

ARTS IMPACT LESSON PLAN

Theater and Writing Infused Lesson

Lesson Two: *The Emotional Voice*

Author: Dave Quicksall Grade Level: Fifth

Enduring Understanding

Character's emotions can be expressed through the voice and through actions.

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

Students explore how emotion is communicated through combining voice and body. Students learn how vocal traits (pitch, volume and quality) change when we feel different emotions. In small groups, students create scenes that show characters and their feelings. The lesson concludes with the writing of reflective sentences using precise language.

Learning Targets and Assessment Criteria

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

Criteria: Hums vocal vibrations from the diaphragm.

Target: Alters voice to express an emotion and documents vocal choices.

Criteria: Changes pitch, volume, and/or vocal quality to reflect a specific feeling; categorizes vocal characteristics under volume, pitch, and quality.

Target: Communicates a character's emotional state with body.

Criteria: Uses gesture, movement, and facial expressions to convey actions associated with a specific feeling.

Target: Communicates a character's emotional state with voice and action.

Criteria: Combines changes of pitch, volume, and/or vocal quality with gesture, movement, and facial expressions.

Target: Uses language appropriate for a purpose.

Criteria: Writes a few sentences using specific descriptions and powerful verbs to describe a state of emotion as communicated with voice.

Vocabulary

Arts Infused:

Action
Character
Dialogue
Emotion
Scene

Writing

Adjective
Precise Noun
Vivid Verb

Arts:

Center
Diaphragm
Movement
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; Lesson worksheet;
Pencil; White cardstock: 8.5x11", copy
character cards and emotion cards from
lesson, cut into individual cards

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: *Create a character through facial expression, gesture, movements*

1.2.2 Skills and techniques: *Vocal expression for a character*

1.2.3 Skills and techniques: *Creates a character*

1.2.6 Skills and techniques: *Creates a scene*

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.5.2. Convey ideas/information clearly: use precise language

W.5.3. Use descriptive detail: use concrete words/sensory details to convey events precisely

W.5.4. Produce clear and coherent writing

W.5.8. Recall information from experience


L.5.1. Conventions of grammar

L.5.2. Conventions of capitalization, punctuation, spelling

L.5.6. Acquire and use accurately specific words and phrases

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 – Actions and Character***, should be taught before this lesson.

LESSON PREP: Prepare Character Cards and Emotion Cards (found at the end of the lesson) for distribution to the students.

Lesson Steps Outline

1. 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 apply different vocal qualities to the phrase, “I can’t believe this is happening!” to express a range of emotions. Instruct them to record self-reflections on the vocal traits organizer.

Criteria-based teacher checklist; group/self-reflection: Changes pitch, volume, and/or vocal quality to reflect a specific feeling; categorizes vocal characteristics under volume, pitch, and quality.

3. In groups of three, guide students in developing a short dramatic scene, using movement and gesture to communicate who the characters are and what they are doing.

4. Guide students as they present their scenes to the class. Reflect after each scene.

Criteria-based teacher checklist; self-assessment: Combines changes of pitch, volume, and/or vocal quality with gesture, movement, and facial expressions.

5. Guide students to write powerful verbs and specific descriptors in sentences describing the emotional state of their character and how they expressed it.

Criteria-based teacher checklist; self-assessment: Writes a few sentences using specific descriptions and powerful verbs to describe a state of emotion as communicated with voice, movements and actions.

6. Guide self-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.
- ▣ Cut out the character cards and the emotion cards for use by the students.
- ▣ Pre-determine whether students will copy down the vocal traits organizer (found at the end of the lesson) in their journals or will be given a copy to write on.

1. WARM UP. 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. Guide students as they apply different vocal qualities to the phrase, "I can't believe this is happening!" to express a range of emotions. Instruct them to record self-reflections on the vocal traits organizer.

