

YEAR 8 DRAMA AUTUMN TERM  
Blended Learning Booklet  
Voice



NAME:

TUTOR GROUP:

TEACHER:

Aim to complete one lesson every two weeks. Everything can be completed in the booklet or on the spare pages at the back.

All videos are online using the ClassCharts link.

The Knowledge Organiser on page 5 has all the key information and vocabulary to help you with this unit.

Upload all work onto ClassCharts for feedback.

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# Big Picture – Year 8 Overview Drama Department



Next Year

Students are assessed on the making process and the performance.

Students work together in a group and research the topic to make it the best that it can be.

Students are given a criteria for performance and decide what techniques will be useful.

Students look at different pictures and listen to poems and stories surrounding social media.

Assessment

Collaboration and research.

Recollection of techniques

Introduction to stimulus



Students will be assessed on their finished piece and a short piece of writing based on Frantic Assembly.

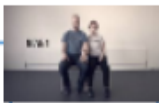


In this unit the students will learn about evocues and devise a piece of theatre responding to different stimulus.

Assessment

UNIT 5 Devising

The students will work in small groups to create a piece of physical theatre.



Students will re-call techniques used in the previous units and research the work that Frantic do. Theatre productions will be available to watch.

In this unit the students are introduced to the work of Frantic Assembly and perform Chair Duets.

FRANTIC ASSEMBLY

Choreography And Chair Duets

Intro Frantic Assembly

UNIT 4 Physical Theatre

Students are introduced to a more complex script and re-call the conventions and how they differ from a novel.

The play is read as a whole group, small groups or independently. The students are given questions to answer and discussion will take place around themes and genre.

Students will work in small groups to perform sections of the script. They will use techniques from the previous units to help them.

This is a practical assessment and they will perform a section of the text being assessed on vocal and physical skills.

Assessment

Read and analyse

Practical exploration

UNIT 3 Script

The students look at the Greek story 'Theseus and the minotaur' and explore story telling.

Students learn how to use cannon, shared and unison. They do this through scripted and movement based exercises.

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In this unit the students learn about theatre history and ensemble working.

Assessment

Intro to physical theatre

Intro to physical theatre

UNIT 2 Greek theatre

Students explore different characters and read different extracts to identify the correct vocal techniques.

Students will be given various examples of Shakespearian texts that they will analyse and choose from for performance.

Students will learn their chosen text and perform it being assessed on their vocal techniques.

Pre-assessment reading

Assessment.

Extracts

Students will read a poem and in small groups discuss and perform it using the correct vocal techniques with justification.

Students learn how to change the pitch, volume and tone of their voices. Using tongue twisters they experiment with articulation, clarity and diction.

In this unit students learn how to use their voices in performance and the vocal terminology needed for GCSE drama.

Poems

How to use the voice and tongue twisters

UNIT 1 Voice

Year 8





# THE BIG PICTURE – ZOOM IN

## Drama Year 8 Voice

### WHY

- Learning how to use your voice to explore text.
- Exploring the possibilities that vocal techniques allow.
- Look at the different types of text and apply the voice accordingly including Shakespearean text.

### WHAT WE KNOW/REMEMBER

### PREVIOUS LEARNING

- Year 7 script work and devising.
- TV and theatre trips with the family.

### UP NEXT

- Greek Theatre
- Play text
- Devising.

### AIMS

- To understand the impact of voice in a performance.
- To communicate thoughts and feelings through voice.
- To learn vocal terminologies in readiness for GCSE.

### WHAT? (CAREERS)

- Actor/Actress
- Singer
- Radio presenter
- Journalist

### PERSONAL OBJECTIVES

## **Keywords Lesson 1.**

**Articulation**: using your mouth so that words come out **clearly** and **fluently**.

**Clarity**: how clearly you speak.

**Fluency**: speaking with speed, accuracy and proper expression.

## **Tongue Twisters to practise**

- Yellow lorry, red lorry.
- Red leather, yellow leather.
- She sells sea shells on the sea shore.
- How much wood would a woodcutter cut if a wood cutter could cut wood.



