# ARTS IMPACT LESSON PLAN

Theater and Writing Infused Lesson

Lesson Two: Persuasive Actions with Vocal Expression

Author: Rachel Atkins Grade Level: Sixth

Enduring Understanding

Characters, actors and writers can enhance their communication by choosing words and expressing

emotions that support their action, objective, and/or argument.

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

In this theater and writing lesson, students explore word choice, emotion, and vocal expression in

communication. They select an objective or argument and actions to support it. They write lines of

dialogue to match different actions. They choose emotions that correspond with the line and action,

and practice speaking their lines with emotion and vocal expression. They write an argument explaining

how a line expresses a specific action, and support it with evidence.

Learning Targets and Assessment Criteria

Target: Expresses a character’s action/tactic and emotion with voice.

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

Target: Communicates clearly.

Criteria: Actively listens; expresses ideas – visually/physically/verbally; responds to others.

Target: Communicates an action through words.

Criteria: Selects and uses specific language to match a particular idea/action.

Target: Writes an argument supported by evidence.

Criteria: Identifies how and why a line of dialogue expressed a specific action by describing word

choice, emotion, and vocal expression.

Vocabulary

Arts Infused:

Action

Character

Communication

Emotion

Exaggerate

Line (dialogue)

Objective

Tactic

Writing:

Argument

Claim

Evidence

Reasons

Arts:

Pitch (high, low)

Speed (fast, slow)

Vocal Expression

Vocal Quality

(rough, squeaky,

etc.)

Volume (loud,

soft)

Materials

Museum Artworks or Performance

Seattle, WA

Seattle Children’s Theatre

Tacoma, WA

Broadway Center for the Performing

Arts

Materials

Arts Impact journals; Lesson 1

brainstorm lists; Class Assessment

Worksheet

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

1.1.1 Concepts: character

1.2.1 Skills and Techniques: movement/stance, gesture,

facial expression

1.2.2 Skills and Techniques: voice

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

4.2.1 Connects Theater and Writing

Common Core State Standards in ELA

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

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

CCRA.W.1 Write arguments to support claims in an analysis

of substantive topics or texts using valid reasoning and

relevant and sufficient evidence.

WHST.6-8.1 Write arguments focused on discipline-specific

content.

CCRA.SL.3 Evaluate a speaker's point of view, reasoning,

and use of evidence and rhetoric.

CCRA.SL.6 Adapt speech to a variety of contexts and

communicative tasks.

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Pre-Teach

This lesson is the second in a series of three Theater and Writing Infused lessons.

Teach Lesson 1, Persuasive Physical Actions and Objectives before this lesson.

Lesson Steps Outline

1. Review the concepts of objective, tactic/action, and argument. Introduce the

21st Century Skill of Communication.

2. Guide students to brainstorm an objective, argument, or claim.

3. Guide students to write a line of dialogue to support an action/tactic from

Lesson 1’s brainstorm list.

Criteria-based teacher checklist: Selects and uses specific language to match a

particular idea/action.

4. Guide students to brainstorm emotions and vocal expression for their line of

dialogue and to say the line with specific emotion and vocal expression.

Criteria-based process assessment: Changes pitch, volume, speed, and/or

vocal quality to reflect a specific feeling.

5. Repeat steps 3 & 4 with a different action and line.

Criteria-based process assessment: Changes pitch, volume, speed, and/or

vocal quality to reflect a specific feeling.

6. Instruct students to choose one line and say it for a partner using emotion

and vocal expression.

Criteria-based teacher checklist and peer assessment: Changes pitch, volume,

speed, and/or vocal quality to reflect a specific feeling. Actively listens; expresses

ideas – visually/physically/verbally; responds to others.

ICON KEY:

3 = Indicates note or reminder for teacher

= Embedded assessment points in the lesson

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7. Instruct students to write an argument for how and why their partner’s line

expressed a specific action.

Criteria-based teacher checklist: Identifies how and why a line of dialogue

expressed a specific action by describing word choice, emotion, and vocal

expression. Actively listens; expresses ideas – visually/physically/verbally;

responds to others.

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LESSON STEPS\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Review the concepts of objective, tactic/action, and argument. Introduce the 21st

Century Skill of Communication.

3 Review Lesson 1 lists of actions.

• Let’s warm up by making some sitting statues of some of the actions we brainstormed in our

last lesson. Use your whole face and body, and your creative thinking.

