



EduTrend Contents

W4C · PERFORMING ARTS · MIDDLE SCHOOL

Voice and Character

Use pitch, pace, pause and projection to create a role

Ages 11–14

Level: Intermediate

60 minutes

Pairs · up to 30

Activity 03

Inside: activity at a glance · step-by-step session plan · facilitator notes · 3 student worksheets · assessment checklist

ACTIVITY 03 · AT A GLANCE

Voice and Character

Students warm up breath and voice, then experiment with the same line using different pitch, pace, pause, projection, tone and emphasis. In pairs they build characters with objectives and perform a short duologue that shows clear vocal choices.

Learning outcomes

By the end of the session students can:

- warm up the voice safely;
- vary vocal skills to change meaning;
- use objectives to build a character;
- evaluate vocal choices using drama vocabulary.

KEY WORDS

pitch · pace · pause · projection ·
tone · emphasis · objective ·
subtext · duologue

CURRICULUM LINKS

Drama: vocal skills and
characterisation. English: spoken
language and inference. Music:
pitch and dynamics.

1**WARM UP**

Body and voice

2**EXPLORE**

Play and try

3**CREATE**

Devise and shape

4**REHEARSE**

Practise and polish

5**PERFORM**Share with an
audience**6****REFLECT**Feedback and
improve

Materials

- A cleared space
- Line cards with short, neutral sentences
- Short duologue scripts (original or out of copyright)
- Worksheets 1, 2 and 3

Before the session

- Prepare line cards such as “I didn’t know you were here.”
- Choose or write short duologues of 8–10 lines.
- Plan a vocal warm-up.
- Agree a quiet signal.

SAFETY

Warm up before projecting. Never shout or strain; stop if the throat feels sore and drink water.

ACTIVITY 03 • SESSION PLAN

Step by step

One line said ten ways teaches more than a whole script: let students hear how meaning shifts.

Time	What happens	Say or ask
0–10 min Warm-up	Breathing, humming, sirens and tongue twisters.	<i>"Where does the breath come from?"</i>
10–25 min Explore	Pairs say one line with different pitch, pace, pause, projection and emphasis.	<i>"How did the meaning change?"</i>
25–35 min Character	Pairs read a duologue and decide each character's objective and subtext.	<i>"What does your character want?"</i>
35–50 min Rehearse	Pairs rehearse, marking vocal choices on the script.	<i>"Where will you pause, and why?"</i>
50–60 min Perform	Pairs perform; audience identifies vocal choices.	<i>"Which choice revealed the subtext?"</i>

CHALLENGE CARD (print or copy onto the board)

Perform a short duologue in which at least three deliberate vocal choices reveal what your character wants and feels.

ACTIVITY 03 · FACILITATOR NOTES

The performance craft in brief

Actors use vocal skills to communicate meaning: pitch (high or low), pace (speed), pause (silence), projection (reaching the audience without shouting), tone (the emotion in the voice) and emphasis (stress on important words). Changing one skill can change what a line means.

The Russian director Konstantin Stanislavski encouraged actors to ask what their character wants, called an objective, and what lies beneath the words, called subtext. Good projection comes from supported breathing rather than shouting, which strains the voice.

Common ideas to listen for

- “Projection means shouting.” It means clear, supported sound that carries.
- “Fast speech shows energy.” Pace should suit the character and moment.
- “Pauses are mistakes.” A deliberate pause can be the most powerful moment.

Adapting the activity

Support

Focus on two skills, pace and pause, with choices marked on the script in advance.

Stretch

Perform the same duologue with a contrasting objective and compare.

WORKSHEET 1

One line, many meanings

Name: _____

Class: _____ Date: _____

Try the line in different ways.

Experiments

Vocal choice	How I said it	Meaning created
Pitch		
Pace		
Pause		
Emphasis		
Tone		

WORKSHEET 2

Character notes

Build your character.

My character wants...

Subtext: what they really mean

Three vocal choices I will use

WORKSHEET 3

Performance evaluation

Evaluate a performance.

Most effective vocal choice

How it revealed character

One target

FOR THE TEACHER

Assessment checklist

Use during the session. One sheet covers up to eight students; copy as needed.

Student	Warms up safely	Varies vocal skills deliberately	Evaluates using vocabulary

Suggested codes: W = working towards • E = expected • G = greater depth

ABOUT THIS ACTIVITY

Voice and Character is a sample activity from the EduTrend Contents W4C Performing Arts programme (middle school, level: intermediate). Every activity in the programme follows the same format: a practical challenge, a clear session plan, facilitator notes and ready-to-print worksheets, so that teachers, club leaders and parents can run it without extra preparation.

Full 15-, 20- and 32-week programmes are available from EduStore at edutrend.org.

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