Unit 02: Vocal Production

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

Unit Overview

In this unit, students will learn all the elements of vocal production, how our voices are developed and how we can take care of our personal instrument. Students will be able to correctly breathe from the diaphragm and utilize this skill to enhance their personal performance.

Standards

VPA.1.1.8.C.2	Determine the effectiveness of various methods of vocal, physical, relaxation, and acting techniques used in actor training.
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 is the voice an important tool for the actor?
- How do actors properly care for their instrument?

Application of Knowledge: Students will know that...

- articulators are teeth, tongue, lips
- if not cared for singers and performers can develop nodes or calluses on vocal folds
- the diaphragm is a translucent muscle that works with the lungs to support breathing
- the three resonators important to the voice are chest, nasal, throat
- vocal folds create the tones in our voice
- whispering is more harmful to voice than speaking softly

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

- define and locate vocal folds
- execute exercises to engage diaphragm in performance
- identify articulators in speech and apply to exercises
- label a vocal production diagram
- locate the three vocal resonators and apply them to creating characters

Assessments

- written assessment on vocal production
- proper labeling of vocal production diagram
- demonstration of use of diaphragm
- character creation using all three vocal resonators
- 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

- class creation of vocal production diagram
- engaging in diaphragmatic exercises
- rehearsal of short character interpretation utilizing resonators
- teacher discussion and class research of vocal folds and nodes

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:
    - work with Theatre Buddy on vocal production diagram

- provide notes on vocal production

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: nodes, vocal folds, resonators, diaphragm

Differentiation to extend learning for gifted students may include:

- creating a video on proper breathing techniques for actor and singer
- research the effects of singing opera on the vocal folds

Integrated/Cross-Disciplinary Instruction

Performing Arts and Music can collaborate on creating a safe vocal exercise to perform prior to any performance

Resources

Voice and the Actor, by Cicely Berry

Your Voice and How to Use It, by Cicely Berry

teacher generated handouts/worksheets

21st Century Skills

	experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
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.