

Character Pitches

First Grade ELA & Drama

CORE SUBJECT AREA

ELA

ART FORM + ELEMENTS

Drama
Improv
Dialogue
Plot

MSCCR STANDARDS

RL.1.2, RL.1.6

MSCCR CREATIVE ARTS STANDARDS

TH: Cr1.1.1c. Identify ways in which gestures and movement may be used to create or retell a story in guided drama experiences (e.g., process drama, story drama, creative drama).

TH: Pr4.1.1b. Use body, face, gestures, and voice to communicate character traits and emotions in a guided drama experience (e.g., process drama, story drama, creative drama).

DURATION

1 hour

OBJECTIVES

The students will use appropriate voice, sounds, and gestures to retell a story noting specific details and understanding.

MATERIALS NEEDED

Song with clear pitch sections like “Levelance” from Music for Creative Dance: Contrast and Continuum by Eric Chappelle Document camera, computer projection, paper copies, to display story dialogue Aesop’s fable “The Lion and the Mouse” Scene from “Jack and the Beanstalk” with dialogue between Jack and the Giant if desired for assessment

VOCABULARY

Voice
Pitch

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. Play the song “Levelance” or another song with clear low and high pitches having them create gestures to show when the pitches are high, low, or medium level.

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 selection again and using their imaginations, ask the students to imagine what kind of characters might use those high, low, and medium pitches.

Read the story “The Lion and the Mouse.” Do not alter your voice to indicate different characters as you read. Direct students to engage their actor’s tool of imagination as you read to imagine what each character voice would sounds like including pitch.

In pairs have the students talk to one another as lions and then as mice. 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 as explain why a larger animal might have a lower pitched voice than that of a smaller animal. Keep students in these 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 with repeating lines with appropriate voice and movements/body shape/size. Students could also take turns playing two different roles. Observe students looking for appropriate character choices. You may even wish to team up pairs and have them present to one another as you circulate and observe orally and visually.

EXTENDED LEARNING ACTIVITIES

Students could also use the same techniques with the scene from “Jack and the Beanstalk” with the dialogue between Jack and the Giant.

SOURCES

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