

Entry Level – 2.4 – Lesson Plan – Vocal Expression

Lesson Objective and Assessment Criteria covered:	<p>Lesson Objective: To explore use of pitch, pace, tone and vocal strength in their chosen poem or piece of drama.</p> <ul style="list-style-type: none"> • Speak using variation of pitch; Speak using variation of pace; Speak using variation of tone; Speak using vocal strength. • Respond vocally and facially to the words.
Delivery	<p>Following on from ‘Reading in Different Ways’, this lesson aims to increase focus on vocal variation and strength. Here, we want to encourage learners to consider how they can use their voice to bring their chosen poem or drama to life.</p> <p>Varying pitch, pace, and tone</p> <ol style="list-style-type: none"> 1. In pairs or groups, learners read (or recite) a poem/drama piece to one another. This can be their own chosen piece for their assessment, or from a collection you have provided as practice materials. 2. To start with, focus on reading aloud in a variety of voices, volumes, and tones. You can use EL – 2.4 – Activity – Vocal Effects Wheel of Fortune to generate different vocal styles for learners to use. This tool can be used in whichever way you prefer, for example: <ol style="list-style-type: none"> a. You could spin the wheel to choose one vocal style to read a whole poem/drama piece in. b. You could spin the wheel multiple times and assign each style to certain lines (alternate lines, alternate characters, alternate stanzas, random lines). c. You could read a poem or script around a class, spinning the wheel for each new speaker. 3. Ask learners to evaluate what the most effective voices were and if parts of the poems/scripts sounded better and had more impact when read in different ways. 4. Learners now look at their own poems/scripts and think about each line and how it should be read. They could annotate them with ideas or record themselves using different choices to listen back to later. 5. These activities can be paired with those in EL – 3.4 – Pitch, Pace and Tone. <p>Further Support: Vocal Strength: Some learners may feel shy or nervous, which can affect their vocal strength. To support these learners, you may wish to start with them working in pairs, with friends, or with a small group who start by facing away from the speaker. If the learner speaks without much vocal</p>

	<p>strength, the group can start by standing very close to them to listen. Encourage the learner to increase their vocal strength incrementally by having the group move one step further away with each reading – the learner should raise and project their voice to match the distance of the group.</p> <p>Our assessments take place in small groups of approximately 6 learners, so if you have anxious speakers, it may help to plan for them to work in a small, supportive group of peers throughout the preparation and assessment.</p> <p>Extension Activity: Thinking about pauses: Pauses are important for lots of reasons: to help the speaker to deliver the piece clearly and coherently, to help the listener understand the meaning of the piece, and also to create meaning for the listener.</p> <ul style="list-style-type: none"> • Ask learners to read or recite a piece (either their own, or one chosen for the whole group) with no pauses at all. Discuss together what the problems are with this approach. • Next, learners can pause at the end of every line (not sentence) and at all punctuation marks. Again, discuss the impact of this approach. • Finally, encourage learners to examine their poems and to really think about where using pause will be most effective. Will it be a short pause, a long pause, lots of small pauses in a row? Encourage them to plan in at least two purposeful uses of pause in their performance.
Additional Resources	<p>Collections of poetry or drama scripts to use as practice materials. Copy of own selected poems/scripts.</p> <p><i>EL – 2.4 – Activity – Vocal Effects Wheel of Fortune</i></p>