Unit 02: Advanced Vocal and Body Language Elements

Content Area: **Performing Arts**
Course(s): **Performing Arts**
Time Period: **Week 3**
Length: **4**
Status: **Published**

Unit Overview

In this unit, students will explore advanced elements of voice and body language and understand how important they are to the actor and the audience. Students will utilize these elements in staged activities in class as well as during their daily warm ups.

Standards

VPA.1.1.8.A.4	Integrate a variety of isolated and coordinated movements in dance compositions and performances, making use of all major muscle groups, proper body mechanics, body patterning, balance, and range of motion.
VPA.1.1.8.C.3	Differentiate among vocal rate, pitch, and volume, and explain how they affect articulation, meaning, and character.
VPA.1.1.8.C.CS2	Actors exercise their voices and bodies through a wide variety of techniques to expand the range and the clarity of the characters they develop.
VPA.1.1.8.C.CS3	Emotion and meaning are often communicated through modulations of vocal rate, pitch, and volume.

Essential Questions

- How do we use our voices to create a character?
- How do we use body language to communicate?

Application of Knowledge: Students will know that...

- correct breathing is from the diaphragm
- physical conditioning for an actor starts with isometric exercises and ends with full body stretches
- the five elements of body language are: facial expression, eye contact, gesture, posture, personal appearance
- the six elements of vocal production are: projection, articulation, rate, inflection, tone, rhythm

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

- define all body language and vocal elements
- demonstrate all body language elements
- demonstrate all vocal elements
- execute scene work utilizing vocal and body language elements

Assessments

- Written quiz on vocal elements
- Written quiz on body language elements
- Physical performance using vocal and body language elements
- Demonstration of proper warm up utilizing all vocal and body language 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

- Participate in daily warm ups including all elements of voice and body
- Completion of handouts on vocal and body language elements
- Theatre games that focus on use of vocal and body language elements
- Short 30 second simple scenes that reinforce elements
- Define all elements in 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
    - Break tests down in smaller increments
- Content specific modifications may include:
    - Provide copy of notes to student
    - Work with Theatre Buddy on written assessment
    - Place student in smaller groups for acting activity

Differentiation for ELL's:

- General modifications may include:
    - Strategy groups
    - Teacher conferences
    - Graphic organizers
    - Modification plan
    - Collaboration with ELL Teacher
- Content specific vocabulary important for ELL students to understand include: projection, articulation, rate, rhythm, inflection, tone, eye contact, facial expression, gesture, posture, personal appearance

Differentiation to extend learning for gifted students may include:

- Write a short original scene utilizing all of the vocal and body language elements

Integrated/Cross-Disciplinary Instruction

Performing Arts can work with Music to create a new vocal warm up for beginning of class

Physical Education: Work with PE classes on body awareness and physical presence.

Resources

Everything About Theatre, by Robert L. Lee

Voice and The Actor, by Cicely Berry

The Actor and His Body, by Litz Pisk

Teacher generated handouts/worksheets

21st Century Skills

CRP.K-12.CRP3.1	Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
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.