

CLIL Lesson: DRAMA/SCIENCE - the voice, an expressive instrument (introduction)

the expressive possibilities of the voice will be deepened in the following Drama-lessons

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Timing: 90 min. (two lessons)

Age of students: 10

Context and Prior Knowledge: Focussing on the main “instruments” in acting (previous learning: the breathing)

Lesson Steps:

<p>1.</p> <p>[10 min.]</p> <p>[0-10min.]</p>	<p>first lesson:</p> <p>Lead in and Connection to previous learning (activity: whole class)</p> <p>The Ls. sit in a circle with the teacher. The T. asks: “<i>who remembers what we have been talking about in the last drama lesson</i>”? (possible answers: breath, keywords: lungs, trachea, skin pores, inhale, exhale, ...). Then the teacher says that today we want to talk about one of the most important instruments of an actor: the voice. Teacher asks: “What do you think is the purpose of the voice?” (Learners make hypotheses: to speak-to sing -to communicate...). <u>Game of invented sounds</u>: In the circle, every L. is invited to make an invented sound with his/her voice (The term "voice" should be understood here, inappropriately, in a very broad sense, referring not only to the sounds produced by the vocal cords, but also to all those that can be produced with the various organs that contribute to the phonation - no words are allowed). The sounds will be made by the Ls. one after the other without interruption, striving to make comments only at the end of the tour. The game will be played twice: once clockwise direction (free invention of sounds) and then anti-clockwise direction (loud sounds, f.ex. animal sounds, where we use our vocal cordsthis keyword is not yet pronounced by the T.).</p>
<p>2.</p> <p>[15 min]</p> <p>[10-25 min.]</p>	<p>PPT: <i>the voice, an expressive instrument-anatomy and expressiveness</i> (activity: whole class)</p> <p>Ls. watch the PPT-presentation. T. stops the presentation in some moments to deepen content aspects and key-words. Ls do voice experiments during the PPT.</p> <p>At the end T. puts flashcards on the board with the new keywords (larynx, vocal cords, tongue, palate, front teeth, lips, cheeks)</p>
<p>3.</p> <p>[10 min.]</p> <p>[25-35 min]</p>	<p>Sound journey through the alphabet (activity: whole class)</p> <p>T. invites Ls. to stand up and tells them: “we are going to recite the alphabet, with each letter we try to figure out which parts of our mouth area are involved.” after every letter Ls. can share their observations in the group (awareness of phonetic processes-deepening of key-words from the PPT). T. will talk with Ls. about the fact that phonetic is different in different languages (examples for English: “<i>the</i>”- French: “<i>en</i>” -Dutch: “<i>v</i>” “<i>g</i>” German: “<i>ä, ö, ü</i>”).</p>

<p>4.</p> <p>[10 min.]</p> <p>[35-45 min]</p>	<p>Conclusion and Introduction for the next lesson (activity: whole class)</p> <p>Game of imitations with our first name</p> <p>T.:”We all have a first name given to us by our parents that accompanies us for a lifetime. But it is also a WORD made from different SOUNDS. Lets play with the sound of our first names.” T. makes an example with her name:</p> <p>sssssSssssssssasssss KIKIKIKIKiiiiiiiAaaaa</p> <p>(<i>Just for Teachers; graphic writing example to describe the dynamics of the sound: small / big : quiet / loud - capital: accenting sound</i>).</p> <p>Every L. chooses the name of a classmate and improvises a sound dynamic with it. Invitation to continue at home to “play “ with the sound of your first name (*see home-worksheet) in the next lesson it will be shared in class.</p>
<p>5.</p> <p>[15 min.]</p> <p>[0-15 min]</p>	<p>second lesson:</p> <p>Lead in and Connection to previous learning (activity: whole class)</p> <p>The Ls. sit in a circle with the teacher. The T. asks: “<i>who remembers what we have been talking about in the last drama lesson</i>”? (possible answers: voice, keywords: larynx, vocal cords, vibration, sound, noise,...). Then the teacher says that today we want to share in the group the experience with the Game of imitations with our first name Learners played at home with their family members. Each Learner performs with his/her voice some examples from the homework-sheet.</p>
<p>6.</p> <p>[15 min.]</p> <p>[15-30 min]</p>	<p>SOUND and WORDS - the words sound (activity: in groups and whole class)</p> <p><u>Improvising a story with sounds and noises</u>: T. says to the Ls: ”I will now tell you a short story with my voice ... without words” Teacher does a short onomatopoeic storytelling. Then T. divides the class in groups of 2/3 Ls. Every group receives a short story-plot (*see sheet “story-plots”). The groups have 5 minutes to invent a sequence of noises and sounds to tell their story and decide together who creates which noise/sound. Then every group performs their “sound-story” in front of their classmates. The audience has to guess the story content. Then class-discussion about words that “describe a sound”: <u>onomatopoeic words</u> (zipper-splash-popcorn-to crash-to tick-to smash-to slurp-to roar-to knock-to click-to clash-to clap-...)</p>
<p>7.</p> <p>[15 min.]</p> <p>[30-45 min]</p>	<p>Assessment of the lesson content (activity: individual)</p> <p>The T. tells the Ls.:”Now each of you can figure out what new knowledge you have acquired during the last two lessons.” Individually Ls. fill out the worksheet (*see worksheet). Early finishers receive e blank sheet and are invited to try to make an anatomical drawing of the human body-part with the vocal organs....like Leonardo da Vinci</p>