

# **Lesson Plan Week #8 – Microphone Check!**

## **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
- 1.4 Create props, scenery, and costumes through individual and group effort
- 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 2 – Knowing and Using Arts Materials and Resources

- 2.7 Discuss vocations/avocations with theatre professionals and identify the skills and preparation necessary for theatre vocations/avocations

Art Standard 3 – Responding to and Analyzing Works of Art

- 3.8 Use the techniques and vocabulary of theatre criticism, both written and oral, to discuss theatre experiences and improve individual and group performances

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:

- Discuss and reflect upon the principle of microphone use
- Explore how the microphone affects perception and performance
- Analyze through personal connections what Radio Drama is in the 21<sup>st</sup> century

### **Materials Needed:**

Microphones/Recording Device

Stopwatch

CD/Audio Tape Player

Large Poster Board

Markers

Copies of typed Modified (Revised) scenes from previous week

### **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 diagnostic activity to review the principles of working with microphones from Workshops 2 & 3. An example is below.

### Revisiting the Microphone Sound

- Have each group write on large poster board 3 ways microphones change the way sound travels and/or the affects microphones have on character/sound choices.
- As a class, allow participants to review each group's answers. Teaching Artist can recap key principles the participants may not have listed.

## ■ The Main Activity

A performance activity that illustrates the microphones impact on scene content (character lines and sound). An example is below.

### Microphone Check!

\*Teaching Artist should type each group's modified scene from the previous week and provide copies to each member of the group. Therefore, providing the "revised scripts" the groups will be working with.

- \*Have groups reflect upon and rehearse their modified scene from the previous week's workshop.
- With each group being mindful of our microphone refresher discussion, have each perform their modified scene behind a curtain (a sheet can be used as well). Each group will be performing into the microphone behind the curtain.
- Audience will experience listening to a "live" performance without closing their eyes and analyze how the microphone and curtain change their sensory perceptions.
- After each group has performed into the microphone behind the curtain, the entire class will share the differences in their experiences as a performer and as an audience member with the added elements of the microphone and curtain.
- Explain to participants that this exercise is to prepare them for the culminating workshop when they will perform their radio drama for an actual audience. They now have a better perception of the "audience" experience and the actual "performer" experience.

## ■ 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 they will be presenting a 10-15 minute showcase to an audience around what they have learned and discovered through this audio theater residency and the showcase will culminate with the performance of their radio drama. [Teaching Artist will listen to and select Radio Drama and Madness statements that will be incorporated into the showcase.]
- Explain that next workshop we will be about putting all of the elements of study we've had over the previous 2 months (Audio Theater History, Character, Voice, Soundscape, Microphone Use, Theme, Writing, Time, Sound Travel) together to create our Audio Theater Showcase.
- **Closing exercise** - to seal in the ensemble energy we've created. An example is below.

### *Pass the Pulse*

- Group stands in a circle, holding hands with eyes closed
- Teaching Artist squeezes the hand of the person to their right or left, who then squeezes the hand of the next person, and so on until the squeeze has come

around full circle. Two squeezes can be passed around simultaneously in the same or different directions.

**Vocabulary:**

Perception, Revision, One-Word Definitions

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<b>Assessment Indicator</b>	<b>25% of students successful</b>	<b>50% of students successful</b>	<b>75% of students successful</b>	<b>100% of students successful</b>
Students are able to recognize and incorporate any modifications to their scene based on the affects of microphone usage				
Students are able to openly give and receive constructive criticism				
Students are able to incorporate feedback and specific choices into their scene revisions				
Students are able to articulate what Radio Drama is and any personal connections they've made to Radio Drama via this residency				

