

Character Pitch

Third Grade

Adapted by M Goldman

CORE SUBJECT AREA

ELA

ART FORM + ELEMENTS

Drama, Character

MSCCR STANDARDS

RL3.6 Distinguish their own point of view from that of the narrator or those of the characters. (Scaffolding using RL2.6 use of voices)

MSCCR CREATIVE ARTS STANDARDS

TH:Cr 1.1.3c. Collaborate to determine how characters might move and speak to support the story given circumstances in drama/theatre work.

DURATION

45 Minutes

OBJECTIVES

The student will be able to tell about a character and some of his or her traits. I can determine the character of a story by the pitch of the voice in some stories.

MATERIALS NEEDED

Song with clear pitch sections like “Levelance” from Music of Creative Dance: Contrast and Continuum (1) by Eric Chappelle *Aseop’s fable “The Lion and the Mouse”

<https://www.amazon.com/levelance/dp/B00DDR6H2W> (99 Cents)

VOCABULARY

Voice
Pitch
Bodies
Imagination as part of actors tool box.
Fable
Lesson
Moral

LESSON SEQUENCE

Remind students of their 3 actor tools: Their bodies, voices, and imaginations.

1. Have students move from a low level to a high level physically. To do this have them pretend to pick up a raisin from the floor and then pick up a large item such as a watermelon. The students will use their voices as well, starting with a low level to a high level on “ooo” like a roller coaster.
2. Play the song “Levelance” and create gestures that are high and low and medium levels depending on the pitches.
3. The teacher will read “The Lion and the Mouse.”
(Note to the teacher: Do not alter your voice to indicate different characters as you read.)

4. Direct students to their actor's toolbox and imagine what the voice of both character would sound like including the pitch.
5. In pairs have the students have a conversation in the "voice" of either the lion or the mouse.
6. Have the students use their bodies, voices, and imaginations to dramatize the story. With the teacher as the narrator, have students act their parts.
7. Review and discuss with the students the moral of the story from each character's perspective.
8. Give examples and ask how the lion and the mouse would possibly react knowing that they had "lived" the story.

For example,

- What would the lion do the next time he saw a mouse?
- Would the mouse help another lion?
- Would they remain forever friends?
- Would they both retell the story to their families and friends?

EXTENDED LEARNING ACTIVITIES

Students can retell the story in their own words.

SOURCES

<https://educationcloset.com/k-3-arts-integration-lesson-plans/>

TIPS + FREQUENTLY ASKED QUESTIONS

N/A