

## SESSION DESIGN TEMPLATE

**Title:** Shaking the stage – One Big Yell -

**Subject/Class:** Theatre, Acting

**Grade/Level:** 10th

**Name:** J.S. Peterson

### Stage 1 – Desired Results (PLAN)

**Content Standards:**

**Standard L2.T.CR.5:**

Explore physical, **vocal**, and emotional choices to develop a performance that is believable, authentic, and relevant in a drama/ theatre work.

**Standard L2.T.P.5:**

Use voice to communicate meaning through **volume**, pitch, **tone**, rate of speed, and **vocal clarity**.

**Understanding(s):**

Students will understand how to find their natural voice.

Students will understand what primal sound is.

**Knowledge:** (almost always)

Students will know how to yell and speak loudly safely.

Students will know how to property use their voices on stage.

**Skills:** (sometimes)

Students will be able to project to fill a room

## Stage 2 – Assessment (EVIDENCE)

### Performance Task(s) & Criteria (rubric, checklist, etc.):

Students will be able to explore physical, **vocal**, and emotional choices to develop a performance that is believable, authentic, and relevant in a drama/ theatre work by performing contentless scenes with a focus on natural acting voices.

Students will be able to use voice to communicate meaning through **volume**, pitch, **tone**, rate of speed, and **vocal clarity**. By practicing projection and enunciation by performing scenes with a partner across a room/auditorium assessed by their partners.

### Other Assessments:

n/a

### Materials Needed:

TEACHER

Contentless scenes

Tissues

STUDENT

n/a

## Stage 3 – Learning Plan (DO)

## Learning Activities:

### Day 1 Natural Acting Voice (50m Total)

#### Hook

1. Contentless scenes v1 (no direction) (15m)
  - a. Explain to the students they will be performing a short scene with a partner.
  - b. Separate the students in groups of two.
  - c. Students will be given contentless scenes/monologues to perform with no direction other than they will go on stage and perform.
  - d. After every student performs explain natural voice.
    - i. Voice uses on a daily basis, without thought or modulation.
    - ii. Everyday talking voice.

#### Process

2. Street name (5m)
  - a. Have each student say their address out loud this will almost force their voice into default mode.
    - i. Alternates are phone #s, student I.Ds, etc.
  - b. Give the students a few tries to see if they can feel the difference from their stage voice to their natural voice.
3. Primal sound (5m)
  - a. Explain to the students that a primal sound is.
    - i. Its the sound everyone makes daily without thinking about it (i.e. Hey, Ahh, aHHHH noises).
  - b. Lead the students in using Hey, Ahh, aHHHH noises to help students find how their natural sound sounds.
4. Contentless scenes v2 (attempt with natural voices) (15m)
  - a. Have students reperform the scenes again but with this more natural acting voice in mind to help create a more believable character.

#### Review (10m)

1. Gather the students around to **discuss** the how it felt on stage the 2<sup>nd</sup> time
  - a. Did they notice a difference?
  - b. Did the exercises help or confuse?
  - c. Why would we want natural voices on stage?

### Day 2 Projection (50m)

#### Hook

1. Explain to the students that we will be continuing voice work today focusing on projection. (5m)
2. Stretch and loosen jaw. (10m)
  - a. Gather the students in a circle with enough room to move and stretch.
  - b. Lead the students in a stretch and focus on losing the neck and jaw.
    - i. Have them stretch full body what is needed.

- ii. Lead a neck stretch.
  - iii. Then lightly tap massage muscles of the face, jaw, and neck.
- 3. Breath support (10m)
  - a. Lead the students in several breathing exercises that build up to a supported breath.
    - i. Start with deep in the nose out the mouth breaths accompanied by a push motion with the hands.
    - ii. Then hand out 1 ply tissues to the students and practice steady airstream. Breath in deep and low hold the tissues above the lip and blow in a constant stream attempting to keep the tissues upright.

#### Process

- 4. Cross the room. (20m)
  - a. Then explain the projection exercise to the students .
    - i. A partnership will read lines to one another from across the room.
    - ii. Students will not yell but project in hopes they can hear one another.
    - iii. Using breath, good posture, good diction they will attempt to have their voice be clear for their partner.
  - b. Have students grab partners and separate on opposite side of a large room, hall, or auditorium (possibly outside if needed).
  - c. Use the Contentless scenes from day one and have the students project the lines to one another.
  - d. If one student cannot clearly hear their partner, they will raise their hand to signal them to project farther.

#### Cooldown (5m)

- 1. lead the Breath support and stretching section again but truncated  
While the students are cooling down go through some notes and reasons how breath, good posture, good diction helps us throw our voices further.

### **Day 3 The Big Yell (50m)**

#### Hook:

- 1. Explain the “Big Yell”. (5m)
  - a. Students will go through a series of activities building to a yell and the end of the lesson.
  - b. They yell with be a safe yell in that it shouldn’t be damaging to the students voice or hurt their throat.

#### Process:

- 1. **Reflect** and lead the students on past learned natural voice and projection techniques from the last two days to build to the yell. (30m)
  - a. Natural voice.
    - i. Steet address exercise.

- b. Breathing
    - i. Supported breaths.
  - c. Posture
    - i. Having good posture to allow relaxed muscles (especially in the throat and jaw).
    - ii. Have students a line back and neck. Then position the arms at 90 degrees in front of them then to slowly pivot the elbow to the side keeping the 90 degrees intact.
2. Lead the student **discuss** and break down parts of a yell (10m)
- a. Inhale
    - i. Deep supported breath.
  - b. Build up
    - i. Positioning of the larynx and vocal folds (avoid tightness).
  - c. Middle
    - i. Slow release of air, and noise resulting in the yell.
  - d. Die Down
    - i. Relaxing of the jaw, tongue, and vocal folds.
  - e. Breath
    - i. The breath to return to normal breathing.
3. Have the students pick out the sound/what type of yell.
- a. This could be one of the primal sounds, a word, or a scream.

Yell: All together the class will get in a circle and yell properly. (4m)

- 1. Quickly dismiss the class so not to have to deal with the now riled up students. (1m)

**Other Resources:**

n/a