

VOICE & BODY COMMUNICATION

Performance Standard Dr25A.G (drama)

Describe how an actor used voice and body to communicate each character, setting, and emotion accordingly:

- *Knowledge*: Identify and define the vocal skills and physical skills actors use in a performance to communicate character, setting and emotion.
- *Communication*: Describe how an actor used vocal skills and physical skills to communicate character; setting, locale or atmosphere; and emotions in a film.

Procedures

1. *In order to understand the sensory elements, organizational principles, and expressive qualities of the arts (25A)*, students should experience sufficient learning opportunities to develop the following:

- Analyze vocal and physical qualities used to communicate character, setting, and emotion.

Note: Introduce the terminology, including voice skills, physical skills, character, setting, and emotion. Engage students in activities that amplify the ideas of the terms and related skills. All students should be familiar with:

- ◆ *Physical skills* include the use of facial expression (eyes, eyebrows, nose, mouth); use of gestures/objects (arms, hands, fingers, reach, grasp, manipulation); use of posture (head, neck, back, shoulders, stomach); use of stance (legs, knees, feet); use of proxemics (space in relationship to others); use of energy; and use of focus.
- ◆ *Vocal skills* include the use of vocal-quality characteristics (volume, intensity, pitch, inflection, rhythm, rate, pause, silence, dialect, pronunciation, and diction).

2. Provide each student a copy of the “Voice and Body Communication” task sheet. Have students review and discuss the assessment task and how the rubric will be used to evaluate their work.
3. Select a specific character in a familiar film, for example, Scrooge in “A Christmas Carol,” and show two scenes that represent shifts in character, setting, and emotion. In this particular example one might use Scrooge responding to Jacob Marley’s visit on the eve of Christmas, and Scrooge relating to his world after his transformation on Christmas day.
4. Ask each student to take notes on the task sheet about one actor’s vocal and physical skills in two separate scenes. The focus should be on one actor’s use of voice and physical skills to communicate, in this case, Scrooge’s character, setting, and emotions. Provide the following prompts: Identify on your task sheet specific examples of vocal skills and physical skills the actor used in each scene to reveal (1) character; (2) setting, locale or atmosphere; and (3) emotion .
5. Evaluate each student’s work using the “Voice and Body Communication” rubrics as follows:
 - *Knowledge*: Understanding of the meaning of the vocal skills and physical skills actors use in a performance to communicate character, setting and emotion was completely and accurately demonstrated in the communication’s dimension of the assessment.
 - *Communication*: The descriptions of how the actor used vocal skills and physical skills to communicate (1) the character’s personality traits, wants, thoughts, mental capacity, age, sex, occupation, nationality, social status, and relationship to other characters; (2) the time, place, locality, conditions, (i.e. weather, privacy, intimacy, public, social, formal, informal, near, far, country, city, rural, cold, hot, dark, and light); and the character’s emotions (i.e., fear, anger, sadness, joy, surprise, gloom, love, angst, happiness, impatience) were accurate and complete (included 6 items in each category).

Examples of Student Work not available

Resources

- Copies of vocal and physical terminology
- *Stage and the School* , 7th or 8th edition, Schanker and Ommanney, Chapter on Voice (optional)
- A film of an actor’s performance
- VHS/Monitor/viewing space
- Copies of the “Voice and Body Communication” task sheet
- Voice and Body Communication Rubrics

Time Requirements

Two class periods

NAME _____ DATE _____

VOICE & BODY COMMUNICATION

Note: You may combine scores from both rubrics to attain an overall score as follows:

- Exceeds = 22 - 24 total points
- Meets = 17 - 21 total points
- Approaches = 12 - 16 total points
- Begins = 1 - 11 total points

