

ARTS IMPACT LESSON PLAN

Theater and Writing Infused Lesson

Lesson Two: *The Super Expressive Voice – Speaking with Emotion*

Author: Dave Quicksall Grade Level: Second

Enduring Understanding

Altering the pitch, volume, and timbre of the voice shows emotions and leads to a more expressive voice.

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

Students identify and locate their diaphragms by breathing and humming. By using different spoken phrases, students explore how emotions change the qualities of their voice. Students write sentences using descriptive words that are compiled while working through the lesson.

Learning Targets and Assessment Criteria

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

Criteria: Hums vocal vibrations from the diaphragm.

Target: Alters voice when presenting a spoken phrase.

Criteria: Changes pitch, volume, and/or vocal quality while speaking.

Target: Alters voice to express an emotion.

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

Target: Uses a rich vocabulary.

Criteria: Writes two sentences with precise adjectives to describe vocal qualities.

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; 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>

1.2.2 Skills and techniques: *Vocal projection, expression*

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
(Writing and Language)**

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

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

W.2.3. Write/recount short sequence of events, include details, actions, feelings.

W.2.5. Focus on topic to strengthen writing.

W.2.8. Recall information from experience.


L.2.1. Conventions of grammar: nouns, verbs, adjectives, adverbs

L.2.2. Conventions of spelling

L.2.5. Understanding word relationships and nuance: real-life connections between words and use

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 – Using Actions***, should be taught before this lesson. New words are added to the word wall established in the first 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 apply different vocal qualities to the phrase, “Hello, how are you today?”

Criteria-based teacher checklist; group/self-reflection: Changes pitch, volume, and/or vocal quality while speaking.

3. Guide students as they apply different emotional qualities to speaking aloud and leads reflection.

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

4. Review emotions on the word wall. Assist students as they write two (exact number at teacher’s discretion) simple sentences describing how their voices change when they have different feelings.

Criteria-based teacher checklist; self-reflection: Writes two sentences with precise adjectives to describe vocal qualities.

5. Guide reflection.

Criteria-based self-reflection.

LESSON STEPS

▣ LESSON PREP: Establish the Drama word wall to compile the different action words and descriptive words that the students come up with during the course of brainstorming ideas.

▣ 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.

- *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. Guide students as they apply different vocal qualities to the phrase, "Hello, how are you today?" Facilitate students generating adjectives to describe vocal qualities and categorizing them as pitch, volume or quality. Add to Drama word wall.

- *Let's generate 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 on board. 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 constructing meaning as actors when we make a vocal choice.*

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

- *Let's reflect by checking in with ourselves and with others.*
- *What character may talk in a squeaky voice? A low voice? Etc.*
- *As we read stories in class, let's think about what the voices of the characters may sound like!*

☑ Criteria-based teacher checklist; group/self-reflection: Changes pitch, volume, and/or vocal quality while speaking.

3. Guide students as they generate descriptive words and apply different emotional qualities to speaking aloud. Leads reflection.

📖 Using schema, small moments, looking closely – observing, listing

- *Let's generate ideas! Let's come up with some other ideas about how we change our voices!*
- *Did you know that our voices may change when we have different feelings? Let's see how that works. First, let's make a list of different emotions.*

📖 Compile a list of emotions (angry, happy, sad, etc.).

- *Can you think of more descriptive words for these emotions?*

📖 Modify the list with more descriptive words (furious, joyful, depressed, etc.). Lead vocal exercise.

- *Now, standing in our circle, I would like you to turn to the person to your right and say, "I have never had a day like this," in your normal voice. Students do so.*
- *Say it again, but this time act like you are very joyful. Students say phrase.*
- *How did your voice change?*
- *What did you do to your voice to express the feeling of happiness?*

📖 Solicit responses from class and write them down on board. Ask students to categorize the words by vocal quality: pitch, volume or quality. Continue with other emotions: furious, excited, bored, etc.

Reflect on the different vocal qualities of each emotion.

- *We're organizing our ideas now and constructing meaning as actors. 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.*
- *How many of you have felt happy before? What made you happy?*
- *How many of you have felt mad? What made you mad?*

📖 Reflection continues as long as seems appropriate.

- *As we read stories in class, let's think about how the emotions of the characters may change the way they talk!*
- *Whenever we think of one of our characters we could 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 feeling.

4. Review emotions on the word wall. Assist students as they write two (exact number at teacher's discretion) simple sentences describing how their voices change when they have different feelings.

 Mini-lesson: Small moments, independent/guided writing, conferring

- *Let's review the emotions we explored today. Now, we are going to write some sentences, describing what we did with our voices – we are going to **reflect** on the choices we made.*
- *I want you to pick two different emotions that we practiced and write them down on your paper.*
- *Now, looking at our word wall, write down one word that describes what your voice sounded like. Then you will write a sentence that describes what you did. Let's do one together. I will pick JOYFUL for the emotion. What happened to our voices when we felt joyful? Yes, they were LOUD. Writes model sentence. My sentence will be "My voice was loud when I felt joyful". Notice that I underlined the two words I chose.*
- *Go ahead and write your own sentences. I am here to help!*

Criteria-based teacher checklist; written sentences, self-reflection: Writes two sentences with precise words to describe vocal qualities.

5. Guide 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?*
- *Who would like to share with the class a sentence that they wrote?*

Criteria-based self-reflection.

ARTS IMPACT LESSON PLAN Theater and Writing Infusion

Second Grade Lesson Two: *The Super Expressive Voice – Speaking with Emotion*

STUDENT SELF-ASSESSMENT WORKSHEET

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

Disciplines	THEATER			WRITING	Total 4
Concept	Center	Vocal Quality	Emotion	Descriptive Words	
Criteria	Hums vocal vibrations from the diaphragm	Changes pitch, volume and/or vocal quality when speaking	Changes pitch, volume and/or vocal quality to reflect a specific feeling	Writes two sentences with precise words to describe vocal qualities	
Student Name					

ARTS IMPACT LESSON PLAN Theater and Writing Infusion

Second Grade Lesson Two: *The Super Expressive Voice – Speaking with Emotion*

CLASS ASSESSMENT WORKSHEET

Disciplines	THEATER			WRITING	Total 4
Concept	Center	Vocal Quality	Emotion	Descriptive Words	
Criteria	Hums vocal vibrations from the diaphragm	Changes pitch, volume and/or vocal quality when speaking	Changes pitch, volume and/or vocal quality to reflect a specific feeling	Writes two sentences with precise words to describe vocal qualities	
Student Name					
1.					
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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 Voice – Speaking With Emotion*

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 said the phrase “I have never had a day like this!” 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 kept track of all the words we thought of that described our voices on a word wall. We wrote sentences describing our voices with those words.

You could show each other how you can change the quality of your voices. Talk to each other using different expressive qualities.

Enduring Understanding

Altering the pitch, volume, and timbre of the voice shows emotions and leads to a more expressive voice.