**Mood and atmosphere**- the feeling or emotion created in a performance

**Transitions**: moving between Still Images

**Proxemics**: the use of space.

## **Keywords Lesson 2-5**

**Emphasis**- Stress or importance given to a word or phrase.

**Pace**- The speed at which you speak.

**Pause**- A break in speech.

**Pitch**- How high or low your voice is.

**Pronunciation**- The sounds of speech.

**Rhyme**- A repetition of similar sounds.

**Silence**- No sound or words.

**Tone**- The sound of the voice in relation to pitch, quality and strength.

**Voice**- Communication through sound.

**Volume**- How loud or quiet your voice is.

**Intonation** – The rise and fall of the voice in speaking

## **Year 8- Voice Knowledge Organiser**

### **Hamlet Summary** -

The ghost of the King of Denmark tells his son Hamlet to avenge his murder by killing the new king, Hamlet's uncle. Hamlet fakes being mad, contemplates life and death, and seeks revenge. His uncle, fearing for his life, also plotting to kill Hamlet.



**Lesson One**

**LI:** **To understand why the voice is important**  
**To apply simple warm ups and techniques to develop voice**

Watch the video: <https://www.youtube.com/watch?v=O86VWsXt-M4>

**Task One**

Name some exercises you can do to warm up your voice

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

**Task Two**

- Why is your voice important?

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- What can you do with your voice?

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- What would it be like if you **couldn't** use your voice?

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**Task Three**

-What answers did your classmates give?

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**Task Four**

-What tongue twisters do you know?

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Watch the video: <https://www.youtube.com/watch?v=5pLs8gO0myg>

**Task Five (tongue twisters on page 17)**

- How did you find the activity? What was easy and what was hard?

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**Task Six**

-Now try to create your own tongue twister

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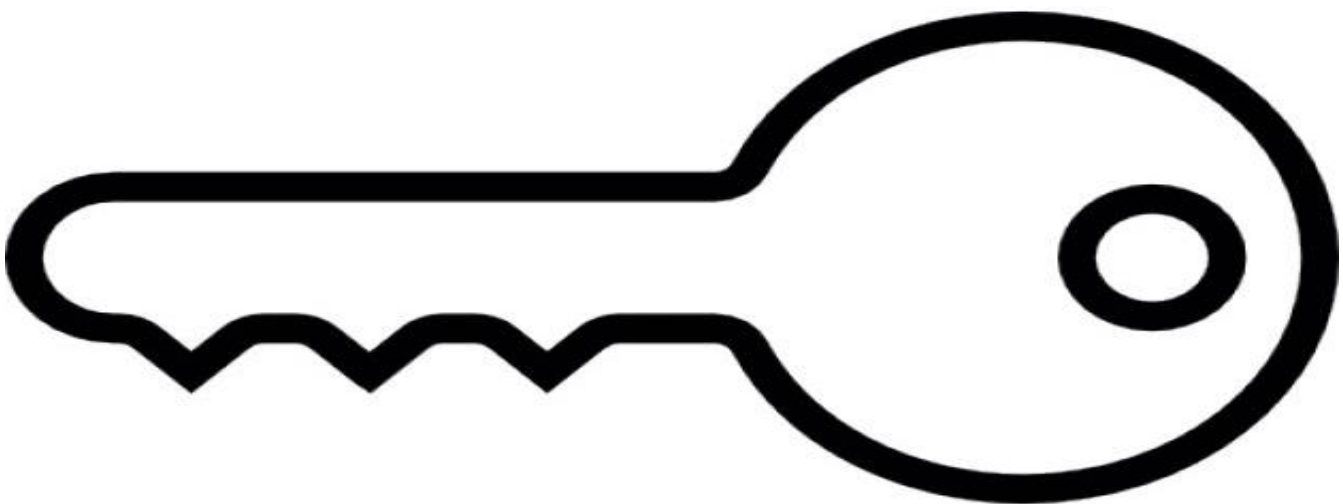
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**Homework Task**

- Write in the key the new keywords you have learnt



**Lesson Two**

**LI: To practically explore and develop voice using a poem as a starting point**

### **Task One**

- How do we use our keywords from Lesson 1?

