



Lesson: Interpreting Scene Options

STANDARDS: New York Strand #1: Theater Making

Students will learn to:

- [Write original work](#) drawn from or inspired by a variety of source material, including literature, history, current events, music, poetry, [interviews](#), themes and their own imaginations.
- Write vivid, complex, and well-rounded characters drawn from or inspired by a variety of sources materials.
- Make imaginative and expressive use of props, costumes and setting.
- Understand how a [director's concept and artistic choices](#) impact the overall approach to a scene or play.

Art: Comparing Scene Interpretations

Motivation: Watch Mr. Elizondo's performance of *I Ought to Be in Pictures* and his interpretation of the performance in "The Story." Have students journal or discuss the choices the director and actors made. Is the setting appropriate? Is the costuming appropriate? Why or why not?

Group Activity: Improvise a scene between Herb and Libby set in a different place and a different time. What if they had met over lunch? What if they had met at Libby's house in the middle of the day? What if they had met on a movie set? How would these settings impact the scene?

Independent Activity: Choose a different scene from *I Ought to Be in Pictures* or another play with which students are familiar. Have students write about different ways to stage the scene. How would the scene be different in different settings? Ultimately, which setting would the students pick? Have students share their choices, justify them, and critique each others.