

Unit 2: Voice and Diction

Content Area: **Art**
Course(s): **Generic Course, Acting I**
Time Period: **Generic Time Period**
Length: **2 Weeks**
Status: **Published**

Unit Overview

In this unit, students are introduced to various elements of proper speech. This includes, identifying and naming the vocal apparatus and becoming familiar with unit terminology. Students will become familiar with proper breathing techniques, the diaphragm muscle, and will learn breath control and projection. As the unit progresses, the students will be exposed to helpful warm-up exercises and activities to improve the sound and quality of one's voice. This unit provides beginner students with the skills for successful on stage verbal communication.

VPA.1.1.12.C.CS2	Characters have physical, emotional, and social dimensions that can be communicated through the application of acting techniques.
VPA.1.3.12.C.2	Create and evaluate performances by citing evidence of specific physical choices, sustained vocal technique, and clearly motivated actions.
VPA.1.3.12.C.CS2	Presentation of believable, multidimensional characters in scripted and improvised performances requires application of specific physical choices, sustained vocal technique, and clearly motivated actions.

Transfer

Students will be able to independently use their learning to...

- Apply and practice breath control.
- Utilize vocal skills in performance.
- Practice vocal warm-ups and exercises.
- Explore, identify, and apply various levels of the stage voice to characterization.
- Use verbal communication to express mood, feelings and emotion.
- Enhance the performance of a unique character through the voice.

For more information, read the following article by Grant Wiggins.

http://www.authenticeducation.org/ae_bigideas/article.lasso?artid=60

Meaning

Understandings

Students will understand that...

- The vocal system must be properly taken care of to avoid damage.
- The diaphragm is a supportive muscle that enhances vocal ability.
- Articulation, diction, projection are essential for stage performance.
- Pace, inflection, mood, pitch, and dialect enhance a stage performance.
- Verbal communication is the second layer of overall stage performance.

Essential Questions

Students will keep considering...

- What do people gain (not just performers) from studying vocal techniques?
- How can vocal techniques help build communication skills and interpersonal relationships?
- How does a performer use his/her voice in delivering the playwright's intended message?
- What elements of voice must we focus on?
- How do we apply our new skills to performance?
- How can you communicate emotion and character through the voice?
- How do you create a unique voice for your character?
- How can the voice enhance our movement portrayal?

Application of Knowledge and Skill

Students will know...

Students will know...

- The vocal system is a set of muscles that can be manipulated to express emotion
- The vocal system needs to be warm-up, treated properly, and can easily be damaged.
- How to properly use their vocal systems.
- How to identify and use their diagram for breath control and projection.
- Articulate their speech and use proper diction.
- Apply pace, inflection, mood, pitch, and dialect enhance a stage performance.
- That verbal communication is the second layer of overall stage performance.
- How to apply skills to a character.

Students will be skilled at...

Students will be skilled at...

- Breath control and diaphragm use.
- Articulation, diction, and projection.
- Taking care of their vocal systems.
- Expressing emotion through verbal communication.

Academic Vocabulary

- Character
- Actor
- Stage
- Expression
- Emotion
- Given Circumstances
- Breath Control
- Rate
- Diction
- Volume
- Pace
- Inflection
- Tone
- Articulate
- Pronunciation
- Pitch
- Diaphragm
- Dialect
- Vocal Apparatus
- Parts of the Vocal Apparatus

Learning Goal

- Students will be able to label and identify the parts of the vocal apparatus.
- Students will know how to properly care for and use their vocal apparatus.
- Students will understand unit terminology.
- Students will demonstrate articulation, projection, and diction.
- Students will verbally evoke emotion through pace, inflection, mood, pitch, and dialect.

Use Documents tab to attach proficiency scale.

Select all applicable standards from the Standards tab.

Be sure to include the Anchor Standards for ELA, the Practice Standards for Math, the English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects, and the applicable Technology standards.

CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP6	Demonstrate creativity and innovation.

Target 1--(Level One)

SWBAT:

Label and identify the parts of the vocal apparatus.

• Label and identify the parts of the vocal apparatus.	
VPA.1.1.12.C.2	Formulate a process of script analysis to identify how the physical, emotional, and social dimensions of a character are communicated through the application of acting techniques.
VPA.1.1.12.C.CS2	Characters have physical, emotional, and social dimensions that can be communicated through the application of acting techniques.
VPA.1.3.12.C.2	Create and evaluate performances by citing evidence of specific physical choices, sustained vocal technique, and clearly motivated actions.
VPA.1.3.12.C.CS1	Effective scripted and improvisational performances require informed, supported, and sustained choices by actors, directors, and designers. Theatre genres are created by combining complex narrative structures, technical theatrical elements, and thematic intent.
VPA.1.3.12.C.CS2	Presentation of believable, multidimensional characters in scripted and improvised performances requires application of specific physical choices, sustained vocal technique,

and clearly motivated actions.

Target 2--(Level Four)

SWBAT:

Properly care for and use their vocal apparatus.

- Properly care for and use their vocal apparatus.

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VPA.1.3.12.C.2	Create and evaluate performances by citing evidence of specific physical choices, sustained vocal technique, and clearly motivated actions.
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VPA.1.3.12.C.CS2	Presentation of believable, multidimensional characters in scripted and improvised performances requires application of specific physical choices, sustained vocal technique, and clearly motivated actions.

Target 3--(Level One)

SWBAT:

Understand unit terminology.

- Understand unit terminology.

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VPA.1.1.12.C.CS2	Characters have physical, emotional, and social dimensions that can be communicated through the application of acting techniques.
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VPA.1.3.12.C.CS2	Presentation of believable, multidimensional characters in scripted and improvised performances requires application of specific physical choices, sustained vocal technique, and clearly motivated actions.

Target 4--(Level Four)

SWBAT:

Demonstrate articulation, projection, and diction.

- Demonstrate articulation, projection, and diction.

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VPA.1.3.12.C.CS2	Presentation of believable, multidimensional characters in scripted and improvised performances requires application of specific physical choices, sustained vocal technique, and clearly motivated actions.

Target 5-- (Level Four)

SWBAT:

Verbally evoke emotion through pace, inflection, mood, pitch, and dialect.

- Verbally evoke emotion through pace, inflection, mood, pitch, and dialect.

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Summative Assessment

- Individual articulation and projection performance assessment
- Vocabulary/labeling written assessment

21st Century Life and Careers

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP11	Use technology to enhance productivity.

Formative Assessment and Performance Opportunities

- Informal performances
- Informal projection assessment
- Peer critiques of other students.
- Self-critique.
- Short informal performances in a group participation setting.
- Vocabulary quiz.
- Written reflection assessments.

Differentiation / Enrichment

- Enhanced communication skill
- Peer critique
- Self-critique
- Teacher monitoring/assessing
- The assessment grade is based on effort, attempt at skill, and participation. Allowing all to succeed in the activity.

Unit Resources

Rubric to follow

- Articulation exercises
- Assessment Rubric
- Critique Sheets
- Diaphragm Worksheet
- Given Circumstances, environment, emotions, situation resources
- Self Critique Sheet
- Vocab Quiz

- Vocab Worksheet
- Vocal apparatus diagram
- Vocal assessment supplements