

LESSON #1: THE BODY AS EXPRESSIVE

Essential Question: Why is body awareness and expressiveness important to an actor?

INSTRUCTIONAL FOCUS	
Central Focus	Students will examine how physicality communicates meaning by participating in Boalian workshop exercises and creating both improvisatory and rehearsed gesture sequences based on community issues.
Standards	<i>HS Proficient TH.3.CR3.HS1:</i> Explore physical and physiological choices to develop a performance. <i>HS Proficient TH.10.CO1.HS1:</i> Investigate how cultural perspectives, community ideas and personal beliefs impact a drama/theatre work.
Content Objectives	Students will define <i>awareness</i> and <i>expression</i> as it relates to the body by creating collaborative definitions and word maps. Students will infer how body awareness aids a performer by writing a personal reflection drawing from their experiences with movement exercises.
Learning Targets	I can define <i>awareness</i> and <i>expression</i> as it relates to the body. I can infer how body awareness helps an actor.
ACADEMIC LANGUAGE DEMANDS	
Language Function	The language function is infer .
Language Demand	Vocabulary: <i>content-specific:</i> expression, awareness, tempo; <i>academic:</i> infer, define, respond Discourse: Defining basic movement terminology; responding to ensemble exercises
FORMATIVE ASSESSMENTS - highlighted in blue in "Instruction/Lesson Procedures"	
Informal	<ul style="list-style-type: none"> • Verbal checks for understanding • Teacher observation during movement exercises and discussion • Padlet: Student-created definitions
Formal	Exit Ticket on Google Forms: <i>In what ways were you aware of your body during today's activities? In what ways were you expressive? How might awareness and expression help an actor in performance?</i>

CLASSROOM SUPPORTS	
Planned Supports	<i>IEP and 504s:</i> regular verbal checks for understanding and that students are on-task; copy of slides posted to Google Classroom; extra time to complete Exit Ticket <i>Language supports:</i> front load vocab, build on prior knowledge <i>Gifted students:</i> open-ended HOT questions in discussion

Higher-Order Questions	<ul style="list-style-type: none"> • What does it mean to be aware of your body? • How does a change in <i>tempo</i> affect your awareness of your body? • What can we do to make our bodies expressive? • How might body awareness and expression help an actor in performance?
Materials / Technology	Google Meet; Google Slides; Google Forms; YouTube video; Padlet

INSTRUCTION/LESSON PROCEDURES		
ACTIVITY	TEACHER DOES	STUDENTS DO
<p>(5 min) Anticipatory Set:</p> <p>Warm Ups + Debrief Discussion</p>	<p>Teacher leads the class in warm-ups.</p> <p>Teacher asks, “Why do we stretch at the beginning of every class? What does warming up prepare us to do?”</p> <p>Teacher facilitates brief discussion about the purpose of warming up an actor’s body.</p>	<p>Students follow the teacher’s lead, copying movements for daily stretches.</p> <p>Students verbally respond to the teacher’s question and discuss how and why actors need to warm up their bodies.</p>
<p>(5 min) Preview Lesson:</p> <p>Learning Target + Vocabulary</p>	<p>Teacher presents the day’s learning targets and previews the lesson’s vocab, asking “What does it mean to <i>infer</i> something?” and giving an example of <i>tempo</i>.</p>	<p>Students view the slides and share synonyms of <i>infer</i>.</p>
<p>(10 min) Exercise:</p> <p>Slow Motion Baseball</p>	<p>Teacher gives instructions and prompts students to begin activity. Teacher observes and redirects students as necessary.</p> <p>Teacher asks, “What did that feel like? How did a change in <i>tempo</i> affect your body?”</p> <p>Teacher prompts, “In a two-minute quick write, write what you think it means to be aware of your body.”</p> <p>Teacher solicits responses, makes connections to Slow Motion activity, and summarizes definitions.</p>	<p>Moving in slow motion, students pantomime the actions of their assigned position in the appropriate sequence.</p> <p>Students verbally respond to teacher’s questions and debrief experience of the activity.</p> <p>Students free-write for two minutes about what they think it means to be aware of their bodies. Students verbally respond to teacher’s questions and discuss definitions of <i>awareness</i>.</p>

