Performing Arts Virtual Learning

6-8/Acting & Debate

April 13, 2020

6 - 8/Acting & Debate
Lesson: April 13th, 2020

Objective/Learning Target:

6.2.a,b.c,d
Students will use techniques including; motion, characterization, and expressive delivery to create an exciting storytelling presentation.

Unit - Storytelling

Todays lesson will be next. If you have questions about past lessons scroll down

April 13th   Actions & Sound Effects

WARM UP

In storytelling you will be creating sound effects that go along with your story. These will NOT be character sounds but sounds from inanimate objects or animals.

Try this link to practice some.

Ten Fun Sound Effects

ACTIVITY

Take your script and find 5 to 7 places you could insert a sound effect. Look for actions that produce sound like:

- **Hammering a nail**
- **Opening a door**
- **Answering a phone**
- **Biting an apple**
- **Vacuuming a room**

Activity continued...

Also look for places/animals that would produce sound like

- **Ocean waves**
- **Birds chirping**
- **Tornado**
- **Wind and/or Rain**
- **Wolf Growling**

Practice

Once you have an idea about what sound effects you want, now practice them.

Consider what it really sounds like, not the word you would put down

For example, a dog doesn't really sound like BARK

They sound like this. **Dog Sounds**

Can you actually make that sound?

Application

- **Now grab a colored pen. - Not the same color as your character dialogue.**

- **Remember those 2 blank lines you left? Write in your sound effects.**

- **These are sound effects - put the words you will use/remember. You can put bark, but just remember to sound like a real dog.**

Example

Mom: Little Red get off those video games and go take this basket of goodies to your grandmother she isn't feeling well

Zing zing Beep Boop

Little Red: But Mom! Fine but I'm eating this apple. What a beautiful day!

Crunch   Birds chirping

ADDITIONAL RESOURCES

How is sound made in movies?

[How animal sounds are made in movies](#)

How are earth sounds made?

[The Magic of Making Sound](#)

END OF APRIL 13th. BELOW ARE PAST RESOURCES

Background - Character development

- Think about how you created your last character. Possibly in your speed interviews. What did you do to look and sound different?
- What makes a character interesting?
- What did you like/dislike from watching others perform in class? How can you use that to ensure that your performance is successful?

Warm Up

Click on the link below to watch a storytelling example.

As you are watching think about the techniques they used to create an exciting story. What stood out?

https://www.youtube.com/watch?v=-QKrr1_VkHY

Activity Directions & Practice

Todays Goal: Pick a story that you would like to perform.

Pick on that is:

Exciting

Has good characters

You know fairly well

Focuses on just a few characters

After you have watched some shows and/or read some books…Pick one!

Examples

Your story could be....

Self Assessment

Ask yourself these questions about the book you choose:

- Would this story be exciting for an audience?
- Do I know this story fairly well? After some practice would I be able to tell the basic story without looking at your notes?
- Can I tell this story using only 3 to 5 characters
- Do I personally like this story?

If you can answer YES to all those questions – You have found your story!

April 7th Next Steps

Warm Up

Pick a character from your story.

Walk around your house for a few minutes acting like that character while thinking about:

What actions would they do?

What would they say?

How would they sound?

Activity Directions & Practice

One a piece of paper write down your 3 to 5 main characters. You can use their names or draw a picture that represents each character.

Next to each person brainstorm some characterizations of that character.   Make them your own.

How do they sound?   What kind of attitude do they have?

What actions would they do?   What quirks do they have?

How would their body look – Stance?

Directions Continued

Here is an example for

Little Red Riding Hood

Self Assessment

Next to each character did you put:

How they would sound?

How they would look? (Stance)

What actions are typical for them?

Will each character look totally different when you perform them?

If you can answer YES to all questions you are finished!

April 8th - Directions

Brainstorm Storyline

Divide up a single sheet of paper into 3 columns. (Like shown below)

Label the 3 columns

Beginning

Middle

End

April 8th - Directions Continued

In Each column write down the important parts of the story.

