

YEAR 7 DRAMA

VOICE PRODUCTION UNIT

Length: 4 weeks (flexible)

Purpose:

To improve understanding of vocal elements and use of voice for drama works through exploration of accent, rhythm and rhyme in different performance styles (including medieval theatre, Shakespeare, children's story books and rap).

Students will:

- Participate in group vocal activities
- Develop the range of their own vocal techniques
- Understand and use Drama vocal terminology
- Explore rhythm and purpose of rhyme in medieval play excerpts (required for SCSA curriculum)
- Explore rhythm, rhyme and emphasis in Shakespeare (Macbeth excerpts)
- Discuss purpose of rhyme in contemporary arts works
- Choose a children's story book and apply skills learnt in presentation of a rapped performance (live or recorded)

WEEK 1		
Lesson 1	Refresher of terminology and basic skills	<ol style="list-style-type: none">1. Warm up activity – Zip, Zap, Zoom Try with both claps and voice first, then remove claps and just use voice<ul style="list-style-type: none">- Count to 20 (1-5 happy, 6-10 Angry, 11-15 sad, 16-20 Happy)2. Refresh vocal terminology – how to use your voice for performance (Think, pair, share? Group discussion? Board work?)<ul style="list-style-type: none">- Pitch, Pace, Pause, Projection, Pronunciation, Intonation, Emphasis,3. Using the voice<ul style="list-style-type: none">- Explore sounds – soundscapes: create soundscapes for – a rainforest, a school classroom, a factory/ building site, an airport, and orchestra warming up. Think abstract and build a machine with action.- Projection activity: start close to each other then move away, working through volume. “Hurry we’ve got to get out of here”, “how dare you”- Pace and intent now as: a command, a secret, a joke, bad news, slowly, fast, etc.4. Hitch Hiker – exploring accents and emotions Everyone in the car needs to take on the emotion or accent of the hitchhiker. Keep it quick. (provide ideas written down on slips of paper)5. Bus Stop – maintaining an accent or emotion Slightly longer scenes, students must keep the accent they chose without slipping into another’s.6. Discuss Drama skills explored

Lesson 2	Voice – rhyme and rhythm - purpose	<ol style="list-style-type: none"> 1. Warm up: keeping a rhythm <ul style="list-style-type: none"> - Name game with clapping - ‘My pet/ my brother’ alphabet game 2. Short discussion: <ul style="list-style-type: none"> - Definitions of rhyme and rhythm - What are rhyme and rhythm used for? What types of works? - Why is it sometimes used in drama works? - What are the target audiences for these works? 3. Research: Find examples of rhyme in: (separate into small groups with Ipads. Allocate genres from below. The group finds an example, then share by performing one they find) Find examples of rhyme in: <ul style="list-style-type: none"> - A children’s story - A fun poem - A drama script - A song 4. Reflect by discussing: <ul style="list-style-type: none"> - Rhythm in each. Are they the same? Are they different? How/ explain? - Meaning. What meaning is created by using the rhyme or rhythm? How is emphasis used? Does anything change if you emphasise another word? - How would you change each of these for a different audience? (Write these down to allocate in next part of activity.) 5. Try delivery of chosen piece again, using a different way to present the piece. – Give short amount of rehearsal time to try it out, then share.
Lesson 3	Rhyme in historical theatre styles Morality play scene work	<ol style="list-style-type: none"> 1. Warm Up: Sound Frisbee (with invisible Frisbee) 2. What is a Morality/ Mystery play? Present context – ppt saved in J Drive/ 202 yr 7/ voice unit Why did they use rhyme? Discuss context and elements of mystery plays. 3. Break into small groups and give out scripts to explore. Students to look at use of voice in the rhyme and rhythm, as well as presentation of character vocally. (1 page excerpts from: ‘Adam & Eve’, ‘The Shepherd’s Play’, ‘Moses In the Bullrushes’, ‘David & Goliath’.) 4. Perform. Discuss vocal strengths after each performance (Group 1 - Discuss similarities with Melodrama)

