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Lethbridge Collegiate Institute

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**Radio Play Unit**

Grade 10, 11, 12

Speech, Sound Tech, and Theatre Studies

Drama 10/20/30

October 3rd – November 1st

(19.5 school days)

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Rationale:

 The discipline of Speech and its basis in the world of sound is an integral, yet often overlooked facet of our lives. In a world where seeing is believing, and text based communication is quickly replacing spoken word, we seem to have forgotten the role of sound in our lives. Yet anyone who has dabbled in written communication knows just how easy it is to be misunderstood, highlighting the importance of not just what we say, but how we say it. Not only is the ability to modulate the voice paramount for the actor, but anyone who wants to speak or sing clearly, loudly, and safely. However the actor finds particular importance in the knowledge of how to become a different character solely by the power of sound.

 This quality of characterization is clearly evidenced in the case of radio play, in which all our information about the nature of a person is conveyed solely by sound. Therefore, this unit seeks to use this vehicle to explore how the power of sound can be harnessed to tell riveting stories, and rediscover a forgotten world. Meanwhile, the focus on presenting at the International Day of Persons with Disabilities (IDPD) gives students a taste of life for those who live in a world without sound, or in a world without sight. For the duration of the play, a listening audience is essentially blind, but nonetheless transported into the reality of the play. It is hoped such an experience will lead to greater empathy and understanding of behalf of those with disabilities.

Unit Objective and Skills Required:

 At the end of this unit, the students will create and preform a radio play. In order to achieve this goal, there are three skills which must be taught to ensure success. They include:

1. A grasp of the play, both thematically as a whole, and on the level of individual characters.
2. Control of speech for the purposes of conveying meaning and character.
3. Technical knowledge of sound mechanics, recording, and foley artistry.

Success in this is built first by a read through of the play, setting a goal and context for the learning to come. The next lessons focus on the discipline of speech, both in terms of vocal work and characterization. Next, foley arts are introduced to add sound effects and integrate them into the play. This is followed by scene work to flesh out how meaning is influenced by intonation. Finally, the last two days of the unit are full run throughs of the play, giving both two chances at recording, and as a dress for the final performance and recording.

Radio Play Unit Overview:

Lesson 1: (October 3rd)

 **TSW Create and perform stories told through sound effects only.**

 Pass the breath, Rain choir, Sound effects, settings with sound, creating a story.

 *Speech (Senior High) 1, 2, 3, 12.*

CHECKLIST, OBSERVATION.

Lesson 2: (4th)

 **TSW Demonstrate control of pitch, rate, volume and intonation by tongue twisters.**

 Prui, Sound cloud, Tongue twisters, performance, script work for playwrights.

 *Speech (Senior High) 7, 9, 10, 11.*

CHECKLIST, OBSERVATION.

Lesson 3: (5th)

 **TSW Analyze text for character and meaning, and develop a voice for that character.**

 Feudal society, 10’s textual analysis, 20’s playwriting, read aloud.

 *Speech (Senior High) 13, 14. Playwriting (Senior High) 9, 10, 11.*

CHECKLIST, OBSERVATION, QUIZ.

Lesson 4: (6th)

 **TSW Perform reader’s theatre, research monologues and practice.**

Storytelling, performance, Playwriting, monologues practice.

 *Speech (Senior High) 13, 14. Playwriting (Senior High) 1-13, Theatre Studies (Senior High) 1,2.*

CHECKLIST, OBSERVATION.

Lesson 5: (7th Friday)

 **TSW Perform monologues and finish plays.**

 Intonation, playwriting, monologues perform.

 *Speech (Senior High) 13, 14. Playwriting (Senior High) 1-13, Theatre Studies (Senior High) 1,2.*

CHECKLIST, OBSERVATION.

Lesson 6: (11th)

 **TSW Perform monologues and select radio play scripts.**

 Performance, Playwriting, Group script search, Read through.

 *Speech (Senior High) 1-14. Theatre Studies (Senior High) 3.*

CHECKLIST, OBSERVATION.

Lesson 7: (12th)

 **TSW Read through scripts and develop a character voice.**

 *Speech (Senior High) 1-14, 15-21, Acting (Senior High) 1-17.*

 Blob tag, Group read through, character voice*.*

CHECKLIST, OBSERVATION.

