

### Entry Level – 3.4 – Lesson Plan – Pitch, Pace and Tone

<b>Lesson Objective and Assessment Criteria covered</b>	<b>Lesson Objective: To understand what is meant by varying pace, pitch, and tone.</b> <ul style="list-style-type: none"> <li>• Speak using variation of pitch; Speak using variation of pace; Speak using variation of tone</li> </ul>
<b>Delivery</b>	<p><i>These activities are designed to guide learners to understand how their vocal variations can create different effects. 'EL – 3.4 – Activity – Reading Extracts' contains three extracts you and your learners can use for these activities. You can choose whichever is most suitable for your learners. Each extract is split into six sections.</i></p> <ol style="list-style-type: none"> <li>1. Assign everyone in the group a numbered section and stand in order in a circle.</li> <li>2. Everyone should silently read through their section in their heads, a couple of times.</li> </ol> <p><b>Ask your learners: What is Pace?</b></p> <p>Pace is the speed at which we read aloud. If we read too fast, we will stumble over the words and make mistakes. If we read too slowly, our reading will be difficult to follow.</p> <p><b>Varying Pace</b></p> <ol style="list-style-type: none"> <li>1. Try reading the sections around the circle, in order, REALLY SLOWLY.</li> <li>2. Then, try reading the sections around the circle, in order, REALLY FAST.</li> <li>3. Finally, try reading the sections at medium pace – NOT TOO FAST and NOT TOO SLOW.</li> <li>4. Now discuss together: Which is the best pace for reading loud? Would any bits be better faster or slower? Decide as a group, and try again, reading at the 'right' pace for each section.</li> </ol> <p><b>Ask your learners: What is Pitch?</b></p> <p>Pitch is how high and low our voices are. It's about making the sound of our voice go up and down as we read. If we read everything at the same pitch (we call this monotone), our reading can sound uninteresting. If we make our voice go up and down too much, or in the wrong places, our reading might not make sense or might create the wrong tone.</p> <p><b>Varying Pitch</b></p>

	<ol style="list-style-type: none"> <li>1. Try reading the sections around the circle, in order, in flat monotone voices. Think about singing. Try to make the reading sound like it is all one note.</li> <li>2. Then, try reading the sections around the circle, in order, changing the pitch too much and in the wrong places. Again, think about singing. Make the voices go up and down as learners read the words.</li> <li>3. Finally, try reading the sections changing the pitch enough, but not too much.</li> <li>5. Now discuss together: Which is the best way for reading aloud? Would any bits be better higher or lower? Decide as a group, and try again, reading at the 'right' pitch for each section.</li> </ol> <p><b>Ask your learners: What is Tone?</b></p> <p>When reading aloud, the tone we use creates a feeling for the listener. We can change our voices to create a sad tone by reading a little slower and lower, or a happy tone by reading a little faster and brighter. We can create a feeling of excitement with a higher pitch and faster pace. We can create a tense feeling using dramatic pauses.</p> <p><b>Varying Tone</b></p> <ol style="list-style-type: none"> <li>1. Try reading the sections around the circle, in order, in a happy, excited tone.</li> <li>2. Then, try reading the sections around the circle, in order, in a gloomy, sad tone.</li> <li>3. Finally, try reading the sections around the circle, in order, in a tense and scary tone.</li> <li>4. Now discuss together: Which is the best tone for this passage? What changes can you make in each section to capture the right tone?</li> </ol> <p><b>Final Exercise</b></p> <p>Now that you have thought more about changing the pace, pitch and tone of your reading, read the whole extract for a final time using the correct variations to make the passage sound as good as you can.</p>
<p><b>Additional Resources</b></p>	<p><b>EL – 3.4 – Activity – Reading Extracts</b></p> <p>This lesson can be used alongside 'EL – 2.4 – Lesson Plan – Vocal Expression' and 'EL – 3.1 – Lesson Plan – Speaking with Vocal Strength', if you want to focus on all vocal techniques together.</p>