



Performing Arts Virtual Learning

6-8/Acting & Debate

April 23, 2020



6 - 8/Acting & Debate
Lesson: April 23th, 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





Background Information

From the directions given on the previous days. What criteria will I use to grade your storytelling performance? What am I looking for?

Turn to your “shoulder partner” and tell them 5 things I will be grading. (A family member or pet)



Self Assessment - Below is the Scoring Guide

Learning Target:

1. Uses movement to tell a story

Proficient: Student used actions and gestures required to tell the story

Learning Target:

2. Use technical elements to tell a story

Proficient: Student uses at least four sound effects to enhance the story.

Learning Target:

3. Move and speak differently to portray a character in a performance

Proficient: Student uses at least three different voices and stances

Learning Target:

4. Uses appropriate expression

Proficient: Student tells story with energy and expression to keep the audience engaged.

Learning Target:

5. Uses appropriate speed, posture, eye contact, clarity, and volume in presentations and performances

Proficient: Student uses good volume, clarity, speed and eye contact to keep the audience engaged.



Practice

Invite your parent, or an older sibling to watch your performance.

Have them look over the scoring guide to get an idea about what they are looking for.

Perform WITHOUT STOPPING.

You may want to practice a few more times before you perform so you feel ready.

Here's a video they can watch

[How To Judge Storytelling](#)





Next Steps

Have your parent or sibling tell you what you need to improve on.

“You did a good job” will not help you get better. Have them tell you at least 3 specific things you can work on.

Have them use the scoring guide to help them find ideas.



Examples

During the walk in the woods you didn't have any actions, maybe you could add picking some flowers.

The Mother and Grandmother sound the same. Try giving the Mom a southern accent.

I only heard 3 sound effects. Add a doorbell, and maybe a door creaking when the wolf is at the Grandmother's house.

You never looked at me. Make sure you look at the audience.

Practice

Now take those suggestions and practice a few more times.

Practice several times over this weekend. Monday you will perform.





ADDITIONAL RESOURCES

[How To Judge Storytelling](#)

[A Wish For Wings That Work](#)

[Storytelling Secrets](#)

LAST SLIDE FOR APRIL 23



Background

What does the acronym **SPEECH** stand for?

S

P

E

E

C

H



Self Assessment

How did you do?

S Speed

P Posture

E Enthusiasm/Energy

E Eye Contact

C Clarity

H Heard by all

Activity



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Today when practicing your storytelling script continue to focus on **stances**, but also work on doing **actions** while saying your lines & the **speech** acronym.

Are you being enthusiastic?

Are you being loud enough?

Are you looking at your audience?

Can people understand what you're saying?





Practice Practice Practice

Practice your storytelling script **3 times** today.

Here is a timer you can use.

Your story should not be over 5 minutes.

If it is, you may shorten it. Be sure not to take out anything that is essential to the story.

[5 Minute Timer](#)



Self Evaluation



- **Did you have enough actions to move almost the entire story?**
- **Did each character look and sound different?**
- **Did you tell the story with enthusiasm?**
- **Did you include at least 5 sound effects?**
- **Was it loud enough to be heard by everyone?**
- **Did you include facial expressions?**
- **Did you look at your audience?**



Additional Resources

Here are a few more example videos to watch

Remember you have to stay in your chair. Those are the storytelling rules.

Bonnie And The Stranger

Here's another one to watch

Rinse The Blood Off My Toga

LAST SLIDE FOR APRIL 22ND



Background/Review

Memorization

Take a moment and review your script without looking at it.

How much did you remember?

Get your script out and go over what you forgot.



Activity

Today we are going to start practicing for your performance.

The focus will be on Stances

Each character will need a different stance. When they are not doing specific actions what do they look like? What are they doing?

Watch the video below and see how each character looks different

[Beauty And The Beast](#)

Examples

Tough Guy

Stands with legs apart

Holds a weapon

Weight more on one foot

Action - Swinging his weapon



More Examples

Grandmother

Leans forward

Pokes her cane at people

Her body Shakes

Moves slowly



One More Example

Teenager

Hand on one hip

Always on phone

Chews gum

Has an “attitude”





Practice

Now it's your turn. Take out a piece of paper and copy this chart down. Fill it in for each of your characters.

Character	Body Stance	Basic Action
1.		
2.		
3.		
4.		



How to change characters

When you go from one character to another you “Pop” or “Morph” into the next character.

This way even if the character doesn’t say anything we should know who it is by the stance.

Take a look at the link to show you how to change characters.

[How To Pop And Morph](#)

Application



Bring the story to life

Sit on the very edge of a chair - kitchen chair would be best. (You have to stay on your chair)

Spread out your 3 pages of scripts on the floor side by side, a good 2 feet away from your feet

Be sure your feet have room to move

Begin practicing your storytelling.