Articulation -

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Clarity -

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Fluency -

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Why are they important?

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### **Task Two**

- Join the correct keyword to the correct definition

<b>Pace</b>
<b>Clarity</b>
<b>Tone</b>
<b>Fluency</b>
<b>Pitch</b>
<b>Articulation</b>

How clearly you speak.
Speaking with speed, accuracy and proper expression.
Using your mouth so that words come out clearly and fluently.
The speed at which you speak
The sound of the voice in relation to pitch, quality and strength
How high or low your voice is



Watch the video: <https://www.youtube.com/watch?v=MLiqffwsyHA>

**Task Three**

- How can tone change the message of the poem?

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**Task Four (poem on page 18)**

-List different ways to perform the poem

1. 

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2. 

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3. 

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4. 

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5. 

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**Task Five**

- What way would be best to perform the poem and why?

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**Task Six**

- Create your own wacky poem!

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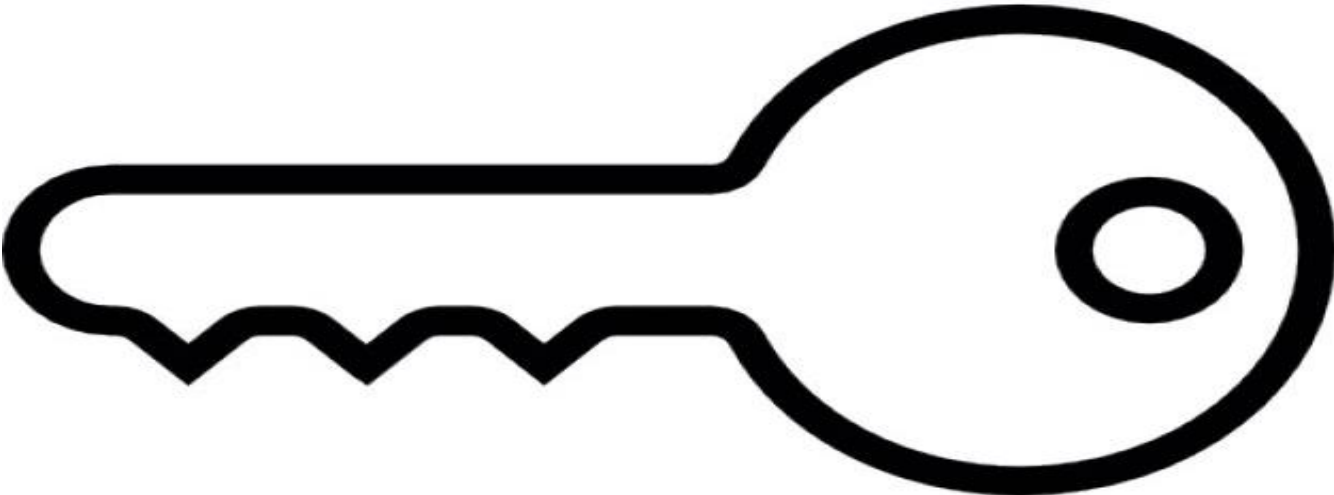
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**Task Seven**

– Write in the key the new keywords you have learnt



**Lesson Three**

**LI: To practically explore and develop voice using an extract of text**

Task One

- How do we use our keywords from Lesson 2?