Lesson 8: (13th)

 **TSW Analyze scripts and use analysis to inform character traits.**

 Fruit salad, whiteboard work, character voice continued.

 *Speech (Senior High) 1-14, 15-21, Acting (Senior High) 1-17.*

CHECKLIST, OBSERVATION.

Lesson 9: (14th Friday)

 **TSW Analyze scripts for subtext and character voice.**

 Pairs freeze tag, Subtext, Characterization, movement to reveal voice.

 *Speech (Senior High) 1-14, 15-21, Acting (Senior High) 1-17.*

CHECKLIST, OBSERVATION.

Lesson 10: (17th)

 **TSW Develop stories and peer edit plays.**

 Warm up, Discussion, storytelling brainstorm + play editing.

 *Speech (Senior High) 1-14, 15-21 Playwriting (Senior High) 1-17, Acting (Senior High) 1-17.*

CHECKLIST, OBSERVATION. QUIZ ON SCRIPT ANALYSIS.

Lesson 11: (18th)

 **TSW Polish storytelling stories and write monologues.**

 Warm up, Discussion, storytelling polish + monologue writing.

 *Speech (Senior High) 1-14, 15-21 Playwriting (Senior High) 1-17, Acting (Senior High) 1-17.*

CHECKLIST, OBSERVATION.

Lesson 12: (19th)

 **TSW Perform Storytelling and Monologues.**

 Vocal warm up, performance, critique, reflection.

 *Speech (Senior High) 1-14, 15-21 Acting (Senior High) 1-17.*

CHECKLIST, OBSERVATION.

Lesson 13: (20th Half day)

 **TSW Perform Storytelling and Monologues + revised play submit.**

 Vocal warm up, performance, critique, reflection.

 *Speech (Senior High) 1-14, 15-21 Acting (Senior High) 1-17.*

CHECKLIST, OBSERVATION.

Lesson 14: (24th)

 **TSW Act out ½ of play, and create antecedent action.**

Warm up, antecedent action ,act out play, reflection.

 *Speech (Senior High) 1-14, 15-21 Acting (Senior High) 1-17.*

CHECKLIST, OBSERVATION.

Lesson 15: (25th)

 **TSW Act out 2/2 of play, and examine objective and motivation.**

Warm up, motivation from objective, act out play, reflection.

 *Speech (Senior High) 1-14, 15-21 Acting (Senior High) 1-17.*

CHECKLIST, OBSERVATION.

Lesson 16: (26th)

 **TSW Record sound effects and incorporate them into the radio play.**

 Warm up, Script work, recording, editing.

 *Speech (Senior High) 1-14, 15-21, Sound Tech (Senior High) 1-8, Acting (Senior High) 1-17.*

CHECKLIST, OBSERVATION

Lesson 17: (27th)

 **TSW Record ½ of play with sound effects.**

 Warm up, private space to record.

 *Speech (Senior High) 1-14, 15-21, Sound Tech (Senior High) 1-8, Acting (Senior High) 1-17.*

CHECKLIST, OBSERVATION.

Lesson 18: (28th Friday)

 **TSW Record ½ of play with sound effects.**

 Warm up, private space to record.

 *Speech (Senior High) 1-14, 15-21, Sound Tech (Senior High) 1-8, Acting (Senior High) 1-17.*

CHECKLIST, OBSERVATION.

Lesson 19: (31st)

 **TSW Perform Radio plays.**

 Warm up, performance, critique, reflection.

 *Speech (Senior High) 1-14, 15-21, Sound Tech (Senior High) 1-8, Acting (Senior High) 1-17.*

CHECKLIST, OBSERVATION.

Lesson 20: (Nov 1st)

 **TSW Perform Radio plays.**

 Warm up, performance, critique, reflection.

 *Speech (Senior High) 1-14, 15-21, Sound Tech (Senior High) 1-8, Acting (Senior High) 1-17.*

CHECKLIST, OBSERVATION.

Assessments:

Assessments for this unit include:

1. Quizzes, to be administered on material from the preceding day. These will be used as study notes for the final exam.
2. A rubric for the final performance of the three shows.
3. In class projects tied to the various performances. (e.g. the foley artist research document.)
4. A daily checklist, modified for each objective.

Materials:

* Clear Space
* Video projection/display
* Sound recording equipment
* Chairs
* Chairs for audience on last day

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