KNOWLEDGE/COMMUNICATION – VOCAL SKILLS USED			
Quality, volume, intensity, pitch, inflection, dialect, rhythmic pattern, rate, pause, silence, pronunciation, diction.			
	CHARACTER	SETTING, LOCALE, OR CONDITIONS	EMOTION
	To reveal character’s personality traits, wants, thoughts, mental capacity, age, sex, occupation, nationality, social status, and relationship to other characters.	To establish time, place, locality, weather, privacy, intimacy, public, social, formal, informal, near, far, country, city, rural, cold, hot, dark, and light	To re-create character emotions (i.e. , fear, anger, sadness, joy, surprise, gloom, love, angst, happiness, impatience)
4	• Described actor’s use of 6 or more vocal skills to reveal four character traits.	• Described actor’s use of 6 or more vocal skills to establish three different setting/locale/ conditions in two different scenes.	• Described actor’s use of 6 or more vocal skills to establish or to re-create character’s emotions in two different scenes.
3	• Described actor’s use of 4 vocal skills to reveal three character traits.	• Described actor’s use of 4 vocal skills to establish two different setting/locale/conditions in two different scenes.	• Described actor’s use of 4 vocal skills to establish or to re-create character’s emotions in two different scenes.
2	• Described actor’s use of 3 vocal skills to reveal 2 character’s traits.	• Described actor’s use of 3 vocal skills to establish one of the setting/locale/ conditions.	• Described actor’s use of 3 vocal skills to establish or to re-create character emotions or atmosphere in a scene.
1	• Described character but does not tie it to the actor’s performance. May use a term such as loud and soft.	• Described time, place, locality, or conditions. May or may not describe one of the skills used by the actor.	• Described a character’s emotions. May use one skill term.
0	• Missing and/or incorrect	• Missing and/or incorrect	• Missing and/or incorrect
Score			

NAME _____ DATE _____

VOICE & BODY COMMUNICATION

Note: You may combine scores from both rubrics to attain an overall score as follows:

- Exceeds = 22 - 24 total points
- Meets = 17 - 21 total points
- Approaches = 12 - 16 total points
- Begins = 1 - 11 total points

KNOWLEDGE/COMMUNICATION – PHYSICAL SKILLS USED			
Facial expression (eyes, eyebrows, nose, mouth); gestures/objects (arms, hands, fingers, reach, grasp, manipulation); posture (head, neck, back, shoulders, stomach); stance (legs, knees, feet); proxemics (space in relationship to others); energy; and focus			
	CHARACTER	SETTING, LOCALE, OR CONDITIONS	EMOTION
	To reveal character’s personality traits, wants, thoughts, mental capacity, age, sex, occupation, nationality, social status, and relationship to other characters.	To establish time, place, locality, weather, privacy, intimacy, public, social, formal, informal, near, far, country, city, rural, cold, hot, dark, and light	To re-create character emotions (i.e. , fear, anger, sadness, joy, surprise, gloom, love, angst, happiness, impatience)
4	• Described actor’s use of 6 or more physical skills to reveal four character traits; includes proxemics, energy and focus in the description.	• Described actor’s use of 6 or more physical skills to establish three different setting/ locale/conditions in two different scenes; includes proxemics, energy and focus in the description.	• Described actors use of 6 or more physical skills to establish or to re-create character’s emotions in two different scenes; includes proxemics, energy and focus in the description.
3	• Described actor’s use of 4 physical skills to reveal three character traits.	• Described actor’s use of 4 physical skills to establish two different setting/ locale/conditions in two different scenes.	• Described actor’s use of 4 physical skills to establish or to re-create character’s emotions in two different scenes.
2	• Described actor’s use of 3 physical skills to reveal 2 character’s traits.	• Described actor’s use of 3 physical skills to establish one of the setting/locale/ conditions.	• Described actor’s use of 3 physical skills to establish or to re-create character emotions in a scene.
1	• Described character but does not tie it to the actors performance.	• Described time, place, locality, or conditions. May or may not describe one of the skills used by the actor.	• Described a character’s emotions. May use one skill term.
0	• Missing and/or incorrect	• Missing and/or incorrect	• Missing and/or incorrect
Score			

