

## ARTS IMPACT LESSON PLAN

### Theater and Writing Infused Lesson

#### Lesson Two: *Finding Your Big Voice*

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#### Enduring Understanding

Projecting sounds from the body center produces a loud, clear voice. Changing the pitch, volume, or timbre of the voice produces a different vocal quality, which can reflect an attribute.

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

*Students learn about the concepts of projection and vocal quality. Through humming, they explore how their diaphragms work to provide air for their voices. Students use projection to speak in a loud, clear voice in front of the rest of the class. They add different qualities to their voices to affect the volume, pitch and timbre of their voices.*

### Learning Targets and Assessment Criteria

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

**Criteria:** Hums vocal vibrations from the diaphragm.

**Target:** Creates vocal sounds and words without stress or tension.

**Criteria:** Uses a clear, open sound.

**Target:** Applies projection to speaking in the classroom.

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

**Target:** Alters voice when presenting a spoken phrase.

**Criteria:** Changes pitch, volume, and/or vocal quality to reflect a specific attribute.

**Target:** Uses a rich vocabulary.

**Criteria:** Adds adjectives to describe attributes to a word wall.

#### Vocabulary

Arts Infused:  
Character

Reading/Writing:  
Descriptive words

Arts:  
Center  
Diaphragm  
Pitch (high, low)  
Projection  
Vibration  
Vocal quality (rough, squeaky, etc.)  
Volume (loud, soft)

#### 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*

1.2.2 Skills and techniques: *Projection*

1.2.8 Skills and techniques: *Role-playing*

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)

(Age 4-5) 3. Touching, seeing, hearing and moving around: Using the large muscles (gross motor skills).

*continued*

(Age 4-5) 5. Communicating: Speaking and listening: use words to describe actions and emotions.

(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 in ELA  
(Language)**

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

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

W.K.8. Recall information from experience.

L.K.4. Clarify meaning of unknown words: identify new meanings

L.K.5. Understanding word relationships and nuance: real-life connections between words and use, act out meanings of differing verbs

### 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"><li>• From WHAT you know</li><li>• From WHO you know</li><li>• Brainstorm</li></ul>	<ul style="list-style-type: none"><li>• Create drafts</li><li>• Organize ideas</li><li>• Make a choice</li></ul>	<ul style="list-style-type: none"><li>• Check in with self</li><li>• Check in with others</li><li>• Refine work</li></ul>

### Pre-Teach

This is the second writing infused lesson in a series of three. The first infused lesson, ***The Super Expressive Body***, should be taught before this lesson. LESSON PREP: Continue adding to the word wall – you might create the heading “VOICE” as you add the descriptors from this lesson.

### Lesson Steps Outline

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

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

**2.** Divide students into pairs and leads them in the “HEY!” exercise, which “frees” the voice from the body.

Criteria-based teacher checklist: Uses a clear, open sound.

**3.** Introduce concept of projection. Guide students as they say their names aloud before the class.

Criteria-based teacher checklist; group/self-reflection: Presents name/spoken word in a loud, clear voice heard throughout the space.

**4.** Introduce concept of vocal qualities (pitch, volume, quality/timbre). Guide students as they apply different vocal qualities to the phrase, “Hello, how are you today?” Lead reflection and add words to the word wall.

Criteria-based teacher checklist; group/self-reflection: Changes pitch, volume and/or vocal quality to reflect a specific attribute. Uses and adds words to a word wall.

**5. Guide self-reflection.**

Criteria-based self-reflection.

## LESSON STEPS

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▣ 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. WARM UP: Lead students in an exploration of vibrations that are created from the center of the body (the diaphragm) through humming – from bent over to standing up straight, then releasing the sound gently through an open mouth.**

- *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; self-reflection: Hums vocal vibrations from the diaphragm.

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**2. Divide students into pairs and leads them in the "HEY!" exercise, which "frees" the voice from the body.**

▣ Guide students to decide on who is "A" and who is "B". Direct students to act out the following scenario: "A" is waiting for a bus and sees "B" across the street. "A" feels an overwhelming desire to call out to "B" and does so by saying "HEY!" with a big voice. "B" acknowledges "A" and returns the greeting.

- *Connect to your center.*
- *Feel the need to say "HEY!" before you use your voice.*
- *Don't strain or push the sound.*
- *Think of the sound coming from your center and not from your throat.*
- *Project your voice across space to another person.*

▣ Repeat as often as necessary for students to achieve criteria.

