

Planned Course: Theater Arts	Course Number: E106AH	Department: English	
Unit: Voice	Grade Level: 9-12		
Estimated Time: Ongoing	Level/Track: Elective	Date Approved: 08-16-99	
Academic Standards	Skills/Knowledge	Activities	Assessment

<p>1.6.11 Speaking and Listening</p> <p>A. Listen to others.</p> <p>B. Listen to selections of literature (fiction and/or non fiction).</p> <p>C. Speak using skills appropriate to formal speech situations.</p> <p>D. Contribute to discussions.</p> <p>E. Participate in small and large group discussions and presentations.</p> <p>F. Use media for learning purposes.</p>	<p>The student will be able to define relaxation and breathing.</p> <p>The student will be able to understand the function and importance of relaxation and breathing in vocal characterization and projection.</p> <p>The student will be able to participate in drills, exercises and activities to develop and improve relaxation and breathing techniques.</p> <p>The student will be able to define articulation, inflection, pitch, pronunciation, rate and volume.</p> <p>The student will be able to understand the function and importance of these terms in characterization.</p> <p>The student will be able to recognize and reduce bad</p>	<ul style="list-style-type: none"> • Guided relaxation techniques to music • Tensing and releasing of muscles • Facial relaxation exercises • Visualization exercises • Controlled breathing techniques; recite a poem in a single breath • Controlled air release exercises (counting, single syllable exhalations to a beat, etc.) • Vocabulary acquisition • Onomatopoeia exercises (say each word to sound like its meaning: roar, grunt, whisper, thin, gurgle, etc.) • Pitch exercises (vocal scales) • Inflection exercises (say a single syllable word such as oh or yes conveying a variety of emotions/ 	<ul style="list-style-type: none"> • Quizzes • Tests • Teacher observation • Participation rubrics • Projects • Performances • Student critiques/observations • Quizzes • Tests • Teacher observation • Participation rubrics • Projects • Performances • Student critiques/observations
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	<p>speaking habits.</p> <p>The student will be able to participate in drills, exercises and activities for developing and improving an actor's vocal qualities.</p> <p>The student will be able to begin developing good speaking habits for a lifetime.</p>	<p>meaning) That hurts! That's lovely! That's hot! So what! Well, maybe. Look out! How rude! etc.</p> <ul style="list-style-type: none"> • Pairs take roles (father reading bedtime story to toddler, guy asking girl out for the first time, etc.) and act out; apply rate, inflection, pitch, volume and pause to create character conversations without using actual words • Recite tongue twisters: red leather yellow leather; unique New York, unique New York, you know I love unique New York; etc. • Pronounce similar words on stage, facing downstage, stage right, upstage, and stage left; see how many the audience can correctly repeat • Practice volume adjustments by reading to a partner in a room filled with partners reading to a small group, to a large group, to a group in the auditorium, and to a group outside; control breathing and volume in each 	
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		<p>situation</p> <ul style="list-style-type: none"> • Read a children’s story to an elementary class using pitch, inflection, rate, volume etc., to make it lively • Recite a poem on stage to the class at what you deem an appropriate rate and volume; use appropriate pronunciation and vocal qualities 	
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