

Character Pitches

Pre-K + ELA and Drama

CORE SUBJECT AREA

ELA

ART FORM + ELEMENTS

Drama
Character
Music

MSCCR STANDARDS

RL.PK.2 With prompting and support, retell familiar stories (from books, oral presentations, songs, plays) using diverse media (e.g., conversation, drama, props throughout the classroom, creative movement, art, and creative writing).

MSCCR CREATIVE ARTS STANDARDS

TH: Cr1.1.PK Generate and conceptualize artistic ideas and work. a. With prompting and support, transition between imagination and reality in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).

DURATION

35 minutes

OBJECTIVES

The student will dramatize or retell a story using their imagination to vocalize different pitches of characters.

MATERIALS NEEDED

1. Slide whistle
2. Document camera, computer projection, paper copies, to display story dialogue
3. Aesop's fable "The Lion and the Mouse"

VOCABULARY

Imagination—a creation of the mind. Pitch—an up and down movement.

LESSON SEQUENCE

Warm the students physically by having them move from a low level to a high level creating a small, contracted shape at the low level (raisin) and a large, expansive shape at a high level (watermelon). Warm their voices by having them move their voices from a low level to a high level on "ooo" like a roller coaster. Use a slide whistle to demonstrate a high level as well as a low level and everything in between.

Explain to the students that they are actors and actors have 3 tools available to them—body, voice, and imagination. Actors use their bodies, voices, and imaginations to show their characters. The students just warmed up and utilized their bodies and voices. Listening to the slide whistle again and using their imaginations, ask the students to imagine what kind of character might use a whistle like that with those high, low, and medium pitches.

Step 1: Read the story "The Lion and the Mouse." Do not alter your voice to indicate different characters as you read. Direct the students to engage their actor's tool of imagination as you read to imagine what each character's voice would sound like including the pitch.

Step 2: In buddy pairs, have the students talk to one another as lions and then as mice. As a group, have them discuss their vocal choices explaining why they chose that pitch for that character to their partners. As a class, discuss reasons for the most likely choice of low pitch for lion and high pitch for mouse. You may wish to include body shape and size to reflect character as well and explain why a larger animal might have a lower pitched voice than that of a smaller animal.

EXTENDED LEARNING ACTIVITIES

Keep students in buddy pairs. Have one student in each pair play the lion and the other play the mouse. Try dramatizing this story as a class with the teacher narrating and prompting lines and students repeating lines with appropriate voice and movements/body shape/size.

SOURCES

<https://educationcloset.com/2015/05/20/arts-integration-lesson-character-pitches/>

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