END OF SLIDES FOR APRIL 21ST

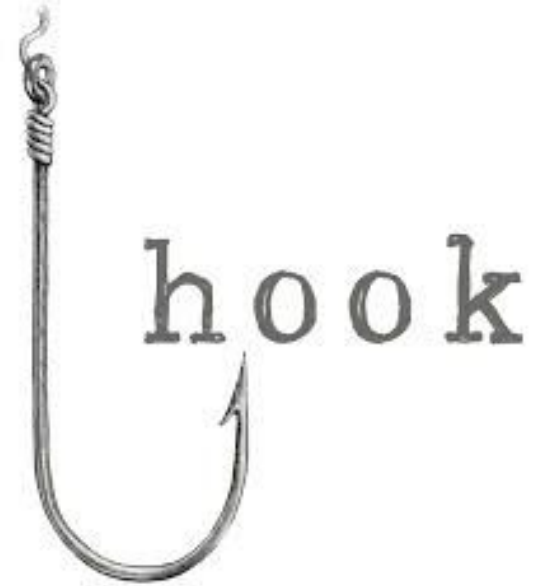
April 15th - Writing an Introduction

Background:

What is a hook?

What was your debate hook?

What did it tell your audience?



It should have been a beginning statement that

1. Grabbed the audience's attention
2. Told the audience what you would be speaking on.

Warm up



Watch the following video on how to write an introduction

It will go over several different types - which will be useful to you in later Acting and Debate classes.

You will focus on the first type: Humorous

Grab some paper to take some notes!

[How To Write An Intro For Forensics](#)

Practice



Brainstorm

- 1. What joke do you want to do? (look back at the video to see what the different options were)**
- 2. In one sentence relate it back to your story**
- 3. In one sentence explain the situation in the story (Don't be too specific - Don't give anything away)**
- 4. Who is the Author of the story?**
- 5. What is the Title of the story?**



Application

Now put that all together and write your introduction.

It should not be long

Include all the steps from the last slide

It is a humorous (funny) piece so it's ok to be funny in the intro as well!

What would the audience like to hear?

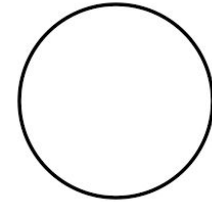


Self Evaluation



1. **Underline your joke** _____

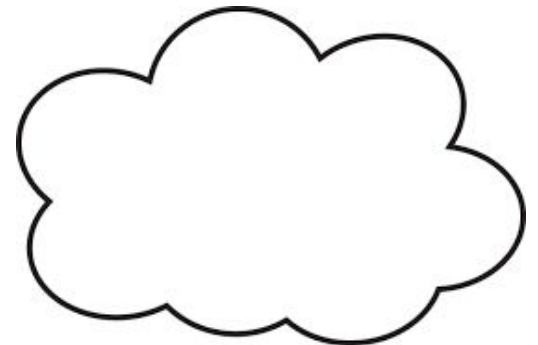
2. **Put a circle around your Author**



3. **Put a square around your title**



4. **Put a bubble around how you related it to your story**





Additional Resources

Karrie Korroch shares great tips

[Storytelling tips](#)



Below is for writing an introduction for a paper, but the idea is the same. Instead of a thesis you will discuss the theme of your story

[Learn to write an Introduction](#)

End of April 15th's lessons



April 14th Background Info

Have you gotten used to online learning?

It can be difficult, but you can do it!

Just take the time to follow directions and pay attention to details.

Remember you can always email me any questions you have.

Try this warm up

[Awareness Test](#)



Warm up

What is the difference between Gestures and Actions? See if you can fill out this chart

Know	Want to Know	Learned Today
•	•	•
•	•	•
•	•	•
•	•	•

Actions vs. Gestures

What are actions?

Actions are movements done by an actor that enhance the storyline. Actions tell what they the characters are doing.

Example:

Building a house

Opening a door

Chopping down a tree

Baking cookies



Actions vs Gestures

What are gestures?

Gestures are facial or quick hand movements that help the actor portray feelings.

Example:

Smiling

Looking shocked

Glaring

Rolling eyes





Activity

Today we are focusing on ACTIONS

How can your characters move to show what they are doing?

Do NOT add any gestures right now. We will get to that later.

Grab a 3rd color you have not used on your script yet.





Activity Continued

In the 2 blank lines between the dialogue add 1 to 3 actions that character would be doing right before, during or after they speak.

Write in the actions. You will also have your sound effects written there as well.

Example

MOM: Get off those video games Little Red and take this basket of goodies to your grandma

Stirring cookies Pack basket Hand to Little Red

SELF EVALUATION. Does your script look like this?