<p>(15 min) Mini Lesson:</p> <p>Augusto Boal and the Body as Expressive</p>	<p>Teacher shares the screen with Google Slides presentation and gives direct instruction about Augusto Boal, including background information and quotes about the purpose of the “body as expressive.”</p> <p>Teacher opens a collaborative Padlet page, posts the link in the chat, and directs students to the page, confirming that they can access it. Teacher prompts, “Post what first comes to mind when you think of the word <i>expressive</i>.”</p> <p>Teacher responds to posts, summarizes collaborative definitions, and verbally checks for understanding.</p> <p>Teacher shows a video of ASL poetry interpretation. Teacher asks, “What can we do to make our bodies expressive?” Teacher reminds students of the language function (infer).</p>	<p>Students view slides and take notes on direct instruction.</p> <p>Students open the Padlet page from the link in the chat. Students post responses to the teacher’s verbal and onscreen prompt. Students ask clarifying questions.</p> <p>Students watch video. Students verbally respond to teacher’s prompt and discuss how expressive relates to the body.</p>
<p>(15 min) Exercise:</p> <p>Follow the Leader + Partner Mirrors</p>	<p>Teacher introduces the Follow the Leader activity, assigns a Leader, and gives instructions: “The Leader will make slow, continuous movements and the rest of you will copy the movements, as if you are the Leader’s mirror.” Teacher chooses new Leaders and introduces direction for movement based on expressions. Teacher observes and redirects students as necessary.</p> <p>Teacher asks, “What was this exercise like for you? What made it challenging? What made it easier? How did awareness help you? Where did you see expressiveness?” Teacher makes connections to collaborative definitions of <i>awareness</i> and</p>	<p>One student leader creates and moves slowly between different poses. Other students “follow” the leader by mirroring the leader’s movements in real-time. Students rotate between being a leader and a mirror and change movements based on teacher prompting.</p> <p>Students verbally respond to teacher’s prompts and debrief experiences with the exercise. Students ask clarifying questions.</p>

	<p><i>expression</i> and verbally checks for understanding.</p>	
<p>(10 min) Closure:</p> <p>Review Learning Target + Exit Ticket</p>	<p>Teacher shares the screen of Google Slides presentation and reviews the lesson's learning targets.</p> <p>Teacher introduces the asynchronous assignment: "Observe someone who is either not speaking or who you cannot overhear. What forms of nonverbal communication do you notice? How can you tell what this person is communicating? Be ready to discuss your observation during the next class." Teacher verbally checks for understanding and answers questions.</p> <p>Teacher introduces Google Form Exit Ticket and posts the link in chat. Teacher prompts students to respond in writing to questions:</p> <p><i>In what ways were you aware of your body during today's activities?</i> <i>In what ways were you expressive?</i> <i>How might awareness and expression help an actor in performance?</i></p>	<p>Students view slides and ask clarifying questions.</p> <p>Students take notes on the assignment and ask clarifying questions.</p> <p>Students access Google Form Exit Ticket via link in chat or on Google Classroom and respond in writing to its questions.</p>

LESSON #2: THE BODY AS LANGUAGE

Essential Question: How do we communicate meaning through movement?

INSTRUCTIONAL FOCUS	
Central Focus	Students will examine how physicality communicates meaning by participating in Boalian workshop exercises and creating both improvisatory and rehearsed gesture sequences based on community issues.
Standards	<i>HS Proficient TH.3.CR3.HS1:</i> Explore physical and physiological choices to develop a performance. <i>HS Proficient TH.10.CO1.HS1:</i> Investigate how cultural perspectives, community ideas and personal beliefs impact a drama/theatre work.
Content Objective	Students will create tableaus that communicate story and idea by using their bodies and movement elements like levels and duration to improvise and present poses.
Learning Target	I can create tableaus that communicate story and idea.
ACADEMIC LANGUAGE DEMANDS	
Language Function	The language function is create .
Language Demand	Vocabulary: <i>content-specific:</i> levels, pose, gesture, tableau; <i>academic:</i> communicate, meaning, create Discourse: Identifying movement elements in a performance; creating improvisatory pieces that include given criteria
FORMATIVE ASSESSMENT - highlighted in blue in "Instruction/Lesson Procedures"	
Informal	<ul style="list-style-type: none"> ● Verbal checks for understanding ● Teacher observation during movement exercises and discussion ● Students share out from asynchronous assignment ● Students demonstrate levels and present tableaus
Formal	Quick Write: students submit a quick-write responding to the questions, "What does it mean to 'create' movement? How can movement communicate meaning?"