NAME _____ DATE _____

VOICE & BODY COMMUNICATION

VOICE		
Character	Setting/Locale/Conditions	Emotion

PHYSICAL		
Character	Setting/Locale/Conditions	Emotion

Student Worksheet

Voice

Character	Settings/Locale/Conditions	Emotion
pitch shows sex	pattern of how he talks	voice gets louder
pattern and rate	gets faster	voice shaky
shows age	diction of his voice	pattern gets faster
silence shows fear	changes in fear	alot of silence from
alot of pause to think	his voice shows fear	fear
rythem also shows age	and tiredness	rate and rythem
intensiveness in voice	his dialect and accent	change get faster
gets bigger as the ghost	^{slow} slow locale, intensiveness and	
appears.	shows conditions	pitch gets higher

Physical

Character	Settings/Locale/Conditions	Emotion
he walks away to show he's scared	moves around sits and stands	puts fingers in ears in fright
his eyes show he is scared of the ghost	walks around the room plays with his clothes	the eyes open wide
his eye get teary	show where he is	loosens collar
his mouth opens wide	the way he stands	fidgets with clothes and fingers
his fingers move around	shows fear. And he	shakes whole body
when he walks kind of slow it shows his age	crouches up in a little ball	makes their spacing farther away
faciale expressions show sex and what kind of person he is	sits by fire place shows its cold drinks stuff	closes curtains puts fingers in mouth

Last
Scene

"Meets" (page 3)

Student Worksheet

Voice

Character	Settings/Locale/Conditions	Emotion
voice gets really fast, starts to laugh. little tiny pauses	talks fast laughs talks to self in mirror rythem gets faster	voice gets faster laughs pitch gets higher
voice gets happy. pattern and rythem change get happier and faster.	rate gets happy and really fast takes little pauses	pattern gets fast rythem gets faster dialect is happy
looks in mirror - smiles at himself	dialect changes to show awareness and elation	intensive ness from joy

Last
Scene

"Meets" (page 4)

Student Worksheet

Physical

Character	Settings/Locale/Conditions	Emotion
holds up his hands	scribbles writes	he is walks around
smiles eyes brows go up.	down things with feather	jumps
eyes get big	touches curtains	lifts legs in joy
stands up straighter	runs up and down	arms move faster
throws things around	stains, runs in room	jumps up and down
fights with clothes	looks out window	looks in mirror
jumps around throws things	looks around the room	runs all the around
	looks out the window	
	jumps on bed	

Physical

Character	Settings/Locale/Conditions	Emotion
① Wetherly - nice clothes, big house	① England - has an accent, very proper	① Talks low - not happy
② Intimidating - does not smile, always looks serious	② Cold/Wintertime - dressed warm, wore coat & gloves outside	② "Big Shot" - sarcastic ③ Sad - doesn't smile, no friends, looks down a lot
③ Hardly opens his mouth when he talks	③ Late 1800s - old fashioned clothes, no cars	④ Lonely - no one likes him ⑤ Selfish - doesn't share
④ Old - gray hair, walks hunched over	④ Christmastime - Dec. 24, people say Merry Christ-	⑥ Scared - sees ghost, raises eyebrows, sees spin with
⑤ Mean - doesn't talk nicely to people, won't share, won't make eye contact	mas but Scrooge does not care	*** ** ** ** ** ** ** ** ** ** **
⑥ Angry - doesn't raise eyebrows, won't talk if he can't help it, always misinterpreted, short temper	⑤ No trust for anybody - had big front door with many locks	① Happy - laughs, makes eye contact ② Speaks more distinctly - doesn't mumble
⑦ British - speaks with Jamin L accent	① Christmas day - Dec. 25	③ More interactive - hugs maid, talks sincerely to people
① More gestures - jumps around, waxes	② Yells out window - talks nicely to boy, doesn't care about cold weather	④ Says "Merry Christmas" - total attitude change
② More social - talks to more people, more sincere	③ Winter - snowing	⑤ Excited - hyperactive, sings & dances around his house, stands on his head
③ Treats people nice - puts his arm around maid, didn't yell at kids	④ Considerate - apologizes to niece	⑥ Jokes around - messes up his hair ⑦ Shows love - kisses maid, gives her a present

④ Not hunched over - walks with straight back
⑤ More energetic - laughs more, jumps around

⑧ Shares with people - gives money to maid & little boy
⑨ Shows respect for maid - takes off hat