



LESSON 1:

Anchor Standard: Understand and Apply the foundations of theatrical performance.

Enduring Understanding: Actors must know how to utilize their voices in a variety of ways in order to perform onstage successfully.

Activity: Teach students the theatrical fundamentals of projection, inflection, and enunciation first through teacher example and then by self-discovery and class interaction.

Materials: Floor space and pieces of paper, containing random sentences (i.e. "I'm didn't expect to see you here today.", "Why did you do that?", "I told you they would be here soon...")

Instructions:

- First, arrange students in a semi-circle on the floor, facing the teacher. The teacher will then explain to students the fundamentals of theater, by asking students first to define what they think projection, inflection, and enunciation mean. After the students pitch in their definitions, the teacher will explain exactly what these terms mean, in a simplistic way. Explain that like a "projector", which makes images bigger, Projection is used by actors to make their voices bigger. This is important because everyone in an audience needs to hear what actors are saying on stage. Inflection is how actors make what they are saying unique and interesting. Give students an example my saying a simple sentence like, "I am so excited!", four times, each time placing the inflection on a different word (inflection is easier to understand when taught by example). To define enunciation, tell the students it is when an actor speaks clearly and doesn't jumble their words. Like projection, enunciation is strictly for the audience's ability to comprehend what is being said on stage.
- Next, go around the semi-circle and give the students a second try at defining the key terms, once they have been taught the true definitions. After the students have demonstrated comprehension of the terms, it is time to put the new concepts into action. Divide the students into groups of 3-4 and give each group one slip of paper containing a random sentence. Instruct the students that they will have 5-10 minutes (timing is dependent upon the ability of the students) to come up with 3-4 different

ways to interpret the sentence. Once time is up, each student in the group will present their take on the sentence; there should be no interpretations in the groups that are the same.

- Finally have the students, individually, present their sentence. Watch for their projection, inflection, and enunciation. If any students struggle with any of these three concepts, give them tips after their performance on how to improve and/or clarify what the terms mean. Clap after each students' performance; while simple for some students, this activity can also be nerve-wracking for others.

Questions:

- What did you notice about the students who had the same sentences but presented the sentences in totally different ways?
- Why is it important to understand the fundamentals of theater before we learn about other aspects of theater?
- What was your favorite part of this lesson?