📖 mini-lesson: Character, using schema/Writer's notebook; independent/guided writing; looking closely – observing, labeling and listing

- *Let's come up with some other ideas about how we change our voices! [Let's generate ideas.](#)*
 - *Did you know that our voices may change when we have different feelings? Let's see how that works.*
 - *Now, standing in our circle, I would like you to turn to the person to your right and say, "I can't believe this is happening!" in your normal voice.*
 - *Say it again, but this time act like you are very happy. How did your voice change?*
 - *You were working from ideas that came from either WHAT you know or WHO you know – your background knowledge. When we [generate ideas](#) we are often working from experience.*
- ▣ Copy down/or hand out the vocal traits organizer.

- *Open your Arts Impact Journals to the next empty page. Draw four columns down the page (see example at back of lesson; demonstrate by drawing organizer on the board). Label the columns with the following titles: EMOTION, PITCH, VOLUME, and QUALITY.*
- *It's time to self-reflect. What did you do to your voice to express the feeling of happiness?*

▣ Guide students as they record their self-reflections.

- *As you write down these ideas in your Journal, put the descriptive words in one of the three voice columns.*
- *Pitch is categorized as high and low.*
- *Volume is categorized as loud and soft.*
- *Quality is for any other descriptive words that come to mind, such as: whispery, rough, squeaky, slow, fast, etc.*

▣ Continue with other emotions: Excited, bored, frustrated, etc. Guide students as they enter their reflections in their journals.

- *Now, let's see how another emotion changes our voices.*
- *Now say it like you are furious that this is happening again! What happened to your voice?*
- *Write down your "furious" vocal traits in your journal.*
- *Actors use emotion all the time when they play characters.*
- *How did you know what to do with your voices when I gave you an emotion? Right, you have felt that way yourself. You were constructing meaning from what you know. Actors use what they know to create characters and express feelings—just as you used what you know to show different feelings.*
- *How many of you have felt happy before? What made you happy? How many of you have felt mad?*

☑ Criteria-based teacher checklist; group/self-reflection: Changes pitch, volume, and/or vocal quality to reflect a specific feeling; categorizes vocal characteristics under volume, pitch, and quality.

3. In groups of three, guide students in developing a short dramatic scene, using movement and gesture to communicate who the characters are and what they are doing.

📖 Using Schema, small moments

- *Your group has to create a small one-minute scene in which the character on the card is the main character. The other members of the group could be the same kind of character or different ones, as long as it makes sense.*
- *Something must happen in the scene that makes all the characters in the scene feel the emotion on the card. For example, let's say that your character card is a TEACHER and the emotion card is HAPPY. What could happen to a teacher to make him/her happy? What other characters could be in the scene? Why would they be happy?*

- *Your group will have to come up with some simple dialogue and actions to convey the characters and the emotion—remember, keep the scene short, one minute or so.*
- *As you are working, keep your emotion card a secret from the other groups.*
- *You are combining your voices with your body. Actors work hard to manage doing both at the same time their whole career. Be aware if one or the other is not in tune.*
- *You will want to think about the feelings of the characters you portray. How will the emotions of the character affect their voice? Their body? Their movement? Their facial expression?*

☐ Guide the students as they **generate ideas**, **construct meaning**, and **refine their work** and develop a scene using the character and emotion they have chosen.

4. Guide students as they present their scenes to the class. Reflect after each scene.

- *What emotion did you see in the scene?*
- *How do you know it was that emotion?*
- *What specific vocal traits did you hear?*
- *What actions did you see that conveyed the emotion?*

☑ Criteria-based teacher checklist; self-assessment: Combines changes of pitch, volume, and/or vocal quality with gesture, movement, and facial expressions.

5. Guide students to write powerful verbs and specific descriptors in sentences, describing the emotional state of their character and how they expressed it.

