Unit 3: Theatre and the Voice

Content Area: **Performing Arts**
Course(s): **Performing Arts**
Time Period: **Week 9**
Length: **5**
Status: **Published**

Unit Overview

In this unit, students will understand the importance of the actor's voice. They will learn how to properly care for their instrument. Students will learn the basic vocal elements and apply them to various activities which will include daily warm ups.

Standards

VPA.1.1.5.B.CS2	The elements of music are building blocks denoting meter, rhythmic concepts, tonality, intervals, chords, and melodic and harmonic progressions, all of which contribute to musical literacy.
VPA.1.1.5.C.2	Interpret the relationship between the actor's physical and vocal choices and an audience's perception of character development by identifying examples of vocal variety, stage business, concentration, and focus.
VPA.1.1.5.C.CS2	The actor's physicality and vocal techniques have a direct relationship to character development.
VPA.1.3.5.C.2	Demonstrate how active listening skills, vocal variety, physical expression, stage business, sensory recall, concentration, and focus affect meaning in scripted and improvised performances.
VPA.1.4.5.B.2	Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.

Essential Questions

- Why is voice the most important instrument to an actor?
- How can our voices affect others?

Application of Knowledge: Students will know that...

- basic vocal elements used by the actor are: articulation, projection and rate
- proper use of voice and control in acting consists of using diaphragm, vocal cords and resonators
- the effects of an actor's voice on a simple scene can change a character's mood, intention or action
- the proper progression of a basic vocal warm up starts with basic breathing and ends with vocal scales

Application of Skills: Students will be able to...

- apply elements to simple scenes
- demonstrate basic vocal elements in class
- demonstrate control of voice
- execute a vocal warm up

Assessments

- Written assessment of basic vocal elements
- Performance/demonstration of vocal elements as ticket to leave
- Demonstration of vocal warm up in classroom
- Performance of simple scenes utilizing vocal elements
- Information from this unit will be included on a locally developed, end of course benchmark assessment that may take the form of a test, performance based project, or other summative assessment.

Suggested Activities

- Creating a class warm up with input from students
- Practice of vocal elements in groups
- Completion of handouts on vocal elements and the actor
- Rehearsal of basic scenes utilizing vocal elements
- Journal writing

Activities to Differentiate Instruction

Differentiation for special education:

- General modifications may include:
    - Modifications & accommodations as listed in the student's IEP
    - Assign a peer to help keep student on task
    - Modified or reduced assignments
    - Reduce length of assignment for different mode of delivery
    - Increase one-to-one time
    - Working contract between you and student at risk
    - Prioritize tasks
    - Think in concrete terms and provide hands-on-tasks
    - Position student near helping peer or have quick access to teacher
    - Anticipate where needs will be

- Content specific modifications may include:
    - Work with ensemble on small group activities
    - Work with theatre buddy on written and performed assignments

Differentiation for ELL's:

- General modifications may include:
    - Strategy groups
    - Teacher conferences
    - Graphic organizers
    - Modification plan
    - Collaboration with ELL Teacher
    - Include visuals for written assignments
    - Work with theatre buddy on oral presentations

- Content specific vocabulary important for ELL students to understand include: projection, articulation, rate

Differentiation to extend learning for gifted students may include:

- Create an advanced vocal warm up for class
- Student lead vocal warm up

Integrated/Cross-Disciplinary Instruction

- Performing Arts and Music/Chorus can work together on basic vocal element interpretation and development of voice.
- Performing Arts and English Language Arts can work together on public speaking and control of voice and breath.

Resources

- Teacher generated handouts/worksheets
- Everything About Theatre, by Robert L. Lee

21st Century Skills

CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.