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# VOICE

By KAREN LOFTUS

This unit focuses specifically on the technical aspects of vocal production. By understanding how voice is created, students will be more aware of how to improve their vocal production. Students will explore posture and breathing exercises, as well as how to use the diaphragm, projection, and articulation. The final project will test students' ability to properly project and articulate a joke across a large space.

## 1 - What makes a "good voice?"

Students discuss and apply aspects of what makes a voice a "good voice:" projection, articulation, posture, proper breathing.

## 2 - Resonance

Students learn about the resonators and use them in an exercise.

## 3 - Articulation

Students learn about the articulators and use them with tongue twisters and additional exercises.

## 4 - Unit Project

This is a simple project. Your students are going to tell a joke or riddle to the class. The reason to use a joke or a riddle (rather than a poem, prose piece, monologue, or scene) is students in the audience will want to hear the answer. They will be more engaged in the simple joke or riddle than passively listening to something else. See the add-on if you wish to have students apply projection and articulation to a scene.

# Standards Connections

## National Core Arts Standards

### Develop and refine artistic techniques and work for presentation - Grade 7

TH:Pr5.1.7.a - Participate in a variety of acting exercises and techniques that can be applied in a rehearsal or drama/theatre performance.

### Refine new work through play, drama processes and theatre experiences using critical analysis and experimentation - Grade HS Proficient

TH:Cr3.1.HS.b - Explore physical, vocal and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work.

## California VAPA Standards (2019)

### 7.TH:Pr5 Develop and refine artistic techniques and work for presentation.

7.TH:Pr5.a - Participate in a variety of acting exercises and techniques that can be applied in a rehearsal or drama/theatre performance.

### Prof.TH:Cr3 Refine and complete artistic work.

Prof.TH:Cr3.b - Explore physical, vocal and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work.

## Colorado Academic Standards - Drama and Theatre Arts

### Sixth Grade

DT.6.2.2.a - Students Can: Participate in a variety of acting exercises and techniques that can be applied in a rehearsal or drama/theatre performance.

### Seventh Grade

DT.7.2.2.a - Students Can: Recognize how acting exercises and techniques can be applied to a drama/theatre work.

### High School - Fundamental Pathway

DT.H1.1.4.b - Students Can: Explore physical, vocal, and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work.

## Common Core

### Speaking and Listening

CCSS.ELA-LITERACY.CCRA.SL.1 - Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.CCRA.SL.6 - Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

### Language

CCSS.ELA-LITERACY.CCRA.L.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.CCRA.L.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### Language

CCSS.ELA-LITERACY.L.9-10.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.9-10.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

## Florida Sunshine State Standards

### Skills, Techniques & Processes

TH.912.S.1.1 - Describe the interactive effect of audience members and actors on performances.

## Georgia Performance Standards - Theatre Arts

### Grade 6 - Performing

TA6.PR.1 - Act by communicating and sustaining roles in formal and informal environments., a. Demonstrate effective verbal and non-verbal communication skills (e.g. rate, pitch, volume, inflection, posture, facial expression, physical movement)., b. Execute character creation in a performance., c. Demonstrate a variety of types of theatre performances.

### Grade 7 - Performing

TA7.PR.1 - Act by communicating and sustaining roles in formal and informal environments., a. Execute effective verbal and non-verbal communication skills in performance (e.g. rate, pitch, volume, inflection, posture, facial expression, physical movement)., b. Participate in a variety of acting exercises and techniques that can be applied in a rehearsal or theatre performance., c. Engage in various performance styles.

### Grade 7 - Responding

TA7.RE.1 - Engage actively and appropriately as an audience member., a. Assess the role and responsibility of the audience as an integral part of theatre performances., b. Summarize the relationship between the audience and performers., c. Predict how audience relationships will differ with venue and performance type., d. Demonstrate appropriate audience behaviors.

### Grade 8 - Performing

TA8.PR.1 - Act by communicating and sustaining roles in formal and informal environments., a. Demonstrate the physical, emotional, vocal, and social dimensions of a character in different types of theatre performances (e.g. rate, pitch, volume, inflection, posture, facial expression, motivation, physical movement)., b. Demonstrate appropriate ensemble skills throughout a performance., c. Use appropriate listening and response skills during performances.

### Grade 8 - Responding

TA8.RE.1 - Engage actively and appropriately as an audience member., a. Evaluate the role and responsibility of the audience as an integral part of media productions., b. Articulate why the relationships between the audience and performers is critical to the success of theatre productions., c. Examine the differing audience relationships (e.g. various venues, performance styles)., d. Demonstrate appropriate audience behaviors.

