scene in front of an audience (and receiving feedback), the students perceive whether their blocking, stage directions, and dialogue have helped to communicate the author’s message and themes. For this lesson, you will need to copy the **Exit Scene Critique Sheet** for each group, as well as the **Exit Scene Rubric**. Students will need their scripts with promptbooks.

FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) Homework Check – Collect any assignments that are late or stamp/initial late work. Pass back graded assignments and have students place them in the appropriate section of their binders.
- 2) **Daily Log** – Have students copy down the Daily Log entry below.

Date	Journal	Lecture Discussion	Activity	Readings	Homework
			1. Model Critique 2. Preview Performance 3. Critique 4. Group Check-in		1. Practice your part. Final performance tomorrow! 2. Make sure promptbooks are complete and legible. Assemble all components of the final project for turning in tomorrow.

ACTIVITIES – INDIVIDUAL AND GROUP

1. **Model Critique**– Tell the students that they are going to work in groups today to critique the Exit Scenes. Before beginning these critiques, however, you are going to model the process of critiquing. Ask for a volunteer group to perform and be critiqued. Distribute the **Exit Scene Critique** sheet to each student and ask everyone to bring out the Exit Scene Rubric. Read over the Critique sheet and emphasize that the students, while watching the scene, must be looking for the required elements listed on the Rubric. They will be assigning rubric scores based on these requirements and writing the scores on the Critique sheet. But they must also be noting what needs to be improved in the performance, both in the areas listed in the rubric and in the performance skills discussed yesterday. Tell them that, while the volunteer group is performing, they should take notes on specific areas that need improvement: e.g. memorizing lines, conveying emotions, blocking, tone of voice, loudness or softness, whether the audience can see them, the appropriateness of the action, etc. After the group has completed the actions of the Exit Scene, they will continue with the procedure for the improvisation. (See next step for instructions.)
2. **Instructions for Improvisation** -- When a group finishes performing their exit scene, all actors need to freeze in place and listen for the action their audience calls out for them to improvise. When they hear it, actors may unfreeze and work together to finish that piece of action. Then they should freeze again and wait for the audience to call out another piece of action. For the model Critique, each group in the audience will be in charge of calling out one action. Number off the groups and tell them to call out the actions in order. (After the scene is done, Group One will call an action. When that action is completed, Group Two will call an action. Continue until each group has taken a turn calling out an action. All actions must build on the action that came before it and be consistent with the theme and action of the original scene. So groups need to listen carefully to each group's suggested action and how the performers improvise the suggestion to a conclusion.)
3. **Instructions for Critique** – Tell the volunteer group to perform and the students to begin taking notes. When the performance ends, begin the improvisation. After the scene is complete, have the performers sit down and prepare to take notes, while you facilitate the audience feedback. The group is taking notes so they will remember the ideas they need to work to improve. Set the rules of feedback: constructive criticism only and each student must give one praise and one critique, naming specific names so the group can improve their performance. Then call on students to give their feedback, while the performing group takes notes. At the end of the feedback, discuss what areas the audience most agreed needed improvement and what areas the audience most agreed were pretty solid. Tell students to assemble in groups. Assign a partner group for them to work with today and distribute an **Exit Scene Critique Sheet** to each group. Explain that the way they just saw the critique done, they should be doing the same way in their groups. The volunteer group should still partner with another group; however, they should be critiquing first. If there is time, they may want to perform again to try to improve the parts that need improvement and to receive new feedback. The more groups practice, the better their performance will be!
4. While watching the scene, the partner group must be watching for the items noted on the **Exit Scene Critique Sheet** and referring to their **Exit Scene Rubrics**, so have them bring those out as well. Assign *Group Roles* (see below).
5. **Preview Performance and Critique** – Have students find a corner of the room that they may use as their stage (or, if possible, some groups can use a hallway or area outside the classroom for practice). They should be performing in the same amount of space they will use for the final class performance, so that they get an idea of how much space they have for movement (you may wish to supply them with masking tape again, to mark off the space). They should bring with them their props and other materials and use these props while performing. If they have forgotten any of their props, they should substitute them with something in the classroom. Remind them that the purpose of this practice is also to ensure that all of the blocking makes sense in the scene; so the critiquers must be aware of anything that needs improvement, and make a note of it on the **Critique Sheet**. Remind students that when a group finishes performing their exit scene, all actors need to freeze in place and listen for the action their audience calls out for them to improvise. When they hear it, actors may unfreeze and work together to finish that piece of action. Then they should freeze again and wait for the audience to call out another piece of action. This time, each member of the audience group is responsible for calling out an action. Tell them to number off and call the actions in their sequence. When the first group is done performing the

scene, the second group performs and the first group conducts the Critique. Make time to sit in on each group and provide your feedback. It helps to keep students focused on the project and provides them helpful insight into their performances.