• Show me a statue of “beg”: 1-2-3-Freeze. Change it—show me a different version of “beg”:

1-2-3-Freeze.

• Now show me a statue of “convince”: 1-2-3-Freeze. Change it—show me a different version of

“convince”: 1-2-3-Freeze.

• In our last lesson, we thought creatively about what characters might look like when they’re

doing an action to achieve an objective. Today, we’ll use our communication skills to explore

what they say, and how they say it, when they’re using those actions.

• When you use the 21st Century Skill of clear communication, you actively listen and watch,

express your own ideas persuasively; and respond to others respectfully.

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2. Guide students to brainstorm an objective, argument, or claim.

3 Students write ideas in their Arts Impact journals and share. Instruct students to choose an

objective/argument to use during the lesson.

• An actor or character uses evidence to support an argument, just like a writer does. Choose an

objective or argument. It could be something real for you, or something imagined for

a character.

• In order to communicate effectively, it should be an objective similar to a written argument:

you want to get someone to do, believe or accept something, or to change their point of view.

Write down some ideas in your journal and then we’ll share them.

• You can use your own idea, or someone else’s that you heard. Choose one, and note it in

your journal.

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3. Guide students to write a line of dialogue to support an action/tactic from Lesson 1’s

brainstorm list.

• Write lines for two different actions that you might use for your objective/argument. Let’s all do

one together as an example. What would we say if our action was to bargain to get what

we want?

• To communicate persuasively, we need to include a reason or evidence—with “bargain,” that

would be whatever we’re offering in exchange for what we want, right? “If you let me go out

with my friends tonight, I’ll clean my room before I go.”

• Now choose your own action. Pick one that supports your objective/argument.

• Your line should include at least one specific reason or piece of evidence. Your action might

help you decide what reason or evidence to use.

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• For example, if your action is “threaten,” what kind of reason might you use? Maybe something

terrible that will happen if they don’t change their mind or do what you want?

• What if your action is “convince?” Then you probably want to give your most important reason

for what you want.

• Write your line in your journal.

Criteria-based teacher checklist: Selects and uses specific language to match a particular

idea/action.

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4. Guide students to brainstorm emotions and vocal expression for their line of dialogue

and to say the line with specific emotion and vocal expression.

• Now we’ll figure out what our voices sound like when we say these lines. Let’s brainstorm some

emotions that might go with our actions. Write your ideas in your journal and then we’ll share

them. When other people share their ideas, add anything new to your list.

• Let’s say our “bargain” line all together with some different emotions. In a sad voice, go! A

hopeful voice, go!

• Now practice with your own line. Everyone will still speak at the same time. Say your line in an

angry voice, go! Now in an excited voice, go!

• When we change our voices to express emotion we are using vocal expression.

• Decide which emotion best fits your line and action and write it down next to the line. You are

using your words, emotion, and vocal expression to communicate.

• Vocal expression helps us communicate more clearly. You can change your voice in lots of

different ways:

• Pitch: high or low

• Volume: loud or soft

• Speed: fast or slow

• Quality: any other descriptive words, such as: whispery, rough, squeaky, powerful, etc.

• Say your line with your chosen emotion. Go! How did your voice change?

• Say your line again with your emotion. Write down the pitch, volume, speed, and qualities

you used.

Criteria-based process assessment: Changes pitch, volume, speed, and/or vocal quality to reflect a

specific feeling.

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5. Repeat steps 3 & 4 with a different action and line.

3 Repeat more than once if needed.

Criteria-based process assessment: Changes pitch, volume, speed and/or vocal quality to reflect a

specific feeling.

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6. Instruct students to choose one line and say it for a partner using emotion and vocal

expression.

3 Partners listen and take notes on what action, emotion, and vocal expression they heard, and how

the line supports the action.

• You and your partner will take turns speaking and listening. You’ll write about what you heard,

so use your journal to take notes.

• Choose the line that best communicates your action. Label yourselves A and B. First, A’s explain

their objective/argument and action. Then A’s say their lines and B’s listen. I’ll prompt you, and

give you time to take notes in between. You’ll say your lines more than once, to help your

partner. Then you’ll switch.

• Exaggerate your vocal expression to communicate your objective, action, and emotion to

your partner.

• When it’s your turn to listen, write down your partner’s objective/argument and action. Actively

listen so you can take notes on what specific words you hear in the line, what emotion, and

what pitch, volume, speed, and vocal qualities they used for your evidence.