Criteria-based teacher checklist: Uses a clear, open sound.

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**3. Introduce concept of projection. Guide students as they say their names aloud before the class.**

- *When actors speak their lines in the theater they use projection to make sure that all the people in the audience can hear them. You were using projection when you were saying "HEY!" just a minute ago.*
- *Projection is not yelling, it is making sure that your voice is big enough for all to hear.*
- *Now, I would like us all to stand in a large circle.*
- *One by one, we are going to say our names in a big, clear voice—we will use projection to say our names!*
- *Let's generate ideas! What do we need to remember? Release your voice with no tension—actors use what they know.*
- *Part of the artistic process is self-reflection. Actors learn from each other and thinking about their own acting.*

▣ After each student says his/her name leads a brief self/group reflection on whether he/she could be heard.

☑ Criteria-based teacher checklist; group/self-reflection: Presents name/spoken word in a loud, clear voice heard throughout the space.

#### **4. Introduce concept of vocal qualities: pitch, volume, quality/timbre. Guide students as they apply different vocal qualities to the phrase, "Hello, how are you today?" Lead reflection and add words to the word wall.**

📖 Using schema, looking closely – observing, labeling, and listing

- *Let's generate more ideas! Let's come up with some ideas about how we can, not only, project but how we change our voices!*
- *Who can name some different ways that we can change our voice?*

▣ Solicit responses from class and write responses down the word wall. They should be categorized in the following manner: PITCH—high and low; VOLUME—loud and soft; QUALITY—whispery, rough, squeaky, slow, fast, etc.

- *Now, standing in our circle, I would like you to turn to the persons next to you and say, "Hello, how are you today?" in your normal voice.*
- *Now, do the same thing but use a high voice*
- *A low voice*
- *A squeaky voice, etc.*
- *We're organizing our ideas now and creating meaning as actors.*

▣ After a few different voices, lead a brief reflection on what type of character may have a particular type of voice.

- *As we read stories in class, let's think about what the voices of the characters may sound like!*

- *Let's reflect again. What character may talk in a squeaky voice?*
- *What character may talk in a low voice? etc.*
- *Let's add voice descriptors to our word wall.*

Criteria-based teacher checklist; group/self-reflection: Changes pitch, volume, and/or vocal quality to reflect a specific attribute. Uses and adds words to a word wall.

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## **5. Guide self-reflection.**

- *How did it feel to let that big sound out when you were humming?*
- *Was it exciting? Scary? Fun?*
- *Why do you think you felt that way when you let out your big sound?*
- *Is it easy or hard to make your voice heard in the classroom? Why do you feel it's hard? Why do you feel it's easy?*
- *What are some other ways that you can "change" your voice? Would you like to share?*

Criteria-based self-reflection.

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**ARTS IMPACT LESSON PLAN Theater and Writing Infusion**

Kindergarten Lesson Two: *Finding Your Big Voice*

**CLASS ASSESSMENT WORKSHEET**

Disciplines	THEATER			WRITING	Total 5
Concept	Center	Projection	Pitch, Volume, Voice Quality	Descriptive Words	
Criteria	Hums vocal vibrations from the diaphragm	Uses a clear, open sound	Presents name/spoken word in a loud, clear voice heard throughout the space	Changes pitch, volume and/or vocal quality to reflect a specific attribute	Adds adjectives to describe attributes to a word wall
Student Name					
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					
16.					
17.					
18.					
19.					
20.					
21.					
22.					
23.					
24.					
25.					
26.					
27.					
28.					
29.					
30.					
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: *Finding Your Big Voice***

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Dear Family:

Today your child participated in an **Arts and Writing** lesson. We talked about projection and vocal quality.

- We hummed to identify where our diaphragms, or centers, are.
- We spoke before the class in a loud, clear voice.
- We changed the quality of our voices by making our voices high or low (changing pitch), making our voices loud and soft (changing volume), and changing the timbre of our voices (speaking in a squeaky voice, a whispery voice, a gruff voice, etc.)
- We kept track of all the words we thought of that described our voices on a word wall.

You could show each other how you can change the quality of your voices. Talk to each other in a soft voice, or a gruff voice, or a high/whispery voice.

**Enduring Understanding**

Projecting sounds from the body center produces a loud, clear voice. Changing the pitch, volume, or timbre of the voice produces a different vocal quality to reflect an attribute.