CLASSROOM SUPPORTS	
Planned Supports	<i>IEP and 504s:</i> regular verbal checks for understanding and that students are on-task; copy of slides posted to Google Classroom <i>Language supports:</i> front load vocab; visual and oral instructions + student paraphrase <i>Gifted students:</i> opportunities for leadership during exercises
Higher-order Questions	<ul style="list-style-type: none"> ● Is movement always expressive? ● What's a story you could make up from a given pose? ● What does it mean to "create" movement?

	<ul style="list-style-type: none"> • How does movement communicate meaning?
Materials / Technology/ Visual Aides	Google Meet; Google Slides; Google Forms; Google Document on Google Classroom; FlipGrid

INSTRUCTION/LESSON PROCEDURES

ACTIVITY	TEACHER DOES	STUDENTS DO
<p>(10 min) Anticipatory Set: Warm-Ups + Non-Verbal Communication in Everyday Life</p>	<p>Teacher leads the class in warm-ups.</p> <p>Teacher prompts students to write a list of examples of non-verbal communication we use in everyday life. Teacher facilitates round-robin physical demonstrations of examples.</p> <p>Teacher asks students to share observations from their asynchronous assignment.</p>	<p>Students follow the teacher’s lead, copying movements for daily stretches.</p> <p>Students write a list of as many examples of non-verbal communication we use in everyday life they can think of in one minute. Students show an example of non-verbal communication from their list using gestures and facial expressions.</p> <p>Students share observations from their asynchronous assignment, connecting non-verbal communication to their everyday lives.</p>
<p>(5 min) Preview Lesson: Learning Target + Front Load Vocabulary</p>	<p>Teacher presents the day’s learning targets and previews the lesson’s vocab, asking students to show an example of a <i>pose</i> and <i>gesture</i>.</p>	<p>Students view slides and show examples of <i>poses</i> and <i>gestures</i> when prompted.</p>
<p>(10 min) Exercise: Pose + Gesture Sculptures</p>	<p>Teacher directs students in the sculpture activity and models language and movement: “Sculptor, using only descriptions of body movement, “sculpt” your classmates into a pose or a gesture without telling them what the final product will be. So, if I want them to wave, I might start by saying, ‘Lift your right hand so it is near your face and spread your fingers out.’” Teacher observes and redirects students during activity.</p> <p>Teacher asks, “How did it feel to perform a physical action before knowing its end result?”</p>	<p>Students participate in the sculpture activity as either “sculptor” or “clay.” The sculptor follows the teacher’s model and directs their classmates into a pose, gesture, or emotional expression by describing smaller pieces of physical action for their classmates to take. The students who are “clay” do their best to follow the sculptor’s instructions. Students rotate between being sculptor and clay.</p> <p>Students respond verbally to teacher’s questions and debrief their experience with the activity.</p>

