

ARTS IMPACT LESSON PLAN

Theater and Writing Infused Lesson

Lesson Two: *Exaggerated Voice*

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Enduring Understanding

Combining strong vocal and physical choices can create dynamic communication.

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

Students are introduced to the concept of projection and how to use exaggerated expressions with their bodies and voices. By using specific vivid verbs, each student explores how to vocally enlarge the sounds and meanings of the words. The lesson concludes with each student writing a sentence that includes adjectives, nouns, and vivid verbs.

Learning Targets and Assessment Criteria

Target: Identifies and isolates personal body center (the diaphragm).

Criteria: Hums vocal vibrations from the diaphragm.

Target: Applies projection to speaking in the classroom.

Criteria: Presents a spoken word in a loud, clear voice heard throughout the space.

Target: Creates an exaggerated pose to represent a selected dynamic word.

Criteria: Shifts frozen position to increase the size/dimensions of a specific physical choice. magnifying word meaning.

Target: Adds exaggerated movement to the created pose reflecting the attributes of that word.

Criteria: Uses entire body to present larger-than-life movement.

Target: Makes an exaggerated vocal choice to express the word.

Criteria: Changes pitch, volume, or quality to clearly convey and enlarge the meaning of the word.

Target: Combines physical and vocal choices into a single exaggerated expression of the word.

Criteria: Simultaneously augments movement and pitch, volume, or quality of voice expression to clearly convey and enlarge the meaning of the word.

Target: Uses precise words to describe.

Criteria: Writes a sentence using adjectives, specific nouns, and vivid verbs to describe an exaggerated pose.

Vocabulary

Arts Infused:
Exaggeration

Writing:
Adjective
Precise Noun
Vivid Verb

Arts:
Center
Diaphragm
Vibration
Projection
Pronunciation

Materials

Museum Artworks or Performance

Seattle, WA

Book-It Repertory Theater
Seattle Children's Theatre

Tacoma, WA

Broadway Center for the Performing Arts

Materials

Whiteboard or chart paper & markers;
Arts Impact journal; Pencil

Tools

Body, voice, imagination

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: *Facial expressions, gestures, movements*

1.2.2 Skills and techniques: *Vocal choices*

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

Common Core State Standards in ELA (Language)

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

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

W.4.2. Convey ideas/information clearly: use precise language

W.4.3. Use descriptive detail: use concrete words to convey experiences/events precisely

W.4.4. Produce clear and coherent writing

W.4.8. Recall information from experience

L.4.1. Conventions of grammar

L.4.2. Conventions of capitalization, punctuation, spelling

L.4.3. Knowledge of language: choose words to convey ideas precisely

L.4.6. Acquire and use accurately specific words and phrases that signal actions, emotions/states of being

ICON KEY:

 = Notes specific *Writers Workshop* Curriculum strategies addressed

 = Indicates note or reminder for teacher

 = Embedded assessment points in the lesson

COLOR CODING for ARTS AND LITERACY INFUSED PROCESSES:

GENERATE IDEAS	CONSTRUCT MEANING	SELF-REFLECT
<p>Gather Information</p> <ul style="list-style-type: none">• From WHAT you know• From WHO you know• Brainstorm	<ul style="list-style-type: none">• Create drafts• Organize ideas• Make a choice	<ul style="list-style-type: none">• Check in with self• Check in with others• Refine work

Pre-Teach

This is the second writing infused lesson in a series of three. The first infused lesson, ***The Super Expressive Body – Character Attributes***, should be taught before this lesson.

LESSON PREP: There is a list of words at the end of the lesson that lend themselves to dynamic expression. You may want to familiarize your students with the words before hand. The list can be part of your Drama Word Wall or projected during the lesson for easy viewing.

Lesson Steps Outline

1. WARM UP. Lead students into an exploration of vibrations that are created from the center of the body (the diaphragm) through humming.

Criteria-based teacher checklist—room scan; self-reflection: Hums vocal vibrations from the diaphragm.

2. Guide students as they say the word, “HEY!” while projecting from their center.

Criteria-based teacher checklist—room scan: Presents a spoken word in a loud, clear voice heard throughout the space.

3. Present a selected word (see list at end of lesson for suggestions) and lead students through developing a pose (statue) that represents the word.

4. Lead students in exaggerating their poses.

Criteria-based teacher checklist (reverse); self-reflection: Shifts frozen position to increase the size/dimensions of a specific physical choice, magnifying word meaning.

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

Criteria-based teacher checklist (reverse); self-reflection: Uses entire body to present larger-than-life movement.

6. Guide students in making an exaggerated vocal choice that conveys the meaning of the word.

Criteria-based teacher checklist (reverse); self-reflection: Changes pitch, volume or quality to clearly convey and enlarge the meaning of the word.

7. Guide the students in combining their physical/vocal creations.

8. Instruct students to select a word of their own to exaggerate. Guide them through the process of creating an exaggerated expression of the word and presenting it to a classmate.

Criteria-based peer assessment; self-assessment; teacher checklist: Simultaneously augments movement and pitch, volume or quality of voice expression to clearly convey and enlarge the meaning of the word.

9. Lead students in writing process, describing their observations of each other's exaggerated word expressions.

Criteria-based self-assessment; teacher checklist: Writes a sentence using adjectives, specific nouns, and vivid verbs to describe an exaggerated pose.

10. Guide reflection.

Criteria-based self-reflection.

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.

1. Lead students in an exploration of vibrations that are created from the center of the body (the diaphragm) through humming.

- *Bend over and touch your toes.*
- *Now hum while you are touching your toes.*
- *Unbend slowly, humming all the time.*

▣ Listen to each student to make sure an audible hum is occurring.

- *Relax the body. Don't forget to breathe.*
- *When you are standing up straight, open your mouth to let the sound out, as though it's a long sigh.*
- *Don't force the sound as you open your mouth; just let it spill out.*

☑ Criteria-based teacher checklist—room scan; self-reflection: Hums vocal vibrations from the diaphragm.

2. Introduce concept of projection. Guide students as they say the word, "HEY!" while projecting from their center.

- *When actors use their voices in the theater they must project—that means that the actors voice needs to be loud enough so that everyone in the audience can hear it.*
- *It's not shouting, it's taking a breath and making sure the sounds comes from your diaphragm, like this: "HEY!"*
- *Now, walk around the room and say, "HEY!" to someone across the room.*

☑ Criteria-based teacher checklist—room scan: Presents a spoken word in a loud, clear voice heard throughout the space.

3. Present a selected word (see list at end of lesson for suggestions) and lead students through developing a pose (statue) that represents the word.

- *The next step is to [generate ideas](#).*
 - *How can you show the meaning of _____ with your body?*
 - *Use your whole body to make a statue of this word.*
 - *How can you use your arms, torso, legs, head, and facial expression to show the word?*
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4. Lead students in exaggerating their poses.

- *Now, change your body to "expand" or strengthen the meaning of the word—really "exaggerate" it. Can you make it ten times bigger? What ever you are doing. Do it more.*
- *How can you use your arms, torso, legs, head, and facial expression to make the word larger-than-life?*
- *You're generating ideas from what you know and even whom you know – your background knowledge.*
- *You're beginning to construct meaning by brainstorming with your body, creating drafts (just like in writing), and making choices.*

Criteria-based teacher checklist (reverse); self-reflection: Shifts frozen position to increase the size/dimensions of a specific physical choice, magnifying word meaning.

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

- *Now, I want you to put your statue into movement. Use your exaggerated body to make exaggerated movements and gestures. Even bigger! Do even more!*
- *Self-reflect. Check in with others. Look at their exaggerated poses. Check in with yourself. Could it be even more exaggerated?*

Criteria-based teacher checklist (reverse); self-reflection: Uses entire body to present larger-than-life movement.

6. Guide students in making exaggerated vocal choices that convey the meaning of the word.

- *Now, while you are moving, say the word in a way that matches what you are doing with your body.*
- *Really exaggerate the sounds in the word!*

Guide the students in further exaggerating their vocalization.

- *If you were to exaggerate your voice, how could you do that?*
- *If it is shrill, how could you make it more shrill? If it is deep, how could you make it deeper?*
- *Can you emphasize a particular sound in the word (i.e. the "sh" sound or the "z" sound)*
- *Can you elongate any of the sounds in the word?*
- *How do the vocal choices you are making add to the meaning of the word? Refine your work.*

Criteria-based teacher checklist (reverse); self-reflection: Changes pitch, volume or quality to clearly convey and enlarge the meaning of the word.

7. Guide the students in combining their physical/vocal creations.

- *Now comes the toughest part for an actor: refining both your Body and your Voice. Actors work their whole lives to put the two into synchronization.*
 - *When they achieve it they have **constructed meaning** for the audience that communicates their ideas.*
 - ***Refine your work again.** Now present the work to a classmate. Does your classmate have any final suggestions for refinement?*
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8. Instruct students to select a word of their own to exaggerate. Guide them through the process of creating an exaggerated expression of the word and presenting it to a classmate.

- *Now, select a word of your own to exaggerate. Pick one word from the list. I'll give you a few minutes to do your own work on creating an exaggerated expression.*
- ***Generate ideas** and **construct meaning** on your own.*

▣ Quickly lead students through developing a pose—exaggerating it; adding movement—exaggerating it; adding voice—exaggerating it and, finally, putting it all together. Instruct students to present their exaggerated expression to a classmate.

