

ARTS IMPACT LESSON PLAN

Arts Foundations Theater Lesson

Blending Body and Voice

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Enduring Understanding

Blending vocal and physical choices creates expressive communication and more complete meaning.

Lesson Description (Use for family communication and displaying student art)

Students will learn how to combine both body and voice into a complete expression of a word or idea. By using both vocal and physical exaggeration, students will explore how to expand and build on their own creative choices to communicate the meaning of a word. They will think creatively to blend their bodies and voices to present a poem.

Learning Targets and Assessment Criteria

Target: Makes a physical choice to communicate meaning.

Criteria: Creates a statue to represent a word.

Target: Makes physical choice to expand meaning.

Criteria: Uses entire body with exaggeration to represent a word.

Target: Makes a vocal choice to communicate meaning.

Criteria: Presents a word with volume, pitch, tempo, and/or timbre.

Target: Makes a vocal choice to expand meaning.

Criteria: Exaggerates the voice to represent a word.

Target: Combines physical and vocal choices in a single exaggerated expression.

Criteria: Simultaneously uses body and voice to create a larger than life representation of a word.

Target: Thinks creatively.

Criteria: Gathers ideas; considers and tries multiple solutions; and makes artistic choices.

Vocabulary

Arts:
Articulation
Creative Thinking
Exaggeration
Movement
Physical Choice
Pitch
Refine
Statues
Tableau
Tempo/Speed
Timbre/Quality
Vocal Choice
Vocal Expression
Volume

Materials

Museum Artworks or Performance

Seattle, WA

Book-It Repertory Theatre
Living Voices
Seattle Children's Theatre

Tacoma, WA

Broadway Center for the Performing Arts

Materials

Shel Silverstein poems; Document camera and projector (optional); Class Assessment Worksheet, Creative Thinking Self Assessment worksheet

Learning Standards

WA Arts State Grade Level Expectations

For the full description of each WA State Arts Grade Level Expectation, see:

<http://www.k12.wa.us/Arts/Standards>

1.2.1 Skills and Techniques: Movement, Gesture, Facial Expression, Exaggeration

1.2.2 Skills and Techniques: Voice, Projection

1.4.1 Audience Skills

2.1.1 Creative Process

2.2.1 Performance Process

2.3.1 Responding Process

3.1.1 Communicates through the Arts

Early Learning Guidelines (Pre-K – Grade 3)

For a full description of Washington State Early Learning and Child Development Guidelines see:

<http://www.del.wa.gov/development/guidelines/>

(Age 4-5) 3. Touching, seeing, hearing and moving around: Using the large muscles (gross motor skills); move with purpose from one place to another using the whole body.

continued

(Age 4-5) 5. Communicating: Speaking and listening: use words to describe actions; listen to others
(Age 4-5) 6. Learning about my world: Arts: show creativity and imagination; perform elements of drama; participate in dramatic play.

Common Core State Standards (CCSS) in ELA

For a full description of CCSS Standards by grade level see:

<http://www.k12.wa.us/CoreStandards/ELAstandards>

R.CCR.1. Read closely to determine what the text says explicitly and to make logical inferences from it.

R.CCR.4. Interpret words and phrases as they are used in a text, and analyze how specific word choices shape meaning or tone.

SL.CCR.1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners.

SL.CCR.2. Integrate and evaluate information presented visually, quantitatively, and orally.

SL.CCR.4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

SL.CCR.6. Adapt speech to a variety of contexts and communicative tasks.

SL.K.6. Speak audibly and express thoughts, ideas, and feelings clearly.

College and Career Ready Students in Reading

Demonstrate independence.


Build strong content knowledge.

Respond to the varying demands of audience, task, purpose, and discipline.

Comprehend as well as critique.

Value evidence.

ICON KEY:

 = Indicates note or reminder for teacher

 = Embedded assessment points in the lesson

Pre-Teach


Teach the Arts Foundations lessons *Expressive Body*, *Expressive Voice*, and *Creating Tableau* before teaching this lesson this lesson.

Lesson Steps Outline

1. Present selected words to the students and lead them through developing statues of the words. Introduce the characteristics of creative thinking.


