



THE IMPORTANCE OF YOUR VOICE

The voice is a powerful acting tool. But the power is lost if an actor mumbles their lines, can't be heard, or speaks in a monotone.

The voice tells us so much about a person/character. It can inform us where they come from, their personality and how they're feeling.

An actor's voice needs versatility as it must be able to communicate a range of emotions. It must have clarity so that every word can be heard and understood and have enough strength and resonance to fill a theatre auditorium.

An actor also needs excellent breath control so that they won't run out of steam and power midway through a sentence. They must ensure the sound they make is well supported by steady air, so they're able to deliver their lines in a way which is sustained and controlled.

Tick when completed:

BREATHING EXERCISES:

When you control the breath, you control the voice.

- Inhale through the nose on a six count; exhale slowly with a closed mouth. Repeat four times.
- Inhale through the nose on a six count; exhale slowly with an open mouth. Repeat four times.
- Inhale through the nose on a six count; exhale slowly on a hum. Repeat four times.
- Inhale through the nose on a six count; exhale slowly on a hum into "Ahhhhh." Repeat four times.

Progressive Breathing

Great for calming nerves. Focus only on the slow inhale and exhale.

- Inhale on a two count. Exhale on a two count.
- Repeat on a four count, then six count, then eight count, then ten count

Tick when completed:

VOCAL EXERCISES:

Repeat each exercise three times:

Me May Mah.
Me May Mah
Me May Mah
Roo Rah Ray
Roo Rah Ray
Roo Rah Ray
Roo Rah Ray
bbbbbbbbb - ball
ccccccccc - cat
ddddddddd ...etc continue through the alphabet



Squeaky Doors

This is an exercise that works to improve the coordination that is required to hold the correct cord closure. Start by making a sound that is a little edgy like a squeaking or creaky door. Using this sound, go through a scale whilst using as little air as possible, the point of the exercise is to not sound too breathy or forced.



Tick when completed:

Tongue Twisters

Tongue twisters are excellent for improving articulation.

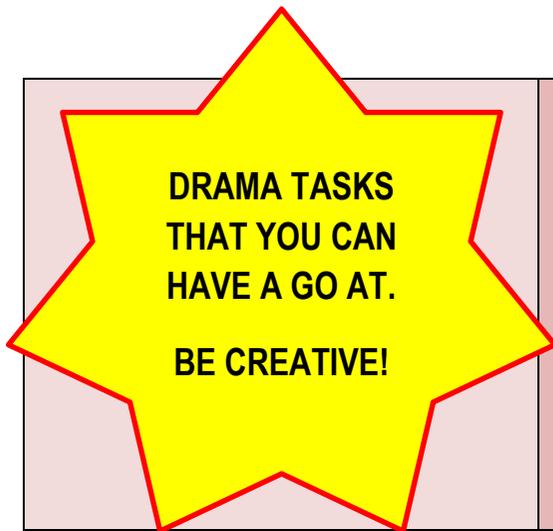
Try repeating each one until your lips and tongue feel tired. Speed up and slow down as necessary.

Try these:

- The Leith Police dismisseth us.
- A tutor who tooted the lute, tried to teach two young tooters to toot. Said the two to the tutor 'Is it easier to toot or to tutor two tutors to toot?'
- Peter Piper picked a peck of pickled peppers.
- Unique New York.
- Red lorry, yellow lorry.
- Betty Botter bought some butter, but it made her batter bitter. So she bought some better butter and it made her batter better.

Tick when completed:

KS3 Drama Home Learning



	<p>Emotion Representation</p> <p>Pick 5 emotions and for each emotion find things that represent that emotion and list them.</p> <p>Eg. HAPPY: Sun, family, friends, sweets, chocolate, music etc.</p>	<p>Script Writing</p> <p>Write a script for a scene of a play based on any topic of your choice.</p> <p>(Include stage directions for the actors).</p>	<p>Set, Lighting and Sound</p> <p>Draw and annotate a detailed set design and list lighting and sound ideas for a script or story that you have explored.</p> <p>(This could be linked to your puppet script task)</p>
<p>Puppet Director</p> <p>Put your design skills to the test and create your own sock puppet. Then produce and direct a small play using your puppet. You can also produce a script with stage directions on for your puppets character to follow.</p>	<p>Role on the Wall</p> <p>Draw and annotate a 'role on the wall' of a character you met in the play you read or for your puppet character from the Puppet Director task.</p>	<p>Be the Teacher!</p> <p>Design a lesson starter activity to lead with the class that helps to explore either your favourite character or favourite practical skills.</p>	<p>Dream Diary</p> <p>Write down one of your dreams and use as many drama techniques as you can to recreate it.</p>
<p>Key Words</p> <p>Write down or record as many drama key words as you can with definitions.</p>	<p>Mood Board</p> <p>Create a mood board based on one of the main themes or emotions from the play that you read.</p>	<p>Review</p> <p>Write a review of a live performance that you have seen.</p> <p>If you haven't seen a live performance then base it on something you have seen on the TV.</p>	<p>Real Life</p> <p>Find an article or photograph from the news and use it to create a story board for a play based on the events.</p>

KS3 Drama Home Learning