WEEK 2

Lesson 1	Voice – Emphasis and character Rhyme in Shakespeare	<ol style="list-style-type: none">1. Warm up:<ul style="list-style-type: none">- Tone/Sound as gesture: Using your name as dialogue, ‘do’ the following things with the voice: bite, overturn a chair, push a piece of furniture across the floor, blow a feather, a pair of scissors, chop wood sweep the floor, sneak up on someone.- Request your favourite meal as your dialogue, speak like a Queen, a monster, a witch, an old man, a comedian, your teacher, a doctor.2. Viewing: ppt on Shakespeare intro – saved in J drive/ 2020 yr 7/ voice unit3. Importance of pronunciation and articulation – Shakespearean insults, try out emphasising different words in the insult4. Switch to normal phrases, exploring emphasis.<ul style="list-style-type: none">- Will you just listen to me for once- You won’t believe what she said- How could you say that5. Hand out Macbeth excerpt<ul style="list-style-type: none">- Discuss character of the witches, how might they show this in their voices? What kind of vocal elements can you explore to present these characters? Look at what words rhyme that you can emphasise. Now reread, looking at what other words are interesting that you could emphasise for more effectual meaning.- Rehearse<p>Discuss effectiveness of rhyme in Shakespeare compared to the mystery plays – differences/ similarities.</p>6. Exit room or Homework – make up your own Shakespearean insult to demonstrate. (Either say to teacher as they exit or enter class)
Lesson 2		<ol style="list-style-type: none">1. Warm up: tongue twisters – do a few together, then in small groups, prepare one, practice and show to class.2. Go over vocal terminology calling on class for descriptions or examples.3. Rehearse then present ‘Macbeth’ pieces, focusing on character voices, articulation and emphasis. Explore changing pace and volume.4. Discuss effectiveness of vocal techniques used. Explore any different ways of presenting
Lesson 3		<ol style="list-style-type: none">1. Warm up: Voice game of choice2. Viewing: Watch (one of) Dr Seuss rap:

		<ul style="list-style-type: none"> - Green Eggs and Ham (3.49m) https://www.youtube.com/watch?v=nwDGRUzv3SE - Fox In Sox (5.44m) https://www.youtube.com/watch?v=hqlbEHNqbPs - Cat In The Hat (7.46m) https://www.youtube.com/watch?v=RNR-A3gBzfs - One Fish Two Fish (8.12m) https://www.youtube.com/watch?v=l8-EXMxufG8 - The Lorax (10.51m) https://www.youtube.com/watch?v=tgMsmymen6k <p>3. Distribute project outline. Pairs or Individual...</p> <ul style="list-style-type: none"> - Discuss project expectations and finished product - Show where to find the backing tracks (Teams) - Distribute books to choose from - Play backing track examples - Demonstrate example of how to choose an appropriate backing track for pace and mood. <p>By the end of this lesson, or start of next lesson, students need to have chosen</p> <p>a) their book b) their backing track</p>
WEEK 3		
Lesson 1	Rehearsal week/ recording week	<ol style="list-style-type: none"> 1. Fun vocal warm up activity 2. Distribute Ipads for rehearsal / filming 3. Teacher to monitor progress of each group or assist with Audacity recording. 4. Collect Ipads 5 mins before finish & clarify next steps. <p>Lesson 3: Reminder of presentation – what preparation does each group still need to do to ensure they are ready.</p>
Lesson 2		
Lesson 3		
WEEK 4		
Lesson 1	Final rehearsal	<ul style="list-style-type: none"> - Students to finish off film editing/ sound editing and send to teacher (email/ Teams/ save in S drive/ transfer via usb) - Students performing live to make sure they have all props and set pieces ready for performance
Lesson 2	Performance/ Presentation	
Lesson 3	Reflection lesson/ drama activity	<ol style="list-style-type: none"> 1. Students to choose favourite drama activities to play for body of lesson. As each one is chosen, discuss why they enjoyed it and what drama skills they learnt from it. 2. Reflection worksheet.