

Lesson Plan Week #5 – Building Our Radio Drama

WNYC Audio Theater Residency – The Sound

Blueprint Markers:

- Theater Making: Acting, Playwriting/Play Making, Designing and Technical Theater, and Directing
- Developing Theater Literacy
- Making Connections

NY State Educational Standards for Theatre Arts:

Art Standard 1 - Creating, Performing and Participating in the Arts

- 1.1 Use improvisation and guided play writing to communicate ideas and feelings
- 1.2 Imitate various experiences through pantomime, play making, dramatic play, story dramatization, storytelling, role-playing, improvisations and guided play writing
- 1.3 Use language, voice, gesture, movement and observation to create character and interact with others in improvisation, rehearsal and performance
- 1.5 Identify and use, in individual and group experiences, some of the roles, processes, and actions for performing and creating theatre pieces and improvisational drama within the school/community, and discuss ways to improve them

Art Standard 4 – Understanding the Cultural Contributions of the Arts

- 4.11 Improvise scenes based on information about various cultures
- 4.12 Explain how drama/theatre experiences relate to themselves and others

Objectives/Outcomes

Participants will:

- Write an improvised scene/monologues using the theme of “Invisibility”
- Explore and discuss how characters and sounds are integral in scene creation
- Perform and listen to improvised scenes as a creative ensemble group

Materials Needed:

Large Poster Board

Markers

Lesson Plan:

(Warm-Up Activities) A Vocal Warm-up Exercise

Building on previous week’s vocal warm-up exercise, every week the workshop will begin with a new solicited vocal warm-up exercise added to the previous week’s solicited vocal warm-up exercise so the class can create their own ensemble vocal warm-up regiment.

A Starter Activity

A devising activity to all participants to explore the creation and understanding of each character and sound specifically. An example is below.

Hotseating

- Assemble participants in their 4 groups. Give each group a few minutes to reflect together on the characters and scenes they created in the previous week’s “Invisibility” improvisations.
- Each group then gets “Hotseated”. Before being “Hotseated”, each group gives a 1-minute summary of the improvisation, including characters and scene. In

“Hotseating”, the group speaks as an ensemble in answering questions put to them by the observers in reference to characters and scene. Observers can ask questions that help deepen their understanding of the character and the scene. Questions can be asked of individuals within the ensemble or to the ensemble as a whole. The individual/group being “hotseated” can answer based on prior knowledge of the character/scene, inferences that they make about the character/scene or from their own imagination.

- As each group is hotseated, the teacher or another participant scribes on poster board the questions, answers and observations that each group explores.

▪ **The Main Activity**

A devising activity that incorporates the discoveries from the previous exercise in the creation of scene content (character lines and sound). An example is below.

Silent Scene Writing

- Remind the participants that we are still working with the theme of “Invisibility”.
- In their groups, participants should incorporate their discoveries from “Hotseating”. They should pick characters, the setting and an objective for their scene. Participants can decide who within their group will be the characters and who will define the setting through creating the environmental soundscape.
- Participants write a silent dialogue in the following way: Person creating soundscape will write a sound on the poster board to define our setting. Then each character takes turn writing one line of dialogue (in context of the theme and the objective). Each participant is responsible for their creating/writing of dialogue/soundscape and should not consult other member of the group. **THE ENTIRE ACTIVITY SHOULD BE DONE IN SILENCE.**

▪ **Closing Discussion/Activity**

- Have participants sit in circle on floor and inquire about: “What did we do today?” and/or “What’s something you discovered today?”
- Share with participants that this workshop was an exploration in the creation of the characters, settings and scenes they’ve begun creating for their radio drama.
- Ask each participant to bring in music or sound effects they think will add content to their group’s scene in a CD or audio tape form for the next week’s workshop. Explain that we will continue building our characters and scenes through rehearsing, sharing and refinement and consider adding music/sound effects to our scene.
- **Closing exercise** - to seal in the ensemble energy we’ve created. An example is below.

Quiet Acknowledgement and Appreciation

- Group stands in a circle
- Teaching Artist looks to the participant on their right
- Teaching Artist and participant both look in each other eyes with appreciation and nod your heads with acknowledgement.

Vocabulary:

Improvisation, Theme, Character, Setting, Objective, Scene, Text, Soundscape

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Assessment Indicator	25% of students successful	50% of students successful	75% of students successful	100% of students successful
Students are able to make personal connections to their character and sound choices				
Students are able to use each other's to create a script				
Students are able to incorporate sound and character choices into scene writing				