Intro to Theatre - Unit 2 - Public Speaking

Content Area:
Course(s):
Time Period: **October**
Length: **3 Weeks**
Status: **Published**

Targeted Standards

VPA.1.2.12.A.CS2	Access to the arts has a positive influence on the quality of an individual's lifelong learning, personal expression, and contributions to community and global citizenship.
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.

Rationale & Transfer Goals

This unit is a natural progression from the ensemble building unit. Students start by presenting their partner and having a first stand-up and talk in front of a group presentation.. We then take that and have them read a children's book to the class by themselves. Using the children's book students start to find their acting voice by focusing on volume, diction, and posture while reading. Students then build upon those skills by developing a character voice to emote.

Enduring Understandings - What are the most essential conclusions that students should be guided towards throughout this unit?

Theatre artists make strong choices to effectively convey meaning.

Theatre artist develop personal processes and skills for a performance or design

Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.

Essential Questions - What are the questions that will guide critical thinking about the content in this unit? Essential Questions should be thought starters toward the enduring understandings.

Why are strong choices essential to interpreting a drama or theatre piece?

What can I do to fully prepare a performance or technical design?

How are theatre artist's processes and the audiences perspectives impacted by analysis and synthesis?

Content/Objectives

Content - What students will know

Students will find their public speaking voices.

Students will learn how to speak in front of a group.

Students will understand the difference between communication to peers and in front of a group.

Students will earn how to characterize their voices.

Students will learn about volume, pitch, annonciation, and diction.

Students will know how to identify and critique good and bad public speaking practices.

Skills - What students will be able to do

Students will be able to speak in front of a group.

Students will be able to differentiate speaking one on one to a peer and to a group.

Students will know what is acceptable volume, pitch, annunciation and diction when speaking to a group.

Students will understand how to characterize their voices when needed.

Students will be able to identify and critique each other on good public speaking etiquette.

Instructional Activites

Evidence (Assessments) - How we know students have learned

Observation of student work with a partner

Performance

Student Critiques

Activities/Strategies - How we teach content and skills

Partner Presentations

Partner interviews and Introductions

Children's book reading

Children's book presentation

Spiraling for Mastery - Where does this unit spiral back to other units or previous years?

Content or Skill for this Unit

Connecting and establishing relations with each other, school, and the classroom space.

Learning how to interact with each other respectfully and learning cooperatively.

Identifying and using proper public speaking techniques

Spiral Focus from Previous Unit

Using the introductions and how to work together as a group, students will support each other as they find their voice for performance and presentation.

Instructional Activity

Partner Presentations

Children's book selection and analysis

Children's book performance.

Critiques

Career Readiness, Life Literacies & Key Skills

9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

Key Resources

Theatre: Art in Action, National Textbook Company/Contemporary Publishing Group, Inc. 1999

Classroom Library of Children's books

Interdisciplinary Connections - How does this content impact the following groups

RL.CI.9–10.2	Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.
2.2.12.MSC.3	Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness).
6.1.12.HistoryCC.3.a	Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.
6.1.12.HistoryCA.14.c	Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.

LGBTQ

Billy Porter, Wilson Cruz, Alan Cumming, Harvey Fierstein, Cheyenne Jackson, Jonathan Groff, Joel Grey, Barry Manilow.

Hispanic

Lin Manuel-Miranda, Lindsay Mendez, Rita Moreno, Sara Ramirez, Karen Olivo, Priscila Lopez and Chita Rivera

African American

Audra McDonald, James Monroe Iglehart, Viola Davis, Phylicia Rashad, Ben Vereen, Renée Elise Goldsberry, Leslie Odom Jr., Brian Stokes Mitchell, James Earl Jones, Courtney B. Vance, Patina Miller, Juanita Hall, etc.

Women

Patti LuPone, Kristin Chenoweth, Bernadette Peters, Idina Menzel, Sutton Foster, Kelli O'Hara, Angela Lansbury, Lea Salonga*, Liza Minnelli, Julie Andrews, Laura Osnes, Elaine Stritch, Phillipa Soo, Jessie

Mueller, Ethel Merman, Sierra Boggess, Betty Buckley, Christine Ebersole, Carol Channing. * - AAPI