Unit objective: Students will understand essential concepts about voice and how to use their voice effectively when performing by presenting a dramatic reading.

Beginning Drama Class: Drama Foundations
Class Period Length: 70-75 minutes
Umber of Class Periods: 9 days
No Prior Experience Needed
Main Concepts: Vocal Quality, Vocal Anatomy, Vocal Variety, Performance Skills
Lesson 1- Intro to Voice

Objective- The students will demonstrate their ability to communicate a character through vocal technique by representing a character in a short improvised scene.

- HOOK- Can you identify someone by their voice? (Discuss)
  o Option #1- Have students listen to an impersonator and say who is speaking (do not show the video so they cannot see it is all the same person)
    • Good videos, but kids won’t know many people:
      http://www.youtube.com/watch?v=iobTXPgETOY
      http://www.youtube.com/watch?v=u1aKiolG2CA
    • Or just have clips of the actual speaker- no need to show them after
      ▪ Discuss how they knew who the speaker was. What vocal qualities did they notice?
  o Option #2- Lead the students in a game of “Name That Voice.” Have a student select one of the actors/characters and try to mimic his/her voice. They shouldn’t quote the person, but rather talk like that person. When the rest of the class knows who the student is, they should quietly raise their hand. Repeat until time is up.
- Group List- What ways can you change your voice? Share as a class.
- Complete first part of Voice Note page as a class (see Appendix A)
- Practice– give each student a card with a different character on it. In groups, they need to plan a 1-2 minute scene using the characters they have. Each character must have a clear and distinct voice.
  o ASSESSMENT- participation

Lesson 2- Vocal Anatomy

Objective- The students will demonstrate their knowledge of voice by creating a poster with a group.

- HOOK- Vocal Countdown- Have students stand and count to 10 several times. Each time they will use a new vocal quality.
- Review ways to change the voice
- Finish Voice Note page- Vocal Anatomy part
- What is voice? In groups- have students make a poster- they can draw vocal anatomy, list ways to change their voice, anything. Have students share their posters and hang them up.
- ASSESSMENT- participation in poster creation and sharing
- HOMEWORK- (see Appendix B)

Lesson 3- Poetry- Dramatic Reading (2 days)

Objective- The students will demonstrate their ability to use vocal variety by planning a presenting a dramatic reading of a short poem.

- In small groups, have students discuss their findings from their homework. What traits stood out the most? What kinds of voices were most pleasing? Most annoying?
- HOOK- listen to a SHORT dramatic reading of a poem
- Go over **rubric** (See *Appendix C*). Student should mark their poems when they will change their voice. (Model on Elmo)
- Students should select a Shel Silverstein poem (or Halloween Carol if October) from the poems collected by the teacher. Students should mark their poems and practice reading it aloud. If time permits, let them rehearse with a partner near them.
- Have students perform when they are ready. Performances will continue to the next day.
- ASSESSMENT- oral presentation graded based on rubric (See *Appendix C*).

**Lesson 4- Autobiography Speech- 3 hobbies** (3 days)

Objective- The students will demonstrate their ability to use their voice effectively when speaking by presenting their Autobiography Speech.

- Teacher gives a sample autobiography speech (using 3 items that represent them)
  - Discuss- in what ways was it interesting to listen to this speech? What could have made it better?
- Go over project requirements (3 objects, use vocal variety, etc) and **outline format** (See *Appendix D*).
- Give students planning time remainder of the first day. Check in on their progress and offer ideas to students who may be struggling.
  - Check in with students after 30 minutes (they should have the first half of their outline done- the rest can be homework)
- 2 days of speech presentations will follow.
- ASSESSMENTS- 1- Teacher will use **rubric** (See *Appendix E*) to score students. 2-students grade themselves by answering the **reflection questions** (See *Appendix F*).

**Lesson 5- Dramatic Reading of Children’s Book with a partner** (2 days)

Objective- The students will demonstrate their ability to use vocal variety by planning and presenting a dramatic reading of a children’s book.