Try to get at least

5 events for the beginning

10 events for the middle

5 events for the end

Most of the story should be the same as the original, but feel free to be creative. For example, make the Big Bad Wolf a terrible rapper.

April 8th - Directions Continued

Example:

Beginning (Little Red Riding Hood)

Mom is making cookies, puts some into a basket
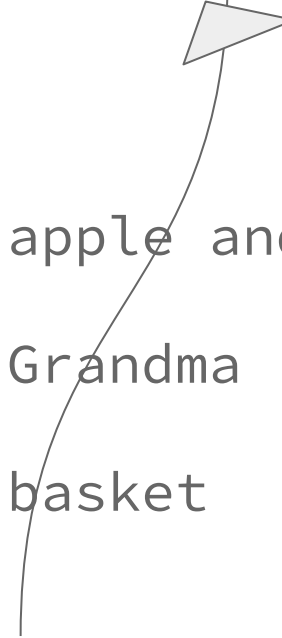
Gives Basket to little Red

Little Red reaches in and grabs an apple and eats it

Mom tells Little Red to take it to Grandma

Little Red complains but grabs the basket

Little Red is playing video games

(Don't worry about being perfect. This arrow shows this should go first)

April 8th - Directions Continued

Self Assessment

Did you include in your brainstorming all the characters that you need to tell the story?

Did you tell a complete story?

Does the story make sense?

April 9th Lesson

Warm up:

How do you tell a good story?

Watch below

https://www.khanacademy.org/humanities/hass-storytelling/storytelling-pixar-in-a-box/ah-piab-we-are-all-storytellers/v/storytelling-introb

Background

So far you should have:

A character list with all their traits

A 3 column page of the basic storyline.

Today you will need:

3 pieces of notebook paper

A pencil – we will use colored pens later so it must be only a pencil today

Background Continued….

Before you start writing your script today, think back to what a script looks like. Here is an example

LEONARDO.	Master Splinter, we've been ignoring these attacks long enough. The time has surely come for us to go to the surface and fight.
SPLINTER.	Fifteen years ago I was a pet of my master Yoshi. I was mimicking his movements from my cage and learning the secret art of ninja. When we were forced to come to New York, I found myself wandering the sewers. That's when I came upon a shattered glass jar and four baby turtles.
MIKEY.	That was, like, totally us. Cowabunga!
RAPHAEL.	Shut up, Mikey.
SPLINTER.	The little ones were crawling in a strange, glowing ooze.
DONATELLO.	Actually, it was molecular irradiated mutonium.
RAPHAEL.	Shut up, Donatello.
SPLINTER.	Then, one of them spoke.
BABY.	Pizza! Pizza!
SPLINTER.	Soon, I began their training and teaching them all that I had learned from my master. I gave them all names.

Background Continued….

It starts by listing the characters name and then what they say.

Never does it say "The Big Bad Wolf said"

We can tell who is talking because of the name in front of the dialogue.

It also does not use quotation marks " " that are used normally. So don't use them!

You may choose to have one of your characters be the narrator. They should not talk much, but move the story along when needed.

Directions to Practice Activity

On the left hand side of paper write the name of the character who is going to talk first

Leave a little bit of space and write what they would say out loud.

Example:

Mom   What is that racket? Little Red get off those
.   video games! Your grandmother is not feeling
.   well, take this basket of goodies to her house
.   in the woods.

Directions to Practice activity Continued….