## Grades 9-12 - FUNDAMENTALS OF THEATRE LEVELS I-IV - Performing

TAHSFT.PR.1 - Act by communicating and sustaining roles in formal and informal environments., a. Observe and demonstrate aspects of verbal and non-verbal techniques in common human activity for performance (e.g. voice, breathing, posture, facial expression, physical movement)., b. Construct and interpret artistic choices in performance including the objectives, decisions, and actions of characters., c. Explore various acting methods and techniques (e.g. Stanislavski, Uta Hagen, sense memory, emotional recall) for the purpose of character development., d. Perform acting choices for an audience based on critiques.

# North Carolina Essential Standards 2024

## Beginning High School Present

B.PR.1.2 - Communicate characters, situations, and scenarios using body and voice while adhering to staging conventions.

## Intermediate High School Present

I.PR.2.2 - Exhibit audience etiquette appropriate for a variety of theatrical spaces, styles, and genres.

I.PR.2.4 - Compare the effect various theatrical venues have upon performance.

# North Carolina Essential Standards 2010

## Beginning High School Standards - Communication

B.C.1.2 - Apply vocal elements of volume, pitch, rate, tone, articulation, and vocal expression.

## Intermediate High School Standards - Culture

I.CU.2.1 - Understand theatre etiquette that is appropriate for a variety of theatrical spaces, styles, and genres.

# Texas Essential Knowledge and Skills for Theatre Arts

## MS 117.211 LI - Foundations: Inquiry and Understanding

C.1.D - develop an understanding of the mechanisms of vocal production.

## MS 117.211 LI - Creative Expression: performance

C.2.A - demonstrate safe use of the voice and body.

## MS 117.211 LI - Critical evaluation and response

C.5.A - identify and apply audience etiquette at all performances.

## MS 117.212 LII - Foundations: Inquiry and Understanding

B.1.B - develop and apply theatre preparation and warm-up techniques.

B.1.D - develop an increased understanding of the mechanisms of vocal production.

B.1.E - demonstrate knowledge of theatrical vocabulary and terminology.

## MS 117.212 LII - Creative Expression: performance

B.2.A - demonstrate safe use of the voice and body.

## MS 117.212 LII - Critical evaluation and response

B.5.A - understand and demonstrate appropriate audience etiquette at various types of performances.

## MS 117.213 LIII - Foundations: Inquiry and Understanding

B.1.B - explore preparation and warm-up techniques.

B.1.D - demonstrate an increased understanding of the mechanisms of vocal production.

## MS 117.213 LIII - Creative Expression: performance

B.2.A - demonstrate safe use of the voice and body.

## MS 117.213 LIII - Critical evaluation and response

B.5.A - understand and demonstrate appropriate audience etiquette at various types of live performances.

## HS 117.315 LI - Foundations: Inquiry and Understanding

C.1.B - develop and practice theatre preparation and warm-up techniques.

C.1.D - develop and practice effective voice and diction to express thoughts and feelings.

## HS 117.315 LI - Creative Expression: performance

C.2.A - demonstrate safe use of the voice and body.

## HS 117.315 LI - Critical evaluation and response

C.5.C - offer and receive constructive criticism of peer performances.

## HS 117.316 LII - Foundations: Inquiry and Understanding

C.1.A - develop and practice theatre warm-up techniques.

C.1.C - demonstrate effective voice and diction.

## HS 117.317 LIII - Foundations: Inquiry and Understanding

C.1.A - apply theatre preparation and warm-up techniques effectively.

## HS 117.317 LIII - Creative Expression: performance

C.2.A - employ safe, appropriate techniques to allow for physical, vocal, and emotional expression.

## HS 117.318 LIV - Foundations: Inquiry and Understanding

C.1.C - model proper techniques such as diction, inflection, and projection in the use of effective voice.

## HS 117.318 LIV - Creative Expression: performance

C.2.A - model safe, appropriate techniques to allow for physical, vocal, and emotional expression.

# Alberta, Canada

## Speech Drama 10

1 - demonstrate vocal relaxation and warmup techniques

10 - demonstrate safe and appropriate projection

11 - demonstrate how phrasing and pausing, intonation, rate and rhythm affect meaning

12 - create specific vocal sound effects

2 - apply effective breathing techniques

3 - recognize the effect of good posture on voice

4 - demonstrate knowledge of the parts of the body that are associated with voice production: vocal tracts, lungs, diaphragm, bronchi, trachea, larynx, uvula, pharynx, vocal folds

5 - recognize how the jaw, lips, tongue, teeth and velum play an important role in articulation

