



Performing Arts Virtual Learning

**7th and 8th Grade  
Competitive Drama**

**Original Oratory**

**May 22, 2020**



# **7th and 8th Grade Competitive Drama Lesson: May 22, 2020**

## **Original Oratory: Day 17**

**I can:**

- **Conduct research**
- **Organize thoughts for a speech/presentation**
- **Memorize lines for a performance**
- **Use compelling delivery**



# Background

## Week One You:

- **Learned about Original Oratory**
- **Picked and researched your topic**

## Week Two You:

- **Shaped the structure of your speech**
- **Completed your outline**

## Week Three You:

- **Wrote your rough draft of your speech**
- **Revised your rough draft to a final draft**

## This Week You:

- **Memorized your Introduction, First Point, Second Point, and Third Point.**
- **Practiced Vocal Delivery**
- **Practiced Movement and Gestures**

**Today you will memorize your conclusion and present your final speech.**



# Warm Up

**Choose your favorite warm-up (or multiple) from this week as you prepare to present your speech.**

**Choose from:**

- **Tongue Twisters**
- **National Theatre Movement Warm-Up**
- **Speaking Nonsense**
- **Oink Substitution**

**As you select a warm up, think about what you most need to improve about your Original Oratory delivery. Make sure your warm up helps to focus on that area.**



# Practice Your Delivery

Practice your delivery for multiple people. Ask them to fill out the [Kansas City Regional Middle School Forensics League Original Oratory Ballot](#) to give you feedback on your performance.

## Original Oratory (OO)

**6 MINUTE MAXIMUM TIME LIMIT – DO NOT stop a performer(s) in the middle of their piece, but DO mark their time. If the performer(s) goes over the max. limit by more than 30 seconds, they can be downgraded in rank.**

Individual event – memorized piece. Performer delivers a self-written speech on a topic of their choosing. Topics range widely and can be informative or persuasive in nature. Performers should craft a speech using evidence, logic, and emotional appeals. Performers should use voice, facial expressions, and body language to establish the purpose of their speech. Performers must stand, but movement is limited to a 3-foot space.

Student Name \_\_\_\_\_ Code \_\_\_\_\_ Room \_\_\_\_\_ **ROUND (Circle one)**

Selection(s) \_\_\_\_\_ 1 2 Finals

**Read the following choices carefully and write constructive comments and critiques.**

**The performers take this seriously and want to improve. Thanks!**

**Introduction** Circle one: superior outstanding good fair needs improvement

Think about/look at: Creativity

Background Information

Attention Grabbing

Please write comments:

**Selection** Circle one: superior outstanding good fair needs improvement

Think about/look at: Quality of Piece

Appropriateness for Speaker

Memorization

Please write comments:

**Vocal Delivery** Circle one: superior outstanding good fair needs improvement

Think about/look at: Vocal Variety

Volume, Rate, Varied Pitch, Diction

Enunciation, Expression

Please write comments:

**Stage Presence** Circle one: superior outstanding good fair needs improvement

Think about/look at: Eye Contact

Posture, Facial Expression

Gestures, Poise

Please write comments:

**Effectiveness** Circle one: superior outstanding good fair needs improvement

Think about/look at: Overall Performance

Understanding of Message and Ideas

Personal Style, Originality

Please write comments:



**RAN**

**Speaker Points**



Performance Time: \_\_\_\_\_

**RANK** - please circle which place you rank this performer.

After watching ALL of the performances, please rank the performances compared to the others in the same room.

For example: 1<sup>st</sup>, 2<sup>nd</sup>, etc.

There can be NO ties.

Each performer gets their own rank.

1 <sup>st</sup> place:	25	24	23
2 <sup>nd</sup> place:	23	22	21
3 <sup>rd</sup> place:	21	20	19
4 <sup>th</sup> place:	19	18	17
5 <sup>th</sup> place:	17	16	15
6 <sup>th</sup> place:	15	14	13
7 <sup>th</sup> place:	13	12	11
8 <sup>th</sup> place:	11	10	9
9 <sup>th</sup> place:	9	8	7

**SPEAKER POINTS** – please circle one of the corresponding point values next to the rank you give the performer.

Think of it like this; if the BEST score a performer can get is a 25, what score would you give them out of 25? It must correspond with the rank you gave the performer. For example, the person you ranked 1<sup>st</sup> would likely get a Speaker Point of 25, 24 or 23.

Performers cannot have the same speaker point value as another performer in the same room.

Please refrain from making comments on the performer's clothing. Their attire SHOULD NOT be a factor when determining ranks.

**Judge's First & Last Name (Please Print):** \_\_\_\_\_

Please return the ballots to the registration table when you are finished.

Please wait in the room until ALL contestants on your list have performed. Many contestants are Doubled-Entered in the tournament, so they will get to your room as soon as possible. Let the registration table know if you had any "NO SHOWS."



# Self-Assessment

Today you have two goals:

- Memorize your Conclusion
- Present your entire speech memorized

Ask your teacher if there is a certain way you should video your performance to submit. Watch the video of your performance. Then complete your own reflection below.

<b>Criteria</b>	<b>What I did well</b>	<b>What I could improve</b>
<b>Introduction</b>		
<b>Selection</b>		
<b>Vocal Delivery</b>		
<b>Stage Presence</b>		
<b>Effectiveness</b>		
<b>Memorization</b>		