 Criteria-based teacher checklist: Creates a statue to represent a word.

2. Lead the students in creating exaggerated statues.

 Criteria-based teacher checklist, self-assessment: Uses entire body with exaggeration to represent a word.


Criteria-based process assessment: Gathers ideas; considers and tries multiple solutions; and makes artistic choices.

3. Guide students in adding exaggerated movement to enhance their interpretation of the word.


 Criteria-based teacher checklist: Uses entire body with exaggeration to represent a word.

Criteria-based process assessment: Gathers ideas; considers and tries multiple solutions; and makes artistic choices.

4. Guide students in making a vocal choice that conveys the meaning of the word.

 Criteria-based teacher checklist: Presents a word with volume, pitch, tempo, and/or timbre.

5. Guide the students in exaggerating their vocalizations.

 Criteria-based teacher checklist, self-assessment: Exaggerates the voice to represent a word.

Criteria-based process assessment: Gathers ideas; considers and tries multiple solutions; and makes artistic choices.

6. Guide the students in combining their physical and vocal creations.

Criteria-based teacher checklist: Simultaneously uses body and voice to create a larger than life expression of a word.

7. Divide the students into small groups and assign each group a different poem by Shel Silverstein for an “exaggerated words” presentation. Facilitate rehearsal and performance.

Criteria-based teacher checklist: Simultaneously uses body and voice to create a larger than life representation of a word.

8. Guide self and peer reflection, including Creative Thinking Self-Assessment Worksheets.

Criteria-based self and peer reflection: Simultaneously uses body and voice to create a larger than life representation of a word. Gathers ideas; considers and tries multiple solutions; and makes artistic choices.

LESSON STEPS

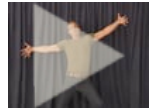
▣ Pre-determine how the room will be set-up for students to move through space — desks moved to the side or students moving among the desks.

▣ Have copies of the Shel Silverstein poems ready for distribution to the students. Or, if using one poem, it may be projected via a document camera.

1. Present selected words to the students and lead them through developing statues of the words. Introduce the characteristics of creative thinking.

▣ Use any of the words suggested in the prompts below or select three other words. Use same word prompts for steps 1-6.

- *How can I make a statue that shows the meaning of a word with my body? Can I be wiggly? Tiny? Humongous? Scared? Excited? Angry?*
- *Use your whole face and body and freeze in a statue when I call out the word.*
- *Through this whole lesson, you will be thinking creatively to make your artistic choices. This means you might consider and try out different ideas to represent these words.*
- *Is there another way you could show the meaning of this word in a statue? Try a different choice and freeze.*

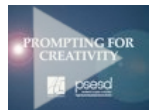


Blending Body and Voice

Criteria-based teacher checklist: Creates a statue to represent a word.

2. Lead the students in creating **exaggerated** statues.

- *Decide which choice best shows the meaning of the word. How can I adjust my body to expand or strengthen the meaning of a word — really exaggerate it?*
- *Show me a "before" statue and then an "after" statue to show the exaggeration.*
- *What did you do to exaggerate your statue? How did it make the meaning stronger or clearer?*



Prompting for Creativity

Criteria-based teacher checklist, self-assessment: Uses entire body with exaggeration to represent a word.

Criteria-based process assessment: Gathers ideas; considers and tries multiple solutions; and makes artistic choices.

3. Guide students in adding exaggerated movement to enhance their interpretation of the word.

- *Now add movement to your statue — how can you move in a wiggly, tiny, or humongous way?*
- *Keep the exaggeration in your body as you move!*
- *Is there another way you could move to show the meaning of this word? Try a different choice.*

Criteria-based teacher checklist: Uses entire body with exaggeration to represent a word.

Criteria-based process assessment: Gathers ideas; considers and tries multiple solutions; and makes artistic choices.

4. Guide students in making a vocal choice that conveys the meaning of the word.

▣ Start with speaking words chorally and then give students the chance to say words individually.