6 - perform exercises to relax and improve the movement of the articulators

7 - demonstrate knowledge of the terms intonation, pitch, projection, rate, volume, rhythm, resonance, pausing and phrasing in speech activities

8 - recognize the resonators' contribution to vocal quality

9 - use and practice levels of pitch

## Improvisation Drama 10

1 - use warmup techniques for preparation of body, voice and mind

3 - maintain concentration during exercises

## Junior Goal II Objectives

develop the body and voice as tools of communication

## Junior Goal III Objectives

develop awareness of various conventions of theatre

develop recognition of and respect for excellence in drama and theatre

### **Junior Orientation**

- communicate through use of voice and body
- demonstrate a willingness to take calculated and reasonable risks
- focus concentration on one task at a time
- generate imaginative and creative solutions to problems
- listen effectively
- meet deadlines and follow through on individual and group commitments
- offer and accept constructive criticism, given specific guidelines, with a desire to improve
- recognize the purposes of and participate in warmup activities
- respond to directions without breaking concentration-side coaching
- share ideas confidently with others
- speak, move, and generate ideas spontaneously
- support positivity the work of others

### **Speech Level I - Beginning**

- 1 - speak spontaneously
- 2 - use vocal relaxation and warm-up techniques
- 3 - use effective breathing techniques
- 5 - recognize the need to control and protect the voice
- 6 - use volume appropriate to situation
- 8 - understand volume, articulation, projection, rate, pause, phrasing, pitch and intonation

### **Speech Level II - Intermediate**

- 10 - demonstrate effects of intonation, rate, pause and phrasing on the meaning of words
- 11 - use pitch to effect quality of voice production
- 9 - use volume, articulation and projection to achieve clarity

### **Speech Level III - Advanced**

- 17 - determine personal pitch, rate, volume, intonation and vocal qualities through critical listening

### **Improvisation/Acting Level I - Beginning**

- 1 - use warm-up techniques for preparation of body, voice and mind
- 2 - respond to directions without breaking concentration-side coaching

### **Junior Goal I Objectives**

- develop a positive self-image
- develop self-confidence
- develop self-discipline
- develop the ability to offer and accept constructive criticism
- explore and develop physical and vocal capabilities
- extend the ability to think imaginatively and creatively
- strengthen powers of concentration

### **Theatre Studies Level 1 - Beginning (performance analysis)**

- 2 - identify specific criteria to assess a presentation

### **Senior Goal I Objectives**

- develop a positive and realistic self-image
- extend physical and vocal capabilities
- extend the ability to concentrate
- increase self-confidence
- increase self-discipline

### **Senior Goal II Objectives**

- develop techniques that enhance vocal and physical communication

### **Orientation Drama 10**

- concentrate on the task at hand
- demonstrate self-discipline, self-direction and a sense of responsibility
- display consideration and respect for self and others
- listen to self and others
- make effective decisions or choices
- positively support the work of others
- share ideas confidently

## **British Columbia (2018)**

### **GRADE 6 - ARTS - Exploring and creating**

Intentionally select and apply materials, movements, technologies, environments, tools, and techniques by combining and arranging artistic elements, processes, and principles in art making

### **GRADE 6 - ARTS - Reasoning and reflecting**

Develop and refine ideas, processes, and technical skills in a variety of art forms to improve the quality of artistic creations

### **GRADE 6 - ARTS - Communicating and documenting**

Express, feelings, ideas, and experiences through the arts  
Take creative risks to express feelings, ideas, and experiences

### **GRADE 7 - ARTS - Exploring and creating**

Intentionally select and apply materials, movements, technologies, environments, tools, and techniques by combining and arranging artistic elements, processes, and principles in art making

### **GRADE 7 - ARTS - Communicating and documenting**

Express, feelings, ideas, and experiences through the arts  
Take creative risks to express feelings, ideas, and experiences

### **GRADE 8 - ARTS - Exploring and creating**

Intentionally select and apply materials, movements, technologies, environments, tools, and techniques by combining and arranging artistic elements, processes, and principles in art making

### **GRADE 8 - ARTS - Reasoning and reflecting**

Describe, interpret and evaluate how artists (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, techniques, and environments to create and communicate ideas

Develop, refine ideas, and critically appraise ideas, processes, and technical skills in a variety of art forms to improve the quality of artistic creations

### **GRADE 8 - ARTS - Communicating and documenting**

Take creative risks to express feelings, ideas, and experiences

### **GRADE 9 - DRAMA - Reasoning and reflecting**

Receive, offer, and apply constructive feedback

### **GRADE 9 - DRAMA - Connecting and expanding**

Demonstrate respect for themselves, others, and the audience

### **GRADE 10 - DRAMA - Explore and Create**

Develop a repertoire of dramatic skills and techniques through presentation or performance

