

# Facilitation Guide

## Voices of the Sea Arts Integrated Routine



## EXPERIENCE OVERVIEW

Using character voices to warm up is a fun theater-based way to kinesthetically and auditorily engage your students and reinforce the unit's content. This activity could also alternatively be used as a brain-break, be adapted in content for further units of study, be a source of repeated rehearsal for solidifying deep learning of unit content. This activity helps students learn that an actor can adapt their voice depending on the character they are portraying.

### Standards

#### **COMMON CORE STATE STANDARD**

CCSS.ELA-Literacy.RL.3.3 - Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events

#### **NATIONAL ARTS STANDARDS**

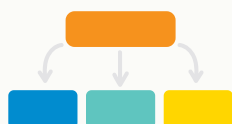
TH:Cr1.1.3. - Create roles, imagined worlds, and improvised stories in a drama/theatre work.

### Getting Ready

#### **LEARNING OBJECTIVE**

- Students will reinforce their learning by acting out the voices of different sea creatures, embodying their unique characteristics.

## ARTS INTEGRATION MATERIALS



↓  
**CONCEPT  
MAP**



↓  
**VIDEO  
PLAYLIST**



↓  
**FEEDBACK  
PRINTABLES**

## TEACH

### Sneaky Seagull

#### Focus on nasally, squeaky voice

Student Instruction: "The Sneaky Seagull loves to fly around the sky, stealing the food of other birds or that people leave unattended. And they have a squeaky squall! Their voices are loud and high and come from the nose. The sneaky seagull soars through the air and squawks 'I'm really, really sneaky!'"

- Invite students to repeat the phrase "I'm a sneaky seagull" in as squeaky a voice as possible. Direct students to pay attention to the air flow out of their nose when they make this squeaky voice.



### Playful Orcas

#### Projecting voice from the chest

Student Instruction: "The Playful Orca travels in large pods or families throughout the ocean hunting for food and playing games with each other.

Orcas need to call out to their family members as they travel to make sure they all stay together. Their voices come from their chest and are very loud so that their family can hear them wherever they are.

Now imagine you are an Orca swimming through the ocean. Look at the vast ocean around you and call out to your pod members in a deep voice from your chest 'Hello! Where are you?' And call back to your pod members, 'I am here! I am with you!'"

- Invite students to place a hand to their chest as they bellow in a deep voice.

### Grand Walrus

#### Projecting voice from the diaphragm

Student Instruction: "The Grand Walrus is a big creature that can swim gracefully through the water, though on land he likes to just sit in the sun and not be bothered. But today, a sneaky seagull tried to bother him and steal his fish.

Now use your imagination to pretend you are the Grand Walrus being bothered by a seagull. Your voice is going to come from your belly (diaphragm). Get up from where your lying down and say in a voice from deep in your belly, 'How dare you bother me!'"

- Invite students to place a hand to their belly as they project their voice.

## TEACH

### Great Blue Whale

#### Sustaining/elongating voice projection

Student Instruction: "The Great Blue Whale has a beautiful underwater voice. It sings its songs loudly and its songs can be heard for miles throughout the ocean. The Great Blue Whale also swims slowly and gracefully and its song is very loud, and long and deep. Their voice comes from the depths of the ocean and it is low and loud.

Now imagine you are a Great Blue Whale swimming through the ocean. Look at the vast ocean around you and sing proudly from your chest: 'I love my ocean! I love my pod! I love to sing!'"

- Invite students to hold the last word "sing" for as long as possible. Extend the activity by inviting students to sing the words of the Great Blue Whale as slowly as possible, loudly as possible, etc.