Pitch

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Tone

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Pace

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**Task Two**

-Join the correct keyword to the correct definition

<b>Pronunciation</b>
<b>Intonation</b>
<b>Rhyme</b>
<b>Volume</b>
<b>Emphasis-</b>

Stress or importance given to a word or phrase.
The sounds of speech.
A repetition of similar sounds.
How loud or quiet your voice is.
The rise and fall of the voice in speaking

**Task Three**

- List the techniques used when listening to the extract and how they were used

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_

**Task Four**

- What techniques can you now use to recite this extract in a pair

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**Task Five (extracts on page 19)**

Try to learn one of the extracts on page 19 by heart

**Task Six**

- Which performance of the extract worked best and why?

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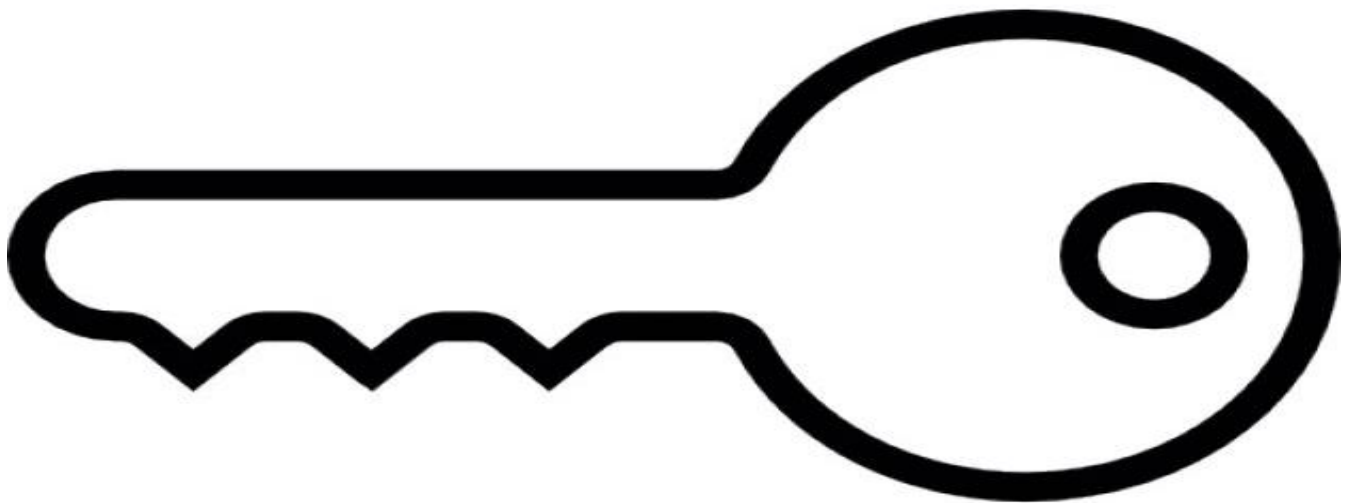
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**Homework Task**

- Write in the key the new keywords you have learnt



**Lesson Four**

**LI: To explore and develop voice using a script extract**

**Task One**

- Look, cover, spell the key words in your knowledge organiser

Watch the video: [https://www.youtube.com/watch?v=ZPxW2Ltrv\\_k](https://www.youtube.com/watch?v=ZPxW2Ltrv_k)

**Task Two**

- Give a brief summary of Hamlet

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**Task Three (script extract on page 20)**

- What is the extract about?

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**Task Four**

-Write a list of ways you think could help you remember your script

1. 

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3. 

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4. 

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5. 

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**Task Five**

-Write down different ways of performing the extract

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**Task Six**

- Pick Three or Four vocal techniques that will suit the mood of the script

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_

**Homework**

-Learn your lines by heart using the techniques you have listed above. Think about your keywords and how to apply them to the script.

**Lesson Five**

- LI: To prepare for assessment**
- To communicate effectively and share ideas**

**Task one**

- Write down as many key words as you can remember

1.	2.
3.	4.
5.	6.
7.	8.
9.	10.
11.	12.
13.	14.

**Task 2**

- If you could add music to your script, what would you use to create mood and atmosphere?