6. Improve Scenes – When the groups have finished performing, have students return **Critique Sheets** to their partners. Tell the groups to check in about all the final details of the scene. What did their partners say needed improvement? Read through the suggestions and make changes directly in the promptbooks. Tell them to read through the changes so that they can be sure that everyone has the same version of the promptbook. Now each group should practice the scene again, incorporating suggestions made by the partner group.
 7. Group Check-In – Double-check final details for tomorrow’s performance. Were all the props and other materials brought in today? If not, then they must be brought in tomorrow. Did all students have their lines memorized? Did they also have their cues memorized? If not, they should work on this tonight, practicing the scene with someone to make sure they have the cues down. They will also need to turn in their promptbooks tomorrow, so these should be legible and ready to turn in. They should smooth out any final details now, since the final performance is tomorrow. It should be a celebratory occasion, and they should have a lot of fun with performance.
 8. Playbills – You should have a copy of the playbill for tomorrow’s performance ready to show students. Ask them to look it over and make sure that everything listed for their group is correct. If there are any mistakes, ask groups to highlight and correct them for you so that you can correct it tonight. Explain to students that whatever order groups are listed in is the order of their performance tomorrow. They should be prepared to perform in that order.
 9. Homework Review – Review the homework assignments. Remind students that it is to their benefit to get together with the rest of their group members after school and/or at lunch to practice their scenes as many times as they can before tomorrow. If they have not already set a time to practice together, they should do it now. Swapping phone numbers is also helpful. Hopefully, your students have already done this. If you are feeling generous, you may offer to open your classroom or the auditorium (if you are having them perform there) to students who want to practice together. Give your students reminders about bringing potluck items for the party in Lesson 35.
-

HOMEWORK

- 1) Practice your part. Final performance tomorrow!
 - 2) Make sure promptbooks are complete and legible. Assemble all components of the final project for turning in tomorrow.
-

GROUP ROLES

Critiquing Group:

Blocking Critiquer – Your job is to observe and take notes on the use of blocking and action in the Exit Scene of your partner group, listing what items need improvement. You should focus on the requirements listed in the Rubric, as well as whether or not the blocking seems logical and appropriate for the scene, and helps to communicate the theme and message of the scene to the audience. You are responsible for filling out item #1 on the Critique Sheet, and for clarifying any of these points to the performing group. You must also call out an action during the improvisation portion of the scene.

Content/Theme Critiquer – Your job is to observe and take notes on the content and themes being communicated in the Exit Scene of the performing group, listing what items need improvement. You should focus on the requirements listed in the Rubric, making sure to note whether or not the characterization and the use of dialogue are appropriate to the play and whether all required components of the scene are present. You are responsible for filling out item #2 on the Critique Sheet, and for clarifying any of these points to the performing group. You must also call out an action during the improvisation portion of the scene.

Performance Critiquer – Your job is to observe and take notes on the aspects of performance in the Exit Scene, listing what items need improvement. You should focus on the requirements listed in the Rubric, including the requirements for the improvisation portion of the scene. Take note also on the aspects of performance reviewed today in class, such as memorizing lines, conveying emotions, eye contact, tone of voice, loudness or softness, whether the audience can see the performers, and so forth. You are responsible for filling out item #3 on the Critique Sheet, and for clarifying any of these points to the performing group. You must also call out an action during the improvisation portion of the scene.

Prologue/ Other Critiquer – Your job is to observe and take notes on the Exit Scene, listing what items need improvement. You are responsible for filling out items #4 and #5 on the Critique Sheet, and for clarifying any of these points to the performing group. You must also call out an action during the improvisation portion of the scene.

Performing Group:

Director – The offstage director will take notes on the performance and tell the actors afterward how the performance could be enhanced, observing areas discussed today in class, such as memorizing lines, conveying emotions, eye contact, tone of voice, loudness or softness, whether the audience can see the performers, and so forth. The director will also use the Rubric to compare the performance to the requirements set forth there. This role and the role of prompter will rotate to whomever is not performing on stage at the time.

Prompter – The offstage prompter will hold the script and promptbook to remind actors of directions they may forget. This role and the role of director will rotate to whomever is not performing on stage at the time.

DOCUMENTATION FOR PORTFOLIO

Unit 1

- Final Exam Unit 1
- Hero Myth
- Trickster Myth
- Monster Myth
- Creation Myth

Unit 3

- Character Diary 3
- Character Diary 5
- Exit Scene Prologue
- Exit Scene
- Exit Scene Promptbook

Unit 2

- Final Project #1: Creating Your Own Autobiography Web Page
- Final Project #2: Book Project of all of their writings to date: 4 Autobiographical Incidents, 2 Evaluation Essays, and 4 Myths
- Final Exam Unit 2

Unit 4

None