

ARTS IMPACT LESSON PLAN

Theater and Writing Infused Lesson

Lesson Two: *The Super Expressive Voice – Emotional Attributes*

Author: Dave Quicksall Grade Level: First

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 emotion.

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

Students apply the concepts of projection and vocal quality to words and phrases they speak out loud before the class. They explore how emotions change the pitch, volume, 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: 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 emotion.

Target: Describes a vocal choice made to convey an emotion.

Criteria: Draws and labels a picture that shows facial expressions used to communicate a specific feeling.

Vocabulary

Arts Infused:

Emotion

Writing:

Descriptive Words

Arts:

Center

Diaphragm

Vibration

Pitch (high, low)

Projection

Timbre

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

Tools

Body, voice, imagination

Learning Standards

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

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

Arts State Grade Level Expectations

1.2.1 Skills and techniques: *Facial expressions, gestures*

1.2.2 Skills and techniques: *Vocal projection/expression*

1.2.5 Skills and techniques: *Applies prior knowledge to performance*

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).

(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.

continued

**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/>

W1.2. Write informative/explanatory texts.

W1.8. Recall information from experience


L.1.1. Conventions of grammar: nouns, verbs, adjectives

L.1.2. Conventions of spelling

L.1.5. Identify 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
Gather Information • From WHAT you know • From WHO you know • Brainstorm	• Create drafts • Organize ideas • Make a choice	• 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 – Expressing Emotions***, 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. 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.

3. Guide students as they apply different emotional qualities to the phrase, “We are eating green beans again!” Lead reflection and write responses on the word wall.

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

4. Review emotions and write them down on the word wall. Guide class as they self-reflect and draw pictures of what their faces looked like when they felt a specific emotion and what their voice may have “looked” like.

Criteria-based checklist; written response: Draws and labels a picture that shows facial expressions used to communicate a specific feeling.

5. 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.

▣ Students will draw a picture of their expressive faces at the end of this lesson. Students can use the same worksheet from Lesson One: *Expressing Emotions* or teacher can provide a blank sheet of paper.

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

2. THE SUPER EXPRESSIVE VOICE. 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.*

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

- *Part of the artistic process is self-reflection. Actors learn from each other and by thinking about their own acting.*

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

3. Guide students as they apply different emotional qualities to the phrase, “We are eating green beans again!” Lead reflection and write responses on 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!*
- *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, “We are having green beans again,” in your normal voice. We’re creating meaning as actors.*
- *Say it again but this time act like you are very happy to be eating green beans again.*
- *Let’s reflect by checking in with ourselves and with others. How did your voice change? What did you do to your voice to express the feeling of happiness?*

📖 Solicit responses from class and write responses down on the word wall. They should be categorized in the following manner: PITCH–high and low; VOLUME–loud and soft; TIMBRE – tonal/musical qualities; QUALITY–whispery, rough, squeaky, slow, fast, etc.

- *Let’s see how another emotion changes our voices. Now say it like you hate green beans! How did you feel?*

📖 This may lead to multiple responses like sad, angry, and frustrated. Reflect on the different vocal qualities of each emotion, recording responses on the word wall. Continue with other emotions: excited, bored, furious, etc.

- *We’re organizing our ideas now and creating meaning as actors.*

📖 Reflection continues as long as seems appropriate.

- *Let’s reflect again. 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.*
- *Actors use what they know to create characters and express feelings–just as you used what you know to show different feelings – you used your background knowledge to construct meaning.*
- *How many of you have felt happy before? What made you happy? How many of you have felt mad? What made you mad?*

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

4. Review emotions and write them down on the word wall. Guide class as they self reflect and draw pictures of what their faces looked like when they felt a specific emotion and what their voice may have “looked” like. Assist them in labeling their picture with the emotion they drew.

📖 Self-reflection, independent/guided writing, using schema, looking closely – observing, labeling, and listing

- *Now, I want you to reflect on the way you acted out your emotions. Actors reflect on their work all the time because it helps them be better artists!*
- *Pick one that you especially liked. I want you to draw a picture of what your face looked like as you had that feeling. Be sure to draw the details of what you did with your face: your mouth, your eyes, and eyebrows.*
- *When you draw your face, draw what your emotional voice might look like! When you finish the drawing, I want you to write down the name of the emotion and the word that describes your voice. An example might be "SAD" and "LOW." Use the words on the wall to help you pick the words that you want.*

Criteria-based teacher checklist; written response: Draws and labels a picture that shows facial expressions used to communicate a specific feeling.

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?*
- *Are you in control of what your voice does when you have a really strong feeling, like being mad? Why? Why not? What are some ways that your voice "takes over" when you have a strong feeling?*

Criteria-based self-reflection.

ARTS IMPACT LESSON PLAN Theater and Writing Infusion

First Grade Lesson Two: *The Super Expressive Voice – Emotional Attributes*

CLASS ASSESSMENT WORKSHEET

Disciplines	THEATER			WRITING	Total 4
Concept	Center	Projection	Pitch, Volume, Vocal Quality	Descriptive Words	
Criteria	Hums vocal vibrations from the diaphragm	Presents name/spoken word in a loud, clear voice heard throughout the space	Changes pitch, volume and/or vocal quality to reflect a specific emotion	Draws and labels a picture that shows facial expressions used to communicate a specific feeling	
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: *The Super Expressive Body – Emotional Attributes*

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 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 timbre (squeaky, whispery, gruff, etc.)
- We drew pictures of what our faces look like when we have a specific feeling. We used the descriptive words on our word wall to help us describe our emotional voices.

At home, you could show each other how you can change the quality of your voices. Talk to each other using different emotions.

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.