



*Lesson: Creating Performance Art*

**STANDARDS: New York: Strand # 3: Making Connections**

Students will learn to:

- Analyze, critique and review performance from a range of styles and genres in live venues, film and video by identifying production and dramatic elements, including:
  - plot
  - time, place, setting
  - characters and relationships among characters
  - major themes
  - moral and ethical conflicts
  - dramatic structures such as narrative, dialogue and monologue
- Compare and contrast examples of dramatic literature from different periods and/or cultures.
- Analyze, critique and review performance from a range of styles and genres in live venues, film and video by identifying production and dramatic elements.
- Demonstrate the ability to analyze the critiques and reviews of others.

## Literacy: Creating Performance Art

**Motivation:** Students should view Mr. Elizondo’s performance of a monologue from *Antigone*. After viewing, give students five minutes to respond to the performance in a journal. Students can be given prompts, or just be asked to write. Students should journal and then [think-pair-share](#).

**Group Activity:** Discuss what students thought about Mr. Elizondo’s performance. View “An Actor Prepares,” and discuss Mr. Elizondo’s intentions during the monologue and his interpretation of the scene. Is this the only interpretation of the scene? What other interpretations exist?

**Independent Activity:** Have students perform the same monologue in different ways. Ask them to vary specific elements of their acting, and critique each other. Establish rules for courtesy and [constructive criticism](#) during discussion.