

Theatre – Grade 5

Lesson 3 – Introduction to Acting Through Voice

CALIFORNIA ARTS STANDARD(S)

5.TH:Cr3

b. Use physical and vocal exploration for character development in a devised or scripted drama/theatre work.

OBJECTIVE(S)

- I can use my voice and body to develop a character.

VOCABULARY

- **actor:** a person, male or female who performs a role in a play or in entertainment
- **pace:** the rate or speed at which things happen or develop

INSTRUCTIONAL MATERIALS

- [Slide Deck](#)

WARM UP *(Engage students, access prior learning, review, hook or activity to focus the student for learning).*

Part 1: While in line/transition (5 minutes)

- **“Welcome to theatre class! I’m Mx. Parky!”**
 - Perform a clapping pattern game. You clap three times, they mimic, etc, until you have everyone’s attention
 - Give expectations about what to do when arriving to class
 - **“When we get to the classroom you will enter silently and sit in a circle.”**
 - Provide a goal for mode of travel
 - **“Now we will walk like silent speed walkers to the classroom”**

Part 2 In the classroom(5 minutes)

- Review the Arts Smarts Rules with “We Will Rock You” rhythm. [Here’s the sample.](#)
- Share additional expectations about Theatre class. **“It’s all about respect. What does respect mean to you?”** Lead a short discussion about what respect looks like in the classroom. **“For theatre class it is about three things: Respect the space. Respect the work. Respect yourself and each other. These will be our ensemble norms.”**
 - **TIP:** Refer back to this throughout all the lessons, whenever discipline issues are displayed. Ask the student(s) which rule they are breaking.
- **One way we show respect is by listening to each other. I’m going to teach you an attention getter routine. This is something we will use every time we need to all be listening at the same time. Let’s practice.**

Part 3 Warm Up (10 minutes)

- **Warm-Ups:** Lead students through basic warm-ups for voice, body, and imagination. Include activities like stretching, isolations, and vocal exercises. Choose what works best for your group.
- **Actor’s Check In:** Form a circle. Each student takes a turn sharing their name, a number (1-10) for how they feel, and then says, “I’m in!”
 - Example: “Susan, 8, I’m in!”
 - Keep it quick and avoid explanations about the numbers.

- **Team Building:** Emphasize listening and support among classmates.
- **Review Actor Tools:** Remind students that actors use their voice, body, and imagination. Explain that today's focus will be on voice and imagination.
- **Voice Importance:** Ask why an actor's voice matters and how they can warm it up.
- **Tongue Twister Warm-Ups:** Lead students through some tongue twisters. Break longer ones into shorter parts for easier repetition. Here are the examples:
 - **Peter Piper:** "Peter Piper picked a peck of pickled peppers..."
 - **Big Black Bug:** "A big black bug bit a big black bear..."
 - **She Sells:** "She sells seashells by the seashore..."
 - **Irish Wristwatch:** Say "Irish wristwatch" five times.
 - **Penny's Piggy Bank:** "Penny's pretty pink piggy bank."

Keep the energy positive and encouraging!

LESSON *(Presentation of new material, demonstration of the process, direct instruction, Application of knowledge, problem solving, corrective feedback)*

Part 1 (10 minutes)

- **Discuss Adjectives:** Ask students to describe different ways to talk using adjectives (e.g., loud, whisper, slur).
- **Demonstrate Volume:** Show how to speak in a whisper and then project loudly (without screaming).
- **Feedback:** Have students describe what they heard and discuss how voice and body change at different volume levels.
- **Review Pace Guide:** Remind students about the pace guide for walking from the last lesson (levels 1 to 5) and practice if desired.
- **Voice Application:** Ask students how this applies to actors and let them discuss with a partner.
- **Share Ideas:** Call on a few students to share their thoughts, exploring any existing ideas in the classroom culture.
- **Define Level 3 Voice:** Explain what a level 3 voice is (normal speaking volume). Give examples (e.g., talking at the dinner table).
- **Practice Level 3:** Direct students to turn to their neighbor and talk at a level 3 voice.
- **Discuss Level 1 Voice:** Describe what a level 1 voice sounds like and when it's used (e.g., whispering secrets).
- **Practice Level 1:** Have students talk to their partner using a level 1 voice.
- **Define Levels 2, 4, and 5:** Repeat the process for levels 2 (stage whisper), 4 (teaching voice), and 5 (loudest voice without screaming).

Part 2 (10 minutes)

- **Practice the Phrase:** As a class, use the phrase "I love theatre." Practice moving from a whisper (level 1) to loud projection (level 5). Mix up the order of levels.
- **Combine Walk and Talk:** Once you've practiced walking and talking, divide larger classes (30+) into two groups.
- **Walking and Talking:** Have students walk and say a simple phrase like "I love theatre" or "la, la, la." Prompt them to switch between volume levels 1 through 5.
- **Group Numbers:** Assign each group a number from 1 to 5. They will walk and talk at the level indicated by their number (e.g., group 1 whispers).
- **Change Levels:** Select a different number for the next round and repeat the exercise (e.g., group 4 walks and talks).

- **Mixed Levels:** Choose two different numbers: one for walking and one for talking (e.g., level 5 walk with level 1 talk).
- **Switch Levels:** Reverse the numbers (e.g., level 1 walk with level 5 talk) and practice again.
- **Try Different Combinations:** Experiment with different pairs of levels for walking and talking, then switch.
- **Create Characters:** Have students create characters that would walk and talk in these ways

STUDENT REFLECTION *(Identify problems encountered, ask and answer questions, discuss solutions and learning that took place, did students meet outcomes?)*

Part 1 (2 minutes)

- Ask the following questions:
 1. "How did you use your voice and body to explore character creation?"
 2. "What surprised you about this exercise?"
 3. "What difficulties did you have with this exercise? How did you overcome them?"

Part 2 (3 minutes) Breathing and Mindfulness (Use the dialogue below or follow video)

"Actors, thank you for working so hard today. I'm excited to work with you again next time! Give yourself a big hug!

(A 10-second hug a day may fight infections, boost your immune system, ease depression, and lessen fatigue. Wrapping your arms around yourself sends a strong message to your body and your brain: I've got you, I love you, and you are okay.)

Before we go we are going to practice a focusing exercise. As actors you need to focus to do good work. This is called three breaths. Please stand in actor neutral, 5 point position. Put one hand on your heart and one on your belly button. Now close your eyes. Be quiet and notice you breathing. With your eyes closed, I want you to take in a deep breath, imagine you are smelling beautiful flowers, and then slowly let that breath out. Do that again. Take a deep breathe in, and relax your mind. Breathe out. One more time. Take a deep breathe in, and relax your body. Breathe out.

With your hand on your heart, gently pat your heart 10 times.

(This action helps students calm down and feel safe)

Open your eyes and focus on being relaxed.

Thank you for breathing with me. Keep that sense of calm and focus as you move to your next class."

Use this "three breath" routine whenever the class needs to be refocused.