

Grade 1 Theatre Lesson #3

Communication Vocal Expression

Lesson-at-a-Glance

Warm Up

In pairs, ask students to select six things that make a sound. Create vocal quality for each.

Modeling

Discuss as a group the way the mouth, teeth and tongue help make a variety of sounds. Explore vocal quality moving the mouth, teeth, lips and tongue to create sounds using vowels, nonsense and gibberish words.

Guided Practice

In pairs, create voice, face and body movement for feeling words using Expression Word Flash Cards. Perform and have the audience share what was seen and heard to expression the feeling.

Debrief

Use the rubric to assess student ability to use their voice, face and body to convey emotion and expression. Share as a group how an actor uses the voice, face and body to communicate feelings.

Extension

Identify words and phrases in text that express emotions (e.g., “watch out”, “what a shame”, “I had so much fun”, etc. Create vocal and physical expression for that phrase.

- o Make connections to punctuation. Look for exclamation points and question marks that will cause the voice to change pitch or volume. Create appropriate vocal and physical expression.

Materials

Voice, Face, and Body Expression Rubric
Expressions Chart
Expression Words Flash Cards

Assessment

Discussion, Performance, Q&A, Rubric

ELA Standards Addressed

Word Analysis: 1.1 Match oral words to printed words

Speaking Applications: 2.4 Provide descriptions with careful attention to detail.

THEATRE – GRADE 1 COMMUNICATION

Vocal Expression Lesson 3

CONTENT STANDARDS

- 1.2 Observe and describe the traits of a character.

TOPICAL QUESTIONS

- What is vocal quality and how do I express emotion and feeling by using my voice?

OBJECTIVES & STUDENT OUTCOMES

- Students will identify, imitate, and create feeling and expression by using their voice, face and body.

ASSESSMENT (Various strategies to evaluate effectiveness of instruction and student learning)

- **Feedback for Teacher**
 - Voice, Face and Body Rubric (included)
 - Student response to inquiry
 - Performance
- **Feedback for Student**
 - Teacher feedback
 - Voice, Face and Body Rubric
 - Peer feedback
 - Performance

WORDS TO KNOW

- **Posture:** how you stand, sit or lie.
- **Movement:** how you move
- **Action:** to move
- **Freeze:** to stop
- **Audience:** the people watching the event
- **Pitch:** the degree of height or depth of a tone or of sound, depending upon the relative rapidity of the vibrations by which it is produced.
- **Vocal quality:** characteristics of a voice including pitch and tone
- **Inflection:** a change in the tone or pitch of the voice.

MATERIALS

- Expression Chart used in lessons 1 and 2
- Expression Word Flash Cards

RESOURCES

- “Expressions Charts (included with lessons 1 and 2).

WARM UP (*Engage students, access prior learning, review, hook or activity to focus the student for learning. Use his lesson in place of the standard vocal warm-up.*)

- Game: What Are You Doing?
 - Students sit in a circle with one student in the center.
 - The student in the center pretends to be an animal using movements and sounds.
 - After the student acts out the animal alone all students act out that animal from their spots

in the circle.

- A student in the circle asks, “What are you doing?”
- The student in the center responds, “I am being a (names a new animal)” and takes a seat back the circle.
- The student from the circle takes the spot in the center and acts out that animal.
- Repeat until all students have had a chance in the middle of the circle.
- Variations: Can have students stay at their desks. May use this activity with animals, musical instruments, sports, personal hygiene, etc.

MODELING (*Presentation of new material, demonstration of the process, direct instruction*)