<p>(5 min) Mini Lesson:</p> <p>Boal and Body as Language</p>	<p>Teacher reviews Boal and his purpose and shares quotes related to “body as language.” Teacher verbally checks for understanding.</p>	<p>Students view slides and ask clarifying questions.</p>
<p>(15 min) Exercise:</p> <p>Turning Poses into Stories</p>	<p>Teacher reviews the vocab term <i>shape</i> and shows examples of different body shapes on Google Slides. Teacher leads students in exploring different shapes by calling out different directions.</p> <p>Teacher splits class in half and repeats exercise. Teacher asks observing students: “What is interesting about your classmates’ poses? What do their poses convey?”</p> <p>Teacher reviews the term <i>levels</i> and models the differences by sitting and standing. Teacher asks, “What other levels can you find using just your body? What can you use in your environment to change your level?” Teacher observes and responds as students explore.</p> <p>Teacher explains and models the next activity: “I’m going to call out a level. You’ll quickly move into a pose that fits that category. For example, if I say, “low level,” you might crouch like this.” Teacher calls out pose categories and observes as students move. Teacher chooses one student to stay “frozen” in their pose, “unfreezes” the rest of the class, and asks, “Looking at the frozen student’s pose, what’s a story you could make up from their position?” Teacher solicits student responses, “unfreezes” the posed students, and repeats the process.</p>	<p>Students view slides and ask clarifying questions. Students move in response to teacher directions, creating poses in different shapes like “angular” and “curved.”</p> <p>Half the class continues to create poses based on teacher direction. The other half observes their classmates and responds to teacher’s prompts.</p> <p>Students watch the teacher’s model. Students explore different levels using their bodies (sitting, standing, kneeling, bending) and then using their environment (chairs, tables, books, walls). Students move in response to teacher directions and observe their fellow classmates when prompted.</p> <p>Students watch the teacher’s model and follow the teacher’s prompts in creating poses using levels and their environment. “Unfrozen” students invent stories based on their classmates’ poses.</p>
<p>(10 min) Exercise:</p> <p>Creating Tableaus</p>	<p>Teacher reviews the vocab term <i>tableau</i>. Teacher instructs students to create three tableaus that include three different levels that show: 1)</p>	<p>Students listen to instructions and ask clarifying questions. Students provide examples of levels and watch teacher models.</p>

	<p>something that makes them happy; 2) something that makes them afraid; 3) something that makes them angry. Teacher solicits examples of <i>levels</i> and models.</p> <p>Teacher observes and redirects and students create and rehearse different tableaux. Teacher offers reminders about levels, staying within the frame, and duration of poses.</p> <p>Teacher prompts students to share their tableaux.</p>	<p>Students work independently to create three different tableaux. They explore different levels, movements, and duration of movement.</p> <p>Students show their different tableaux.</p>
<p>(5 min) Closure:</p> <p>Review Learning Target + Quick Write</p>	<p>Teacher shares the screen of Google Slides presentation and reviews the lesson's learning targets.</p> <p>Teacher directs students to Quick Write Google Form. Teacher prompts students to write a two-minute quick write: <i>What does it mean to "create" movement? How does movement communicate meaning?</i> Teacher instructs students to submit the quick write.</p> <p>Teacher introduces the asynchronous assignment: "Make a 'How-To Make a Tableau' video. Your video should assume that your audience doesn't know what a tableau is so you should include a definition, a step-by-step demonstration, and tips for how to make sure the tableau communicates meaning. You'll record your response in a 2 minute FlipGrid video." Teacher verbally checks for understanding and answers questions.</p>	<p>Students view slide and ask clarifying questions.</p> <p>Students access Google Form, spend two minutes writing about the given prompt, and submit their responses.</p> <p>Students listen to instructions and ask clarifying questions.</p>

LESSON #3: INTRODUCTION TO IMAGE THEATER

Essential Question: How can movement foster discussion within a community?

INSTRUCTIONAL FOCUS	
Central Focus	Students will examine how physicality communicates meaning by participating in Boalian workshop exercises and creating both improvisatory and rehearsed gesture sequences based on community issues.
Standards	<i>HS Proficient TH.3.CR3.HS1:</i> Explore physical and physiological choices to develop a performance. <i>HS Proficient TH.10.CO1.HS1:</i> Investigate how cultural perspectives, community ideas and personal beliefs impact a drama/theatre work.
Content Objective	Students will employ physicality as a form of discourse by brainstorming a list of community issues, improvising movement sequences that address them, and providing peer feedback.
Learning Target	I can employ physicality as a form of discourse.
ACADEMIC LANGUAGE DEMANDS	
Language Function	The language function is employ .
Language Demand	Vocabulary: <i>content-specific:</i> reality, transition, ideal, duration, repetition; <i>academic:</i> discourse, employ, feedback Discourse: Creating improvisatory pieces that include given criteria; responding to and evaluating a performance
FORMATIVE ASSESSMENT - highlighted in blue in "Instruction/Lesