The Elements of Voice

Content Area: **Music**
Course(s):
Time Period: **Marking Period 2**
Length: **15**
Status: **Published**

Summary/Introduction

The focus of this unit is for students to learn a variety of techniques to strengthen and improve their vocal quality on stage.

Revised: August 2024

Standards

ELD standards:https://docs.google.com/document/d/1wdmsiGOdCHlrjU-WPvAtENnEgi0EStZXo0uiFYv1Nu4/edit

1.4.12prof.Cr1c	Use script analysis to generate ideas about a character that is believable and authentic.
1.4.12prof.Cr2a	Explore the function of history and culture in the development and subsequent interpretations of devised or scripted theatre work.
1.4.12prof.Cr2b	Examine the collaborative nature of the actor, director, playwright, and designers, and explore their interdependent roles.
1.4.12prof.Cr3a	Use script analysis to inform choices impacting the believability and authenticity of a character.
1.4.12prof.Cr3b	Practice devised or scripted theatre work using theatrical staging conventions.
1.4.12prof.Pr4a	Rehearse various acting exercises to expand skills in a rehearsal for devised or scripted theatre performance.
1.4.12prof.Pr4b	Use technical elements to increase the impact of design for a theatre production.
1.4.12prof.Pr5a	Identify and explore different pacing options per character to better communicate the story in a theatre work.
1.4.12prof.Pr5b	Explore and discover character choices using given circumstances in devised or scripted theatre work.
1.4.12prof.Pr6a	Perform devised or scripted theatre work for a specific audience.
1.4.12prof.Re7a	Utilize personal reactions and reflections to artistic choices in a theatrical work for a formal theatre critique.
1.4.12prof.Re8a	Examine a devised or scripted theatre work and identify the supporting evidence/criteria for its effectiveness to communicate the central message considering the play's history, culture, and political context.
1.4.12prof.Re8b	Evaluate the aesthetics of the production elements in a devised or scripted theatre work and their ability to support or extend the storyline.
1.4.12prof.Re8c	Formulate a deeper understanding and appreciation of a devised or scripted theatre work by considering its specific purpose or intended audience.

1.4.12prof.Re9a	Analyze and compare artistic choices developed from personal experiences in multiple devised or scripted theatre works.
1.4.12prof.Re9b	Identify and compare cultural perspectives and contexts that may influence the evaluation of a devised or scripted theatre work.
1.4.12prof.Re9c	Justify personal aesthetics, preferences and beliefs through participation in and observation of devised or scripted theatre work.
1.4.12prof.Cn10	Synthesizing and relating knowledge and personal experiences to create products.
1.4.12prof.Cn10a	Investigate how cultural perspectives, community ideas, and personal beliefs impact a devised or scripted theatre work.
1.4.12prof.Cn11	Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
1.4.12prof.Cn11a	Integrate knowledge of cultural, global and historic belief systems into creative choices in a devised or scripted theatre work.
1.4.12prof.Cn11b	Use basic research methods to better understand the social and cultural background of devised or scripted theatre work.

Essential Questions/Enduring Understandings

- How does the use of the actor’s voice affect performance and character?
- What are techniques to producing correct sound?
- How can one take care of the vocal system?
- How do you speak onstage and how does this differ from speaking in more casual settings?
- What are methods of making sounds distinct?
- How could training the voice improve one's ability to do well in a variety of careers outside theater?

Objectives

Students will know:

- how to produce sounds that resonate.
- how to shape sounds through articulation and use of the tongue.
- how to use their whole body to project and support their voice.

Students will be skilled at:

- Projecting and sustaining their voice.
- Articulating their words to ensure the audience not only hears but also understands them.
- Utilizing their voice in order to reinforce characterization.

Learning Plan

- Talk through the passage of breath through the body and its role in creating sound.
- Use breathing exercises to improve and make students aware of how they breathe.

- Have students time themselves on how long they can exhale both before and after engaging their diaphragm.
- Help students locate and then lift their soft palate to create resonance and greater projection.
- Use students' names as a means to explore how sounds are created using lips, tongue, teeth, and palates.
- Have students stand onstage and project to ensure they can be heard at the farthest reaches of the space.
- Play with characterization, determining how the voice can inform who a character is.

Assessments

- Students will present a monologue focusing entirely on voicework to practice their projection, diction, and characterization.
- Students will review these concepts in preparation for their showcase and be expected to synthesize these concepts to ensure they are heard and understood.
- Students will be assessed on these concepts again as part of their final.

Materials

- Journals

Suggested Strategies for Modifications

https://docs.google.com/spreadsheets/d/1A-PxTb-SqSbhdiTWm8sCR69UJhJ2Oq_ixoy_hgPpInc/edit?gid=1426178898#gid=1426178898