

Entry Level – 3.1 – Lesson Plan – Speaking with Vocal Strength

Lesson Objective and Assessment Criteria covered	<p>Lesson Objective: To practise reading loudly and clearly enough for the listeners to hear.</p> <ul style="list-style-type: none"> • Speak with vocal strength
Delivery	<p><i>This lesson aims to help learners to practise reading aloud with vocal strength and projection. This lesson can also follow on from or be used in conjunction with EL – 2.4 – Lesson Plan – Vocal Expression.</i></p> <p><i>You may wish to start by introducing Section 3 of the Entry Level assessment - Reading Aloud.</i></p> <ul style="list-style-type: none"> • <i>Entry Level 1 – read aloud a passage of 100 words from a favourite story.</i> • <i>Entry Level 2 – prepare 4 to 5 pages of a book (that contain dialogue) from which the assessor will choose an extract to be read aloud.</i> • <i>Entry Level 3 - prepare 6 to 12 pages of a book (that contain dialogue) from which the assessor will choose an extract to be read aloud.</i> <p><i>Speaking with vocal strength</i></p> <p>To be able to do this well, learners need to start by being able to project their voices with strength at an appropriate level. Use this activity for learners to be able to practice strengthening their voices and to know that they can change the projection of their voices to different levels.</p> <p><i>To improve voice projection</i></p> <p>Stand up straight to open the chest. This will let more air in to give fuel to the voice. Use this breath to speak from the diaphragm (which is located just beneath the lungs).</p> <p><i>Bean bag projection</i></p> <ol style="list-style-type: none"> 1. Place three bean bags at three different distances away from where the learner is standing. One quite close by, the next about 2 metres away and the last several metres away. 2. The idea is to project/throw the voice, so it reaches the different bean bags. Alternatively, for a more physical connection, you could have hoops at three distances, and learners have to ‘match’ their vocal strength to the physical strength of the throw required to land the bean bag inside the hoop. 3. Try the closest bean bag first. Learners should be able to speak at a fairly low volume to ‘reach’ the bean bag.

	<ol style="list-style-type: none"> Learners then try to increase the volume of their voice to project it to the second bean bag. Finally, learners make their voices even louder and aim to project their voices to the third bean bag. Emphasise for learners that projection is not the same as shouting – projection comes from the diaphragm, where shouting comes from the throat. Finish by discussing which level is the most appropriate for reading aloud. This might depend on different audiences but should be around 2-3 metres away. <p>Further Support: Model the activity to the learners first. You could ask for volunteers to have a go while others are watching. If learners are more nervous, they could try speaking at the same time or, if space allows, find a more private space to have a go on their own.</p> <p>Extension Activity: Once learners are confident with this, they can practise changing their voice projection more quickly. Call out 1, 2 or 3 (to indicate the different bean bags/voice projections) in a random order and at increasing speeds.</p>
Additional Resources	Bean bags/distance markers