- Tell students: “Now that we have warmed up our bodies, we will move on to our voices”.
- Discuss with students that the formation of the lips and the placement of the tongue against the lips and teeth create a variety of sounds. Vocal folds tighten and relax changing air that passes through change in pitch, much like a balloon.
- Take a balloon and blow it up. Pinch and stretch the mouth of the balloon at differing amounts of stretch. The stretching of the balloon to make the sound is similar to how the vocal folds work. The tighter the folds, the higher the pitch.
- Have students place their fingers on their throat.
 - Direct students to make the sound “Mmmmm” and feel the vibration with their fingers.
 - Tell students: You can feel that when you make sound the cords vibrate, when you are silent they are still. This vibration of the vocal cords makes the sound.
- Direct students to mimic some sounds as you make them.
 - We can also use our lips and our tongue to change the sounds
 - “To create **vocal quality**, make some sounds using your vocal chords, Say “ahhhhhhh” making the voice sound like a siren sound. Slide the voice starting from a low pitch to a high pitch and return from a high to a low pitch, etc. As the pitch gets higher, the mouth should open wider.”
- When we add movement of the mouth we can make more sounds: (e.g., hum, mouth is closed; using vowels, make short sounds:
 - la-la-la-la, ta-ta-ta-ta-ta, ba-ba-ba-ba-ba, ma-ma-ma-ma, pa-pa-pa-pa-pa, ka-ka-ka-ka-ka, tee-tee-tee-tee, it-it-it-it, weeeeeeee; gibberish words blub-blub-blub, etc.)”
 - Model the sound and have students imitate.
- “We can also use our tongues and lips to make silly sounds: (e.g., the raspberry, flipping tongue to make clucking sound, smacking lips, popping, clicking, etc.)”
 - Model the sound and have students imitate.
- Tell students: “When we combine the work we did last week with our bodies, with the work this week on our voices we can create what’s called body language. Here are some examples.”
 - Make the sound “Weeeeeeee!”
 - Have students mimic the sound.
 - Ask: When you make this sound how does it make you feel? Does it make you feel happy or sad? (E.g., students may feel that “weeeeeee” makes them feel happy as if they are playing on a slide, etc.) What about this sound? (Have students repeat with a growl, grown, sigh, etc.)

GUIDED PRACTICE (*Application of knowledge, problem solving, corrective feedback*)

- Ask: When I went made these sounds did I say how I was feeling? (No) When I said “Weeee” did I say the words “I am happy?” (No)
- Tell: You knew how I was feeling because of my body language. You looked at my body, listened to my voice, saw my face, and you put that all together to know how I was feeling. You are showing the audience how you feel without saying it.
- Review as a group facial and body expression from the previous two lessons.
 - Remind them actors create character with feelings and emotions by using body language (*gesture and posture*). Actors use their voices, face, and body to express

- feeling and emotion.
 - Refer to the expression chart from last week.
 - Ask: Who can show me with their body language that they are: hungry, angry, excited, nervous, angry, disgusted, sleepy, proud, silly, thinking, hot, cold, sad, scared, etc.)
- Make sounds that represent an emotional state and have students imitate. Use voice *inflection* to accentuate the word and make it strong: (e.g., yuck, bummer, yippee, ugh, hurray, creepy, icky, cool, dude, whine, whimper, growl, snarl, oops, wheeee, cluck, raspberry etc.)
 - Select a word from the list above and say it without any feeling.
 - Have students say the word with appropriate vocal expression. (Students may automatically add a facial expression. If they do, discuss how the feeling expressed with the voice easily involves the face).
- Next, have the students add postures, gestures (body movement) and facial expression to express the word physically.
 - After each word, stop and talk about what happened in the body and face.
 - Find one or two students with strong expression to demonstrate to class.
- Working in pairs distribute emotion word flash cards: happy, sad, sick, hot, tired, angry, silly, scared, worried, surprised, sad, excited, bored, shy, embarrassed, etc. (**Option:** May also use activity illustration cards from Grade 1 lesson 2)
 - Pairs will create a gesture and/or posture, facial expression and sound for the word.
 - Call out the words and ask pairs to perform for the class.
 - Audience will watch and afterward respond appropriately by talking about how the actors portrayed those emotions through voice, body and face.

DEBRIEF AND EVALUATE (*Identify problems encountered, ask and answer questions, discuss solutions and learning that took place. Did students meet expected outcomes?*)

- Use the rubric to assess student ability to express feelings with the voice, face and body.
- “What did you learn about using your voice, body and face all together?”
- “What was challenging doing all three at the same time?”
- “Can a sound mean more than one thing? Can you think of an example?”
- “Can a gesture mean more than one thing? Can you think of an example?”
- “How can you tell if your mom or dad is having a bad day?”
- “How do you know when your friend is sad? What does their voice sound like? What does their face and body look like?”

EXTENSION (*Expectations created by the teacher that encourages students to participate in further research, make connections and apply understanding and skills previously learned to personal experiences.*)

- Identify words and phrases in text that express emotions (e.g., “watch out”, “what a shame”, “I had so much fun”, etc. Create vocal and physical expression for that phrase.
 - Make connections to punctuation. Look for exclamation points and question marks that will cause the voice to change pitch or volume. Create appropriate vocal and physical expression.
- Watch your friends on the playground or in class...or even your teacher!
- Ask the students:
 - “Do you notice that they have a certain body language and vocal quality when they are feeling something? How about you?”
 - “Do you have a certain body language and vocal quality when you are feeling a certain way?”