- *Stand in a circle. Let's say the words all together, using our voices to communicate the meaning of the words.*
- *Use your **expressive voice** and think about projection, articulation, volume, pitch, tempo/speed, and quality/timbre.*
- *Choose your favorite word. This time we'll go around the circle and each one of you can say your word with vocal expression.*
- *Notice the different choices that different actors make to express the same word. After each actor says their word, let's all repeat it so we can try out these different choices.*

☑ Criteria-based teacher checklist: Presents a word with volume, pitch, tempo, and/or timbre.

5. Guide the students in exaggerating their vocalizations.

▣ Start with speaking words chorally and then give students the chance to say words individually.

- *Use your creative thinking skills to decide which choice best shows the meaning of the word. If you were to exaggerate your voice, how could you do that? If it is shrill, how will you make it shriller? If it is deep, how will you make it deeper?*
- *Be sure to use articulation, volume, pitch, timbre/vocal quality, and tempo/speed.*
- *How did you change your voice when you exaggerated? Did your voice still communicate the meaning of the word?*

☑ Criteria-based teacher checklist, self-assessment: Exaggerates the voice to represent a word.

Criteria-based process assessment: Gathers ideas; considers and tries multiple solutions; and makes artistic choices.

6. Guide the students in combining their physical and vocal creations.

▣ Start with speaking and showing words chorally and then give students the chance to say/show a word individually.

- *Now we're going to say the words with exaggerated voices at the same time that we show it with exaggerated bodies and movement. Think about the creative choices you've already made and how you can put them together.*
- *Choose your favorite word that you can say with exaggerated vocal expression while you act it with your exaggerated body as we go around the circle.*

☑ Criteria-based teacher checklist: Simultaneously uses body and voice to create a larger than life expression of a word.

7. Divide the students into small groups and assign each group a different poem by Shel Silverstein for an “exaggerated words” presentation. Facilitate rehearsal and performance.

☐ Depending on time and grade level, instruct students to prepare a presentation of the poem using single words, lines, or the whole poem.

- *Now you’re going to use your creative thinking to apply what we just learned to present this poem. What words in the poem call out for exaggeration?*
- *With your group, create a **tableau** to show the beginning of the poem.*
- *Each member of the group must say at least one word or line of the poem using exaggerated physical and vocal expression. You will need to think creatively to make your artistic choices. This means you might consider and try out different ideas while you rehearse and prepare your presentation.*
- *As a group, you decide the best way to say and show your poem. End your presentation in a tableau so the audience knows you’re done.*

☑ Criteria-based teacher checklist: Simultaneously uses body and voice to create a larger than life representation of a word.

8. Guides self and peer reflection, including Creative Thinking Self-Assessment Worksheets.

☐ Ask students to fill out self and peer assessment worksheets, or facilitate verbal discussion (in primary grades) of the creative thinking that students used to make their blended physical and vocal choices in their exaggerated words poems.

- *Describe how you used your creative thinking by explaining two choices you considered and how you made your final decision.*
- *Describe what you did to exaggerate your face, body or voice to express your word.*
- *When you were in the audience, what physical and vocal choices did you see an actor in another group make to exaggerate their poem?*

☐ Optional teacher prompts for peer and self-reflection:

- *Physical choice: Where did you/the actor place arms, legs, or other parts of body? How did you/the actor use eyes, mouth and face? What type of movement did you/the actor make? Did you/the actor use low, medium or high space?*
- *Vocal choice: Was the voice high/low, loud/soft, fast/slow? What vocal quality did you/the actor use?*

☑ Criteria-based self and peer reflection: Simultaneously uses body and voice to create a larger than life representation of a word. Gathers ideas; considers and tries multiple solutions; and makes artistic choices.

Blending Body and Voice Poems by Shel Silverstein

Put Something In

Draw a crazy picture,
Write a nutty poem,
Sing a mumble-gumble song,
Whistle through your comb.
Do a loony-goony dance
'Cross the kitchen floor,
Put something silly in the world
That ain't been there before.

Dancin' in the Rain

So what if it drizzles
And dribbles and drips?
I'll splash in the garden,
I'll dance on the roof.
Let it rain on my skin,
It can't get in—
I'm waterproof.