- *Now, find a partner. Each of you will present your expression to the other.*
- *First, write the word your partner selected down in your Arts Impact Journal. As you are watching, play close attention to what your partner is doing with his/her voice and body—you will have to write about it in a minute.*

▣ Students pair up, present their expressions to each other and record what they observe their partners doing.

Criteria-based peer assessment; self-assessment; teacher checklist: Simultaneously augments movement and pitch, volume, or quality of voice expression to clearly convey and enlarge the meaning of the word.

9. Lead students in writing process, describing their observations of each other's exaggerated word expressions.

📖 Mini lesson: Describing observations; independent/guided writing; looking closely – observing, labeling, and listing, conferring

- *Acting informs writing. Writing informs acting. Using the word your partner exaggerated, write a sentence.*
- *Use a precise noun and modify it with adjectives that describe your partner's pose, movement or gestures.*
- *Use the most vivid verb (screeched, etc.) you can use.*
- *If it takes more than one sentence, that is fine.*

- *Be as detailed as you can! If your partner needs to show you again, that's fine.*

☐ Teacher may have to model how to write a sentence that reflects what is observed.

☑ Criteria-based self-assessment; teacher checklist: Writes a sentence using adjectives, specific nouns, and vivid verbs to describe an exaggerated pose.

10. Guide reflection.

- *How did your exaggerated movement affect the way you said the word?*
- *What did you do with your body to express the word?*
- *How did you change your voice to match the exaggerated movement? Did you change your pitch? Volume? Did you slow your speaking down or speed it up?*

☑ Criteria-based self-reflection.

Exaggerated Voice Exaggerated Word List

(Feel free to expand)

Humungous

Furious

Amazing

Scrape

Explosion

Beautiful

Disgusting

Hideous

Terrifying

Adorable

Delicious

Awesome

Unbelievable

Sticky

Freezing

Sweaty

Painful

Ferocious

Starving

Devoured

Slurp

Sneeze

Giggle

Howl

Microscopic

ARTS IMPACT LESSON PLAN Theater and Writing Infusion

Fourth Grade Lesson Two: *Exaggerated Voice*

STUDENT SELF-ASSESSMENT WORKSHEET

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

Disciplines	THEATER						WRITING	Total 7
	Vocalization		Exaggeration				Precise Words	
Concept	Center	Projection	Body	Movement	Voice	Body and Voice		
Criteria	Hums vocal vibrations from the diaphragm	Presents a spoken word in a loud, clear voice heard throughout the space	Shifts frozen position to increase the size/dimensions of a specific physical choice, magnifying word meaning	Uses entire body to present larger-than-life movement	Changes pitch, volume, or quality to clearly convey and enlarge the meaning of the word	Simultaneously augments movement and pitch, volume, or quality of voice expression to clearly convey and enlarge the meaning of the word	Writes a sentence using adjective specific nouns, and vivid verbs to describe an exaggerated pose	
Student Name								

ARTS IMPACT LESSON PLAN Theater and Writing Infusion

Fourth Grade Lesson Two: *Exaggerated Voice*

CLASS ASSESSMENT WORKSHEET

Disciplines	THEATER						WRITING	Total 7
	Vocalization		Exaggeration					
Concept	Center	Projection	Body	Movement	Voice	Body and Voice	Precise Words	
Criteria	Hums vocal vibrations from the diaphragm	Presents a spoken word in a loud, clear voice heard throughout the space	Shifts frozen position to increase the size/dimensions of a specific physical choice, magnifying word meaning	Uses entire body to present larger-than-life movement	Changes pitch, volume, or quality to clearly convey and enlarge the meaning of the word	Simultaneously augments movement and pitch, volume, or quality of voice expression to clearly convey and enlarge the meaning of the word	Writes a sentence using adjective specific nouns, and vivid verbs to describe an exaggerated pose	
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Total								
Percentage								

What was effective in the lesson? Why?

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

What were the strongest connections between theater and writing?

Teacher: _____ Date: _____

ARTS AND WRITING LESSON: *Exaggerated Voice*

Dear Family:

Today your child participated in an **Arts and Writing** lesson. We talked about projection and how to use exaggerated expressions with our bodies and voices.

- We spoke before the class in a loud, clear voice.
- We used our bodies to express the meaning of a word and then exaggerated the movement.
- We added our voices to the exaggerated movement to create a larger-than-life presentation of the word.
- We wrote a sentence with a vivid verb, a precise, specific noun, and adjectives to describe a classmate’s pose, voice, and movements.

You could develop exaggerated expressions at home using a list of words that you create yourselves.

Enduring Understanding

Combining a strong vocal and physical choice can create dynamic communication.