

Lesson Plan | Intro to Theater | Unit 2 – Stand Alone Scenes | 55 minutes

UNDERSTANDING: Students will understand how they have grown in the previous unit, begin to explore vocal choice techniques, and expand understanding of using actions and verbs

KNOWLEDGE: *Students will know...*

- that they have improved and gained performance skills in the previous unit
- that there are four sound resonators in the body (chest, face, nose, head)
- that making strong vocal choices helps build a more dynamic character
- that strong verb choices make a more dynamic character
- that playing verbs ("to do") is better than playing emotions ("I feel") in scenework
- that physicalizing verbs is an important acting device

SKILLS: *Students will be able to...*

- verbally self-assess growth and improvement within previous unit
- warm up their voices using Linklater techniques
- make strong acting choices based on different vocal resonators
- independently show different verbs physically
- explore physicalizing multiple verbs

PERFORMANCE TASKS:

- Warm up (12 minutes)
 - o Standing circle, ask students to think about one sentence stating one thing they learned in previous unit ("What's one thing you can do now that you weren't able to do before because of this class?")
 - o Focusing, breathing and physical warm up (routine)
 - o Game: Bippity Bippity Bop (adding in additional elements of Bowl of Jello, Elephant, Vikings, Charlie's Angles)
- Go around the circle, share sentence about previous unit (give 30-60 secs to think if needed) (7 minutes)
- Linklater ladder vocal work (15 minutes)
 - o Ask students questions about voice: What is a vocal resonator? What do they do? Where are they? How many are in the body?
 - o Go through the four resonators we will cover, from low chest to high skull; moving through with Linklater sounds and words (huh/fee fi fo fum; hey/hey you; hee/I'm a mean old mouse; key/ will you wait)
 - o Bring the whole range into play and blend it together (Sigh from top of register down; Mamma Mia)
- Verbs: Milling and Seething (15 minutes)
 - o Explain directions, ("We will mill and seethe about the room, using the full space. Listen for words I say and physicalize these words with your whole body) Have students mill and seethe in neutral to begin
 - o Teacher says one verb at a time, giving students 1-2 minutes to explore the verb in their body in the space.

- Teacher asks prompting questions to compare/contrast the verbs and think about them in terms of their entire body. (“How is glide different from float?” “How can you slash with your legs? With your whole body?”)
- Verbs include Laban technique verbs: float, glide, dab, press, punch, slash, wring, flick
 - In introducing more intense verbs, teacher reiterates the individuality of this exercise, and while the verbs may make students think of violence, not to move in that direction
 - In introducing verbs that students, including ELL students, may be less familiar with be sure to spell (“w-r-i-n-g”), define and/or model verbs.
- Come into standing circle. Ask students all together to name their favorite or weirdest verb.

CLOSING: (5 mins)

- Remind class/answer questions about *Arabian Nights* tickets and show/review for class for grade
- Hand out and go over calendar for remainder of Unit 2. Any questions?
- Happy Halloween! Have a good weekend!