Technique

Content Area: **Music**
Course(s):
Time Period: **Marking Period 1**
Length: **1 Quarter**
Status: **Published**

Brief Summary of Unit

In this unit, students will improve upon previously developed skills such as vocality (projection, diction, annunciation) and characterization (physicality, presence).

Revised: June 2023

Essential Questions

- How does the human voice work?
- How does the breath interact with the voice?
- How do actors use their voice to enhance their characters?
- What does it mean to play a character?
- What work does an actor do to bring a character to life?

Enduring Understandings

- The human voice is an instrument and must be tuned and cared for like any other instrument
- The voice requires breath and so breath control is essential to acting
- Actors utilize pitch, tone, tempo, and dynamics just like musicians to demonstrate their characters
- Characterization is the blending of a fictional character with the real-life human portraying them

Students Will Know/ Students Will be Skilled At

Students will know:

- How breath travels through the body and creates sound
- How physiological parts of the body such as the tongue, the soft palate, the lips, and the tongue influence how the voice sounds
- What methods actors use to create a character within their body and voice

Students will be skilled at:

- Controlling their breath and sustaining sound for the length of a performance
- Utilizing different intonations to portray different characters
- Developing a believable backstory for their character
- Portraying characters physically through shape, gesture, and spatial relationships

Learning Plan

- Discuss essential questions
- Play with breath and experiment with the way the voice changes depending on access to breath
- Experience different common positions (standing, sitting, squatting, lying down) and note how the voice is changed by the shape of the body
- Identify muscles involved in using voice including the diaphragm, the palate, the jaw, the tongue, and lips
- Experience how the voice is affected when freezing parts of the body i.e. what does the voice sound like if one holds their tongue still
- Practice speaking with a partner at different distances from inches apart to across the room and note how the body changes to support the voice for farther distances
- Using the text “Don’t do that.”, students will use their voice to convey different emotions
- Using the text “Can you tell me how to get to Broadway?”, students will use their voice to convey different character traits such as age, place of origin, and gender
- Use their character from last year’s shows and develop a believable backstory for them, justifying their character’s traits and decisions.

Evidence/ Performance Tasks

Fine and Performing Arts students demonstrate differentiated proficiency according to their ability to answer the essential questions through formative and summative assessments. Evidence of progression may be demonstrated in divergent ways through the Artistic Processes of Creating, Performing/ Presenting/ Producing, Connecting, and Responding.

- Discussion of essential questions
- Observation of understanding through voice work and practice
- Discussion and demonstration of projection, diction, and characterization
- Presentation of backstory demonstrating the above skills.
- Turn and talk
- Self-assessment
- Student explanation of thought process
- Independence assessed by grade level

Materials

The materials used in this course allow for integration of a variety of instructional, supplemental, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available.

- Journal

Standards

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

The identified standards reflect a developmental progression across grades/ levels and make interdisciplinary connections across content areas including social sciences, technology, career readiness, cultural awareness and global citizenship. The standards that follow are relevant to this course in addition to the associated content-based standards listed below.

P.3	Consider the environmental, social and economic impacts of decisions.
P.4	Demonstrate creativity and innovation.
P.5	Utilize critical thinking to make sense of problems and persevere in solving them.
P.7	Plan education and career paths aligned to personal goals.
1.4.8.Cr1c	Explore, describe and develop given circumstances of a scripted or improvised character in a theatrical work.
P.9	Work productively in teams while using cultural/global competence.
1.4.8.Cr3a	Demonstrate focus and concentration in the rehearsal process by analyzing and refining choices in a devised or scripted theatre performance.
1.4.8.Cr3c	Develop effective physical and vocal traits of characters in an improvised or scripted theatrical work.
1.4.8.Pr4a	Rehearse a variety of acting techniques to increase skills in a rehearsal or theatrical performance that assist in the development of stronger character choices.
1.4.8.Pr5a	Examine how character relationships assist in telling the story of devised or scripted theatre work.
1.4.8.Pr5b	Use various character objectives and tactics in a theatre work to identify the conflict and overcome the obstacle.
1.4.8.Pr6a	Perform a rehearsed theatrical work for an audience.
1.4.8.Re9a	Analyze how personal experiences affect artistic choices in a theatrical work.
1.4.8.Cn10a	Examine a community issue through multiple perspectives in a theatrical work.
LA.SL.8.1.A	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
LA.SL.8.1.B	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
LA.SL.8.1.C	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
LA.SL.8.1.D	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

Suggested Strategies for Modifications

This link includes content specific accommodations and modifications for all populations:

Performing Arts Accommodations & Modifications