

Jonathan Martin
Professor Leah Kirkpatrick
Lesson for November 2, 2015

- A. Title of activity
 - Introduction to Character Physicality

- B. Context of the activity
 - This activity will be for the students in my homeschooled theatre class, ages 7-14.

- C. Concepts to be covered
 - Students will learn how to connect their bodies to their imaginary worlds, and how to better understand the way their specific characters move through space and utilize their bodies.

- D. Lesson Objectives
 - Students will be able to use their imaginations to create a character. They will be able to isolate body parts to decide what a character leads with, how this character moves, and the ways their characters use their bodies in everyday life.

- E. National Standards
 - TH:Cr1.1.5a- Identify physical qualities that might reveal a character's inner traits in the imagined world of a drama/theatre work.
 - TH: Cr3.1.5b- Use physical and vocal exploration for character development in an improvised or scripted drama/theatre work.
 - TH: Pr4.1.5b- Use physical choices to create meaning in a drama/theatre work.

- F. Materials needed
 - For this lesson, I will only need an acting classroom with a large space for movement.

- G. Procedure
 - **Introduction (5 minutes)** – To begin this lesson, I will have the students walk around the space. I will encourage them to be present with one another without directly interacting. I will have them randomly pair off as they move and interact with this one person (give them a high-five, give them a compliment, mess up their hair, etc.) This will serve as a warm up to get in our bodies and be present and engaged.
 - **Implementation of Lesson (20 minutes)** – For this exercise, I will have the students walk around the room exploring their bodies. I will start by talking about body leads and figuring out which part of their body leads when they walk. I will then have them exaggerate this movement. Then, we will explore leading with a different body part and seeing what kinds of characters we think they may be. This will transition into the students thinking about their

characters in our play and beginning to walk as their characters. Then I will have them sit down and stand up in character to see how their characters move through space and use their bodies. If time permits, we begin to explore the basics of vocal characterization by having students say their name out loud in their character's voice.

- **Wrap-up (5 minutes)** – After the exercise is completed, we will form a circle and talk about which body leads were most effective for their characters and what kinds of characters they thought of for the other leads. We will also discuss the voices their characters have and begin sharing the work with the entire class.

H. Modifications for students with special needs

- There are many ways to adapt this lesson to varying populations. For students with ADHD, I would ensure that I stay close to that student to ask them to focus in if necessary. For students with any reading inhibitions (for example, I have one student in the class with dyslexia), I will ensure that everything is spoken aloud so students do not need to read too much for this specific activity.

I. What could go wrong?

- Students may be over-enthusiastic and hard to keep under control. Exploring their bodies may get exciting and they may want to run crazy with the imaginary circumstances. I will have to make sure the students find a relaxing center to return to in between each situation (an actor's neutral, which we have gone over with the students). This will be the biggest difficulty with this activity.

J. Assessing learning

- My assessment will come from watching the students while they engage in the physical world of the imaginary circumstances. It will be primarily about ensuring that they are grasping how to connect their bodies to the imaginary worlds and the characters they create.