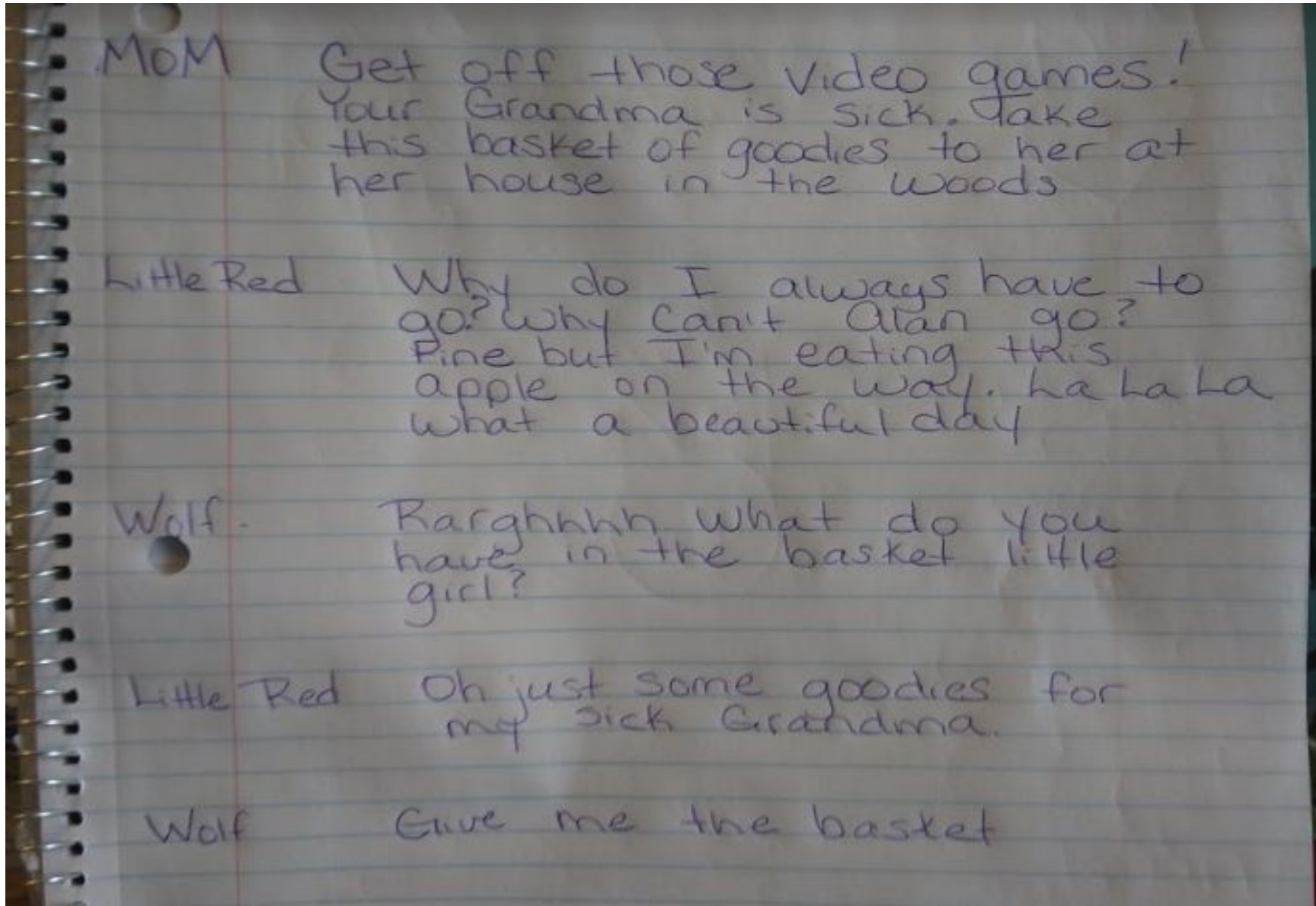Next: Leave two blank lines after each person talks – VERY IMPORTANT!!!

Then write the name of the next character who talks and what they say.

Continue doing this until your script is done.

Do not go over 3 pages.

EXAMPLE SCRIPT

Be sure to notice the 2 blank lines between each character!

MOM   Get off those video games! Your Grandma is sick. Take this basket of goodies to her at her house in the woods

Little Red   Why do I always have to go? Why can't Alan go? Fine but I'm eating this apple on the way. La La La what a beautiful day

Wolf.   Rarghhhh what do you have in the basket little girl?

Little Red   Oh just some goodies for my sick Grandma.

Wolf   Give me the basket

Self Assessment

Did you keep it to 3 pages?

Did you tell the whole story? (beginning, middle & end)

Did you write in just one color?