Improvise and take creative risks to express meaning

### **GRADE 10 - DRAMA - Reason and reflect**

Apply feedback to develop and refine ideas

Describe, analyze, and respond using drama-specific language

#### **GRADE 10 - DRAMA - Connect and expand**

Demonstrate respect for self, others, and the audience

#### **GRADE 11 - DRAMA - Explore and Create**

Develop a repertoire of dramatic skills and techniques through presentation or performance

Develop and refine performance skills in a variety of contexts

Improvise and take creative risks using imagination, exploration, and inquiry

#### **GRADE 11 - DRAMA - Reason and reflect**

Demonstrate awareness of self, others, and audience

Receive and apply constructive feedback to develop and refine ideas

#### **GRADE 11 - DRAMA - Connect and expand**

Demonstrate awareness of self, others, and audience

#### **GRADE 12 - DRAMA - Explore and Create**

Develop a repertoire of dramatic skills, vocabulary, and techniques through presentation or performance

Improvise and take creative risks using imagination, exploration, and inquiry

#### **GRADE 12 - DRAMA - Reason and reflect**

Receive, provide, and apply constructive feedback to refine dramatic works

#### **GRADE 12 - DRAMA - Connect and expand**

Demonstrate respect for self, others, and audience

## **Ontario, Canada**

### **Grades 9 & 10 - Foundations - Responsible Practices**

C.3.2 - identify and apply the skills and attitudes needed to perform various tasks and responsibilities in producing drama works (e.g., use active listening and cooperative problem-solving skills; practise punctuality; use tact in suggesting changes and improvements; demonstrate willingness to accept criticism and build consensus)

C.3.3 - demonstrate an understanding of theatre and audience etiquette, in both classroom and formal performance contexts (e.g., as a performer: show willingness to take direction and behave appropriately towards other actors; as a viewer: demonstrate respect for performers and other audience members by paying attention, not interrupting or talking, and applauding when appropriate)

## **Virginia Standards Of Learning (2020)**

### **Grade Six**

6.3 - The student will analyze, interpret, and evaluate theatrical works

6.4 - The student will identify connections between personal experience and dramatizations

6.5 - The student will identify communication and collaboration skills for theatre experiences.

### **Grade Six**

6.1 - The student will apply creative thinking to theatre.

6.2 - The student will use a creative process to develop solo and collaborative presentations, using body, voice, and imagination.

### **Grade Six**

6.12 - The student will demonstrate how meaning is

expressed both physically (through movement, gesture, and other forms of physical expression) and verbally (through vocal choices).

6.13 - The student will identify techniques and skills for actor preparation, including memorization and warm ups for performance.

6.14 - The student will demonstrate theatre as dramatized storytelling by preparing and presenting short scenes that include characters, setting, properties, conflict, and a progressive chain of events.

### **Grade Seven**

7.1 - The student will demonstrate creative thinking by improvising scenes from given situations.

7.2 - The student will demonstrate a creative process for theatre.

### **Grade Seven**

7.3 - The student will analyze, interpret, and evaluate theatre.

7.4 - The student will justify personal responses to theatrical productions.

7.5 - The student will identify and apply communication and collaboration skills for theatre experiences.

### **Grade Seven**

7.12 - The student will develop physical and vocal technique for theatre performance.

7.13 - The student will explain techniques and skills for actor preparation, including concentration, discipline, preparation, and imagination for theatrical performance.

7.14 - The student will research, analyze, rehearse, and present a scripted character in a memorized scene and/or monologue.

### **Grade Eight**

8.1 - The student will refine creative problem-solving, ensemble-building, and improvisational skills by devising and improvising theatrical works.

8.2 - The student will demonstrate a creative process for theatre.

### **Grade Eight**

8.3 - The student will analyze, interpret, and evaluate theatre.

8.4 - The student will explain responses to theatrical productions based on personal background and experience.

8.5 - The student will apply communication and collaboration skills for theatre experiences.

### **Grade Eight**

8.12 - The student will develop physical and vocal technique for theatre performance.

8.13 - The student will use character analysis techniques to research, develop, and present a scripted character.

8.14 - The student will demonstrate the mental and physical discipline necessary for creating and maintaining an imagined reality during performance.

### **Theatre Arts I: Introduction to Theatre**

TI.2 - The student will apply a creative process for theatre.

### **Theatre Arts I: Introduction to Theatre**

TI.3 - The student will analyze, interpret, and evaluate theatre.

### **Theatre Arts II: Dramatic Literature And Theatre History**

TII.12 - The student will refine physical and vocal techniques for theatre performance.