

FINE ARTS TEKS

Lesson Plan Based on the Original TEKS	Lesson Plan Based on the Revised TEKS
<p>TEKS Included in Lesson: THEATRE – MIDDLE SCHOOL – GRADE 8 (1)(D) Express thoughts and feelings, using effective voice and diction</p>	<p>TEKS Included in Lesson: THEATRE – MIDDLE SCHOOL 3 (B)(1)(D) Demonstrate an increased understanding of the mechanisms of vocal production</p>
<p>Lesson Objectives: The student will perform a one-minute assigned monologue demonstrating effective diction and volume.</p>	<p>Lesson Objectives: The student will score a one-minute assigned monologue for articulation, emphasis, volume, pause, and rate and demonstrate effective vocal performance in a one-minute choral reading.</p>
<p>Instructional Activities:</p> <ol style="list-style-type: none"> 1. After proper vocal warmups, students will be assigned a one-minute monologue. 2. After fifteen minutes of practice, each student will read the monologue aloud, demonstrating effective diction and volume. 	<p>Instructional Activities:</p> <ol style="list-style-type: none"> 1. After proper vocal warmups, students will revisit five characteristics of effective vocal production. 2. Students in small groups will be assigned a one-minute monologue. 3. Students in groups will discuss the message they wish to convey in their monologue and score the scripts for articulation, emphasis, volume, pause, and rate to convey their message. 4. Students will practice the monologue as a choral reading presentation. 5. Students will present choral reading performances. 6. Students will reflect in journals on the experience of constructing a monologue that conveys their message.
<p>Assessment: The teacher and assigned students will follow the scripts listening for effective voice and diction. Notes will be made on the teacher and student copies of the script. The critiqued script will be given to the student for practice and preparation of a second performance.</p>	<p>Assessment: The teacher will follow the scripts of the choral reading performances, listening for effective articulation, emphasis, volume, pause, and rate. Assigned students will listen for the same and provide oral critique on the effectiveness of the scoring in communicating the group’s message. The teacher’s critique will be given to the group for practice and preparation of a second performance.</p>