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**Notes**- use this space to write down anything relevant to the lessons

**Lesson Six**  
**Evaluation**

Describe the story you created.

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How did you use vocal skills to create your character?

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What physical skills did you use?

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What impact did you want to have on the audience?

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## Tongue Twisters

1. Red Lorry, Yellow Lorry. Red Leather, Yellow Leather
2. She sells sea shells on the sea shore
3. The leith police dismisseth us
4. Betty bought a bit of butter, but she found the butter bitter. So Betty bought a better bit of butter
5. Peter Piper picked a peck of pickled pepper. If Peter Piper picked a peck of pickled pepper, then where the peck of pickled pepper Peter Piper picked?
6. Sister Suzy's sewing shirts for soldiers. Such skill at sewing my shy young sister shows. Some soldiers send epistles saying they'd sooner sleep on thistles than the short, serge shirts for soldiers shy young Suzy sews

Poem

On the Ning Nang Nong  
Where the Cows go Bong!  
and the monkeys all say BOO!  
There's a Nong Nang Ning  
Where the trees go Ping!  
And the tea pots jibber jabber joo.  
On the Nong Ning Nang  
All the mice go Clang  
And you just can't catch 'em when they do!  
So its Ning Nang Nong  
Cows go Bong!  
Nong Nang Ning  
Trees go ping  
Nong Ning Nang  
The mice go Clang  
What a noisy place to belong  
is the Ning Nang Ning Nang Nong!!

## Extracts

'I say to you today, my friends, though, even though we face the difficulties of today and tomorrow, I still have a dream. It is a dream deeply rooted in the American dream. I have a dream that one day this nation will rise up, live out the true meaning of its creed: "We hold these truths to be self-evident, that all men are created equal.'  
(Martin Luther King)

'One friend left to sell clothes  
One works down by the coast  
One had two kids but lives alone  
One's brother overdosed  
One's already on his second wife  
One's just barely getting by  
but these people raised me  
and I can't wait to go home.'  
"Castle On The Hill" Ed Sheeran

## Hamlet Scene

**HAMLET-** Where wilt thou lead me? speak; I'll go no further.

**GHOST-** Mark me.

**HAMLET** I will.

**GHOST-** My hour is almost come, When I to sulphurous and tormenting flames Must render up myself.

**HAMLET-** Alas, poor ghost!

**GHOST-** Pity me not, but lend thy serious hearing to what I shall unfold.

**HAMLET-** Speak; I am bound to hear.

**GHOST-** So art thou to revenge, when thou shalt hear.

**HAMLET-** What?

**GHOST-** I am thy father's spirit, Doom'd for a certain term to walk the night, and for the day confined to fast in fires, Till the foul crimes done in my days of nature Are burnt and purged away. But that I am forbid To tell the secrets of my prison-house, I could a tale unfold whose lightest word Would harrow up thy soul, freeze thy young blood, Make thy two eyes, like stars, start from their spheres, Thy knotted and combined locks to part And each particular hair to stand on end, Like quills upon the fretful porpentine: But this eternal blazon must not be To ears of flesh and blood. List, list, O, list! If thou didst ever thy dear father love—

**HAMLET-** O God!

**GHOST-** Revenge his foul and most unnatural murder.

**HAMLET-** Murder!

**GHOST-** Murder most foul, as in the best it is; But this most foul, strange and unnatural.

**HAMLET-** Haste me to know't, that I, with wings as swift as meditation or the thoughts of love, may sweep to my revenge.

**GHOST-** I find thee apt; And duller shouldst thou be than the fat weed That roots itself in ease on Lethe wharf, Wouldst thou not stir in this. Now, Hamlet, hear: 'Tis given out that, sleeping in my orchard, A serpent stung me; so the whole ear of Denmark Is by a forged process of my death Rankly abused: but know, thou noble youth, The serpent that did sting thy father's life Now wears his crown.

## Notes