Body Language

Said my feet, "Hey, let's go dancin'."
Said my tongue, "Let's have a snack."
Said my brain, "Let's read a good book."
Said my eyes, "Let's take a nap."
Said my legs, "Let's just go walkin'."
Said my back, "Let's take a ride."
Said my seat, "Well, I'll just sit right here,
Til all of you decide."

Why is it?

Why is it some mornings
Your clothes just don't fit?
Your pants are too short
To bend over or sit,
Your sleeves are too long
And your hat is too tight—
Why is it some mornings
Your clothes don't feel right?

Tell Me

Tell me I'm clever,
Tell me I'm kind,
Tell me I'm talented,
Tell me I'm cute,
Tell me I'm sensitive,
Graceful and wise,
Tell me I'm perfect—
But tell me the *truth*.

Standing is Stupid

Standing is stupid,
Crawling's a curse,
Skipping is silly,
Walking is worse.
Hopping is hopeless,
Jumping's a chore,
Sitting is senseless,
Leaning's a bore.
Running's ridiculous,
Jogging's insane—
Guess I'll go upstairs and
Lie down again.

Sharing

I'll share your toys, I'll share your money,
I'll share your toast, I'll share your honey,
I'll share your milk and your cookies too—
The hard part's sharing mine with you.

Crowded Tub

There's too many kids in this tub.
There's too many elbows to scrub.
I just washed a behind
That I'm sure wasn't mine,
There's too many kids in this tub.

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Blending Body and Voice

Teachers may choose to use or adapt the following self-assessment tool.

STUDENT SELF-ASSESSMENT WORKSHEET

Discipline	THEATER						Total
Concept	Physical Choice		Vocal Choice		Blending Physical and Vocal Choices	Creative Thinking (21 st Century Skill)	6
Criteria	Creates a statue to represent a word.	Uses entire body with exaggeration to represent a word.	Presents a word with volume, pitch, tempo, and/or timbre.	Exaggerates the voice to represent a word.	Simultaneously uses body and voice to create a larger than life representation of a word.	Gathers ideas; considers and tries multiple solutions; and makes artistic choices.	
Student Name							

Peer and Self-Reflections

Blending Body and Voice Peer Reflection	
Student Name	What physical and vocal choices did the student make to express the meaning of the word?
Classmate Observed:	How did the student combine voice and movement simultaneously so the voice and body smoothly and effectively communicated as one?

CREATIVE THINKING SELF-ASSESSMENT WORKSHEET

Describe 2 different ideas you considered and tried for either a physical or vocal choice:

Idea 1:

Idea 2:

Which idea did you choose for your final presentation, and why?

What changes did you make to exaggerate your choice for your final presentation, and why?

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Blending Body and Voice

CLASS ASSESSMENT WORKSHEET

Discipline	THEATER						Total
Concept	Physical Choice		Vocal Choice		Blending Physical and Vocal Choices	Creative Thinking (21 st Century Skill)	6
Criteria	Creates a statue to represent a word.	Uses entire body with exaggeration to represent a word.	Presents a word with volume, pitch, tempo, and/or timbre.	Exaggerates the voice to represent a word.	Simultaneously uses body and voice to create a larger than life representation of a word.	Gathers ideas; considers and tries multiple solutions; and makes artistic choices.	
Student Name							
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30.							
Total							
Percentage							

What was effective in the lesson? Why?

What do I want to consider for the next time I teach this lesson?

How could I connect the concepts in this lesson with other disciplines?

Teacher: _____

Date: _____

THEATER LESSON: *Blending Body and Voice*

Dear Family:

Today your child participated in an **Arts** lesson. We used creative thinking to communicate words alone and in a poem through physical and vocal exaggeration.

- We created statues to express words.
- We exaggerated those statues and added movement.
- We used our exaggerated voices to enhance our physical expression of the word.
- We used creative thinking to make our artistic choices by trying out different physical and vocal ideas to represent these words.

At home, you could notice how your family members may use exaggerated gestures and voices to clearly communicate their ideas or how they are feeling. Consider ways that different people might express the same ideas or feelings, using different gestures and voices.

Enduring Understanding

Blending vocal and physical choices creates expressive communication and more complete meaning.