• Let’s do an all-play rehearsal, with everyone saying their line at the same time. You can make a

statue or move while you speak, if that helps you communicate. 1-2-3-go!

• A’s, say your line: 1-2-3-go! B’s, take notes. A’s, say it again: 1-2-3-go! B’s, take notes. Switch.

• Remember that one part of communicating clearly is to respond respectfully to others. What

respectful comment could you give your partner to help him or her make their case more

persuasively? How could they change their line or vocal expression to communicate their action

more effectively?

• Let’s do one final all-play so you can incorporate your partner’s feedback. 1-2-3-go!

• Now you’ll each say your line one at a time, so I can hear you individually.

Criteria-based teacher checklist and peer assessment: Changes pitch, volume, speed and/or vocal

quality to reflect a specific feeling. Actively listens; expresses ideas – visually/physically/verbally;

responds to others.

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POST LESSON WRITING

7. Instruct students to write an argument for how and why their partner’s line expressed a

specific action.

3 An argument is a reasoned, logical way of demonstrating that your position or belief is valid.

• Your claim identifies the action that the line expressed. Your evidence is a description of the

words, emotion, pitch, volume, speed, and vocal qualities. Explain how or why those elements

communicated the action. Use the following sentence starters:

The line “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” expressed the action of \_\_\_\_\_\_\_\_\_because (describe pitch,

volume, speed and/or vocal qualities) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

The word(s) \_\_\_\_\_\_\_\_\_\_\_\_\_ supported the action because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

The emotion \_\_\_\_\_\_\_\_\_\_\_\_\_ supported the action because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

The vocal expression \_\_\_\_\_\_\_\_\_\_\_\_\_ supported the action because \_\_\_\_\_\_\_\_\_\_\_\_.

Option: Students may write an argument for their own line instead of their partner’s. Some students

may be able to express their own reasoning, but not explain someone else’s clearly, which is a more

developed skill of communication. Some students may struggle with using vocal expression, which

could make it difficult for their partner to identify or describe their choices.

Criteria-based teacher checklist: Identifies how and why a line of dialogue expressed a specific

action by describing word choice, emotion, and vocal expression. Actively listens; expresses ideas –

visually/physically/verbally; responds to others.

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ARTS IMPACT LESSON PLAN Theater and Writing Infusion

Sixth Grade Lesson Two: Persuasive Actions with Vocal Expression

STUDENT SELF-ASSESSMENT WORKSHEET

Disciplines THEATRE THEATER/

WRITING/

21ST C. SKILLS

THEATER/

WRITING/

WRITING Total

4

Concept Vocal

Expression

Communication Communication Argument

Criteria

Student Name

Changes pitch,

volume, speed,

and/or vocal

quality to reflect a

specific feeling.

Actively listens;

expresses ideas

visually/physically/

verbally; responds

to others.

Selects and uses

specific language to

match a particular

idea/action.

Identifies how and why a line

of dialogue expressed a

specific action by describing

word choice, emotion, and

vocal expression.

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CLASS ASSESSMENT WORKSHEET

Disciplines THEATRE THEATER/

WRITING/

21ST C. SKILLS

THEATER/

WRITING/

WRITING Total

4

Concept Vocal

Expression

Communication Communication Argument

Criteria

Student Name

Changes pitch,

volume, speed,

and/or vocal

quality to reflect a

specific feeling.

Actively listens;

expresses ideas

visually/physically/

verbally; responds

to others.

Selects and uses

specific language to

match a particular

idea/action.

Identifies how and why a line

of dialogue expressed a

specific action by describing

word choice, emotion, and

vocal expression.

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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 theatre and writing?

Teacher: Date:

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ARTS IMPACT FAMILY LETTER

THEATER AND WRITING LESSON – Persuasive Actions with Vocal Expression

Dear Family:

Today your child participated in an Arts and Writing lesson. We talked about how our words and

voices can help express our ideas in an argument.

• We chose an objective or argument, and actions to support it.

• We wrote lines of dialogue to communicate our action, and changed our voices to communicate

our emotion as we said the line.

• We wrote an argument to explain how a line communicated a specific action, and then we

supported the argument with evidence.

At home, you could discuss the words you choose to make an argument. Notice how you change your

voice to communicate different emotions. You could practice reading aloud together, and changing

your voice to communicate different character emotions. You could brainstorm effective language to

get what you want from one another.

Enduring Understanding

Characters, actors and writers can enhance their communication by

choosing words and expressing emotions that support their action, objective, and/or argument.