- HOOK- Think back to when someone has read a story to you out loud. Take out a paper and make a 2-column list. Good readers... and bad readers... Give a few minutes to brainstorm and then make a list as a class.
  - Listen to a SHORT dramatic reading of a children’s book
  - Pigeon Finds a Hot Dog- [http://www.youtube.com/watch?v=fdU6FF7Nxf8](http://www.youtube.com/watch?v=fdU6FF7Nxf8)
  - Think-Pair-Share- What made this reading interesting? What vocal techniques did the reader use? What could have made it better?
- Field trip to the library to select a short picture book with their partner (Readings should be 2-4 minutes. They may need to do a small portion of it if it is too long).
- Go over **rubric** (See *Appendix G*)
  - Students can begin planning and rehearsing with their partner
    - Then pair up with another group, share, and give feedback- What did they do well? What can they work on?
- Students will do a final rehearsal and start performances the next day
  
  o  Option 1- Walking field trip to a local elementary school to share stories
     - Email teachers a month in advance to see interest. Have students got in groups of 2-3 to each class interested.
  
  o  Option 2- Coordinate with the English teachers- send in groups of 2-3 per teacher to read aloud to the class. English teachers would fill out rubric (See Appendix G).

- PROJECT ASSESSMENT- oral presentation graded based on rubric;

- FINAL ASSESSMENT- Have students take the voice quiz! (See Appendix H) For #s, 22-25, the students will come read to their teacher using vocal qualities they have learned about. Answers are included (See Appendix I)

- FINAL DISCUSSION- why is it important to be able to change your voice as a performer? Is the ability to change your voice useful for any other reasons?
Appendix A

Name:                                               Period:

Vocal Variety and Expression

Quality- ____________________________________________

•  
•  
•  

Eliminate/ lessen vocal distractions and poor voice qualities, such as:

•  
•  
•  

Voice quality and emotional state are closely connected. A well-trained voice conveys the whole range of emotions and attitudes. What we hear in the voice leads us to all kinds of judgments: the speaker is ______________________

Flexibility- ____________________________________________

General flexibility gives ________________________________ to the voice.

Pitch- ________________________________________________

Pitch is determined by the vibration of the _____________. The faster they vibrate, the _____________; the slower they vibrate, the _____________.

•  Medium pitch-
•  High pitch-
•  Low pitch-

Inflection- ____________________________________________

•  Rising inflection-
•  Falling inflection-
•  Circumflex inflection-

Emphasis- ____________________________________________

•  
•  
•  

Rate- ________________________________________________

{TAKE RATE QUIZ}

My rate of speaking is ____ words per minute (wpm). The average is around ____ wpm.

•  Speaking slowly can make you seem _________________________________.

•  Rapid delivery shows _________________________________.

One can create a climactic effect by presenting a series of ideas or examples at a rapid rate or build up a CLIMAX by reading in a fast-to-slow rate.
Volume- ____________________________________________________________

The basis of a person’s volume is __________________ or ________________

________________________________________________________________________

When you inhale _________________________________

When you exhale _________________________________

Projection- ____________________________________________________________

Projection is also delivering your voice with __________ and __________

Vocal Anatomy

The Nose ________________________________________________________________

The Lungs ______________________________________________________________

The Trachea _____________________________________________________________

The Diaphragm __________________________________________________________

The Mouth ______________________________________________________________

As an actor, you have 2 tools:

your __________________________

and your ______________________.
Appendix B

Name: Period:

Voice Homework

Observe 3 people. Listen and analyze their everyday speaking voices. Write down specific vocal qualities.

Describe pitch, rate, phrasing, quality, etc.

Person #1:

Person #2:

Person #3:

Appendix C

<table>
<thead>
<tr>
<th>Dramatic Reading - Poetry</th>
<th>Points Earned</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Used CLASS TIME wisely</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>PROJECTED voice the entire time</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>RATE- fast &amp; slow</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>VOLUME- loud &amp; quiet</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>PITCH- high &amp; low</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Used PAUSES appropriately</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Overall presentation (enthusiasm, etc)</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Total:</td>
<td>/30</td>
<td></td>
</tr>
</tbody>
</table>
Appendix D

Name: ________________________________________ Period: _________

Autobiography Speech Outline

1. Introduction
   a. Name
   b. Capturing statement (something really interesting about you)
   c. Preview (tell them what you are going to tell them)
      i. _______________ 2. _______________ 3. _______________

2. Body of Speech (Select 3 hobbies or activities of yours)
   a. Hobby 1-
      i. Detail 1-
      ii. Detail 2-
   b. Hobby 2-
      i. 
      ii. 
   c. Hobby 3-
      i. 
      ii. 

