

- A. Title of activity
- Attention to Detail - Physicality
- B. Context of the activity
- My class has been working on physicality. They are well prepared to dive deeper into physicality, especially in relation to characters.
- C. Concepts to be covered
- Students will learn how to have full control of their bodies on stage. They will learn to be observant to their peers and fellow actors.
- D. Lesson Objectives
- Students will be able to pay attention to minor details in another actor's physical performance and emulate those physical choices to the best of their ability. They will be able to begin embodying what they see and imitating physical action.
- E. SOLs
- TII.4: The student will demonstrate acting skills and techniques in solo and group performances by 1. Using movement, staging (blocking), pacing, and stage business.
  - TIII. 3: The student will integrate acting skills and techniques involving voice, movement, and analysis into the rehearsal process and performance by 1. Initiating artistic choices to enhance performance. 4. Enhancing characterizations...and actions
- F. Materials needed
- For this lesson, I simply need a classroom. Aside from that, students will use their bodies as their tools.
- G. Procedure
- **Introduction/Warm up (15 minutes)** – At the start of the lesson, I will begin with a discussion recapping some of the games and activities we have done in the past few weeks that have led up to this class. We will review the concepts behind these games (physicality, commitment, being present with other actors). We will then do a warm up activity, which will be a repetition game that the class has already played before. This will help them remember to be observant to their peers and imitate physical action.
  - **Implementation of Lesson (30 minutes)** – The students will break off into groups of 2 or 3 and tell each member of their group about one of their favorite childhood memories. The partners not sharing will be responsible for remembering as many details about the performance as possible.
  - **Wrap-up (15 minutes)** – At the end of the “interviews,” I will have students volunteer to share theirs for the class. If no one volunteers, I will pick some students. We will then have the class discuss whose story they thought was being told and what about the physical embodiment helped them reach that

conclusion. (If A is partners with B, A tells a story that B listens to. When they share for the class, B tells A's story as if they were A and try to emulate every gesture, movement, physicality, vocal pattern, etc)

H. Modifications for students with special needs

- In my class, I have a young boy with autism. I am giving students the option of groups of 3 instead of just partners so that I can ensure active participation by all. I will make sure this student is put in a group with student(s) he is comfortable with that will help guide him through the activity if needed. I will also float around to give individual assistance for all students when needed.

I. What could go wrong?

- Some students may not want to share, but I have developed enough rapport with the students that they will listen if I ask them to present. All of the students have performed for each other at this point in the semester, so I would not be putting anyone into too much of an uncomfortable situation.

J. Assessing learning

- My main assessment will be watching the students as they are performing their "interviews." I will check to see if they are fully grasping the idea of embodying characters/people physically. For the students who do not present, I will observe them during the small group section, and will also listen to their answers in the discussions to see if they can pick out physical choices.