📖 Using Writer’s notebook; small moments; looking closely – observing; independent/guided writing; conferring

- *Write a few sentences using specific descriptions and powerful verbs to describe the state of emotion of your character.*
- *Describe your voice.*
- *Describe your movements/actions and all the ways you used your body.*
- *Your description should make the reader feel as though he/she was there to see what you acted.*

☑ Criteria-based teacher checklist; self-assessment: Writes a few sentences using specific descriptions and powerful verbs to describe a state of emotion as communicated with voice.

6. Guide self-reflection.

- *Is it challenging to show emotions in front of your classmates? What makes it challenging? What makes it easy?*

- *Are some emotions easier to portray than others? If so, what makes them easier?*
- *Give an example of how your voice changes when you feel a particular emotion? For example, what happens to your voice when you feel mad?*

Criteria-based self-reflection.

The Emotional Voice Character Cards

DENTIST	WEIGHT LIFTER
WAITER/WAITRESS	COP
ROCK STAR	DOCTOR
HAIR DRESSER/ BARBER	BUS DRIVER
PHOTOGRAPHER	COOK
FIRE FIGHTER	BABY
TEACHER	SCIENTIST
CAR MECHANIC	SALESPERSON

The Emotional Voice Emotion Cards

Depressed	Cheerful
Furious	Frustrated
Surprised	Scared
Excited	Worried

The Emotional Voice Vocal Traits Organizer

EMOTION	PITCH (high/low)	VOLUME (loud/soft)	QUALITY (descriptions)

ARTS IMPACT THEATER AND WRITING INFUSION

Fifth Grade Lesson Two: *The Emotional Voice*

STUDENT SELF-ASSESSMENT WORKSHEET

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

Disciplines	THEATER				WRITING		Total
Concept	Center	Emotion	Body	Voice and Body	Vocal Characteristics	Language Appropriate for a Purpose	6
Criteria	Hums vocal vibrations from the diaphragm	Changes pitch, volume and/or vocal quality to reflect a specific feeling	Uses gesture, movement and facial expressions to convey actions associated with a specific feeling	Combines pitch, volume and/or vocal quality with gesture, movement and facial expressions	Categorizes vocal characteristics for specific emotions using volume, pitch and quality	Writes a few sentences using specific descriptions and powerful verbs to describe a state of emotion as communicated with voice	
Student Name							

ARTS IMPACT THEATER AND WRITING INFUSION

Fifth Grade Lesson Two: *The Emotional Voice*

CLASS ASSESSMENT WORKSHEET

Disciplines	THEATER				WRITING		Total 6
Concept	Center	Emotion	Body	Voice and Body	Vocal Characteristics	Language Appropriate for a Purpose	
Criteria	Hums vocal vibrations from the diaphragm	Changes pitch, volume and/or vocal quality to reflect a specific feeling	Uses gesture, movement and facial expressions to convey actions associated with a specific feeling	Combines pitch, volume and/or vocal quality with gesture, movement and facial expressions	Categorizes vocal characteristics for specific emotions using volume, pitch and quality	Writes a few sentences using specific descriptions and powerful verbs to describe a state of emotion as communicated with voice	
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?

What were the strongest connections between theater and writing?

Teacher: _____ Date: _____

ARTS AND WRITING LESSON: *The Emotional Voice*

Dear Family:

Today your child participated in an **Arts and Writing** lesson. We talked about how emotion is communicated through the combining of voice and body.

- We said the phrase “We are eating green beans again!” using different emotions. We used a happy voice, a sad voice, and angry voice and many more.
- We discovered that the quality of our voices changes when we feel different things. They may be high or low (pitch), loud or soft (volume), or have different qualities (squeaky, whispery, gruff, etc.).
- In a small group, we created a scene that showed characters and their feelings. We presented the scene to the class and they had to guess what emotion we were acting out.
- We wrote sentences using precise language: powerful verbs and specific descriptors to communicate the scene to readers.

You could analyze each other and listen for the change in the quality of your voices. Talk to each other using different emotions.

Enduring Understanding

Character’s emotions are expressed through the voice and through actions.