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

at Pew/Pew
 Ding (video game)

- Points/making cookies - stirring/
 Packs basket/Gives to Little Red Remote clicking

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

Stomps feet/cross arms/grabs apple/
 opens door. - Birds chirp

Wolf. Rarghhhh. what do you
 have in the basket little
 girl?
 Swipes at basket/cleans fur

Little Red Oh just some goodies for
 my sick Grandma.
 holds basket out/takes off top
 crunch. of apple eats apple

Wolf Give me the basket
 Grabs at basket

Last slide for April 14th



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**
- **Vacuuuming 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

Today's 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

On 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

Title:

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

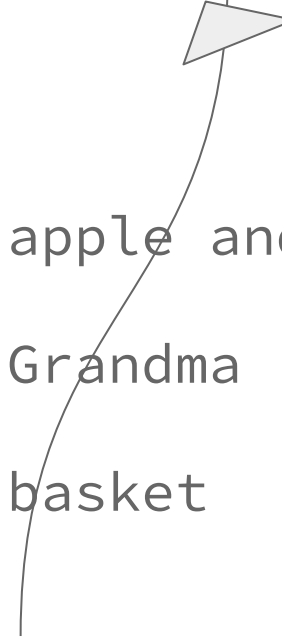
Little Red reaches in and grabs an apple and eats it

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!!!

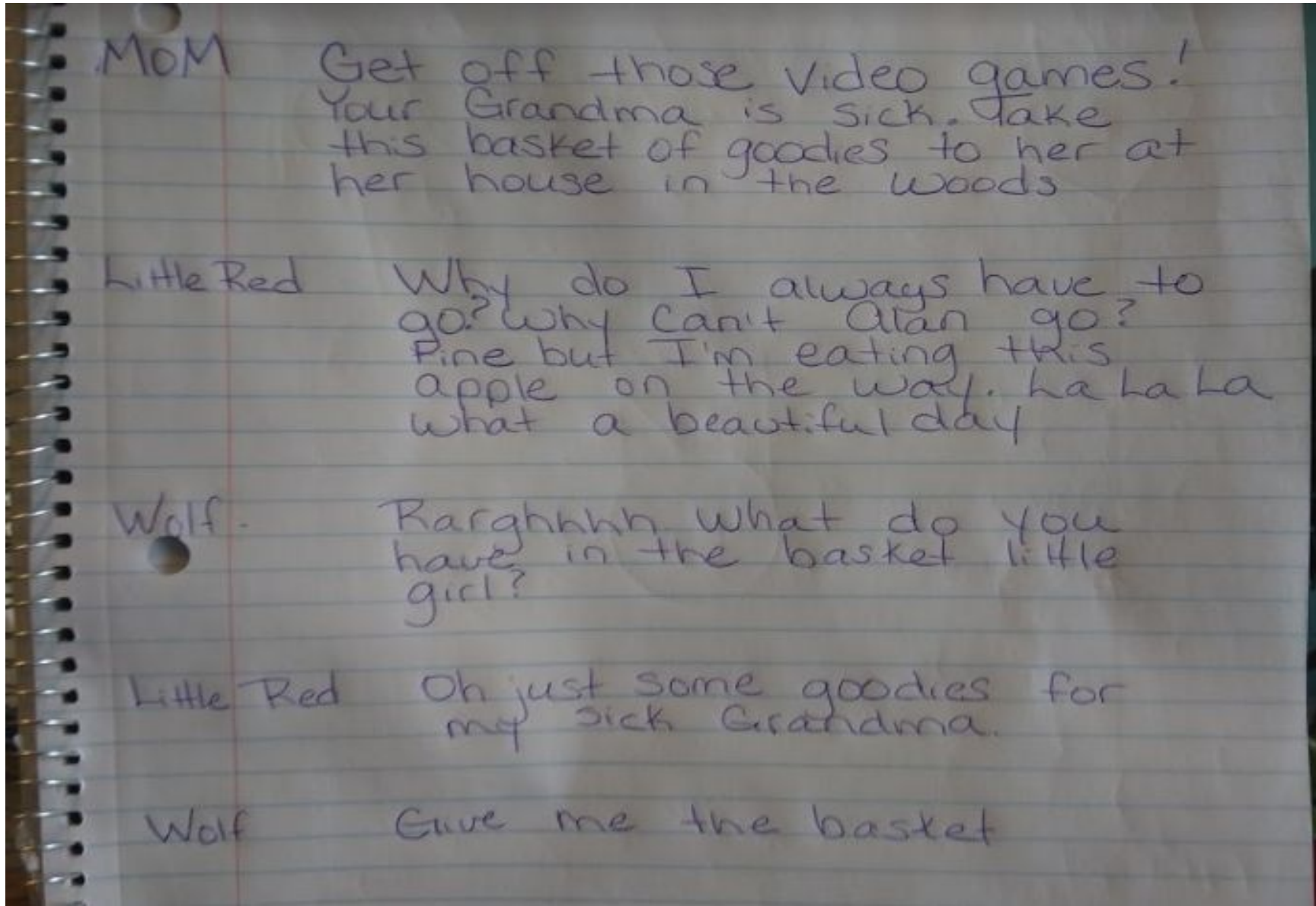
Then write the name of the next character who talks and what they say.

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!



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?