3. Summary (tell them what you told them)

Evaluation- (Total 60 points)

   I turned in a complete outline 10 points
   I projected my voice 10
   I was enthusiastic 10
   I looked at the audience 10
   I spoke for 1-2 minutes 10
   I had at least 1 prop 10
Appendix E

Name: _____________________  Period:______

_____/10  I turned in a complete outline
_____/10  I projected my voice
_____/10  I was enthusiastic
_____/10  I looked at the audience
_____/10  I spoke for 1-2 minutes
_____/10  I had at least 1 prop

_____/60  Total Score

Appendix F

Name: _____________________  Period:______

Autobiography Speech Reflection

Were you prepared? Did you have a completed outline? 3 objects?

Why is it important to be able to use vocal variety?

How did you feel about your overall performance? What would you do differently next time?

Appendix G

<table>
<thead>
<tr>
<th>Dramatic Reading- Children’s Book</th>
<th>Points Earned</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actors have proper INTRO (names, title, author)</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Actors PROJECT voice the entire time</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Actors ARTICULATE</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Actors use TONE to create mood and emotion</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Actors use a variety of PITCH, RATE, and VOLUME</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Actors create at least 2 believable CHARACTER VOICES</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Performance is ENGAGING</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Performance is 3-5 Minutes long</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Actors are PROFESSIONAL performers and audience members</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Overall presentation (enthusiasm, etc.)</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Total:</td>
<td></td>
<td>/100</td>
</tr>
</tbody>
</table>
Appendix H

Voice Quiz

Matching (2 points each): Please write the letter that corresponds with each definition.

<table>
<thead>
<tr>
<th>a. emphasis</th>
<th>b. flexibility</th>
<th>c. inflection</th>
<th>d. pitch</th>
</tr>
</thead>
<tbody>
<tr>
<td>e. projection</td>
<td>f. rate</td>
<td>g. quality</td>
<td>h. volume</td>
</tr>
</tbody>
</table>

1. ______ what makes your voice unique
2. ______ the process of changing your voice
3. ______ how high or how low you speak on a musical scale
4. ______ rising and falling pitch
5. ______ giving special stress to a syllable or word
6. ______ the speed at which you speak
7. ______ how softly or loudly a person speaks
8. ______ how far your voice can travel or dispersing your voice

Fill in the blank. (2 points each)

9. Name the 2 tools you have as an actor. Your ___________ and your ___________.
10-12. 3 ways you can give emphasis to a word or syllable are ___________, ___________, and ___________.

Fill in the blank, continued... Use the word bank.

13. Your pitch is determined by the __________ of your vocal chords.
14. __________ inflection goes up and down.
15-16. Projection is delivering your voice with ___________ and ___________

17-21. Label the Chart (2 points each, use the word bank):

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<table>
<thead>
<tr>
<th>17</th>
<th>18</th>
<th>19</th>
</tr>
</thead>
</table>
```

20. __________

21. __________

Participation (2 points each):

22-25. Select 2 of the sentences below and come read it to Mrs. Bell with expression and vocal variety! You should read each of your 2 sentences 2 different ways. Be sure to plan our how you are going to say it ahead of time!

1. Did you seriously just do that?
2. Where do you think you’re going?
3. Aw, Mom, I don’t want to go to bed.
4. Just wait ‘til your father gets home.
5. I’ve looked everywhere, but I have no idea where it is!
6. (Or come up with your own creative sentence)
Appendix I

VOICE QUIZ ANSWERS

1. G
2. B
3. D
4. C
5. A
6. F
7. H
8. E
9. & 10. voice, body (or vice versa)
11-13. pausing, stretching it out, volume, pitch, accent, rate, inflection, loudness, speed, repeating, body language, et cetera
14. vibration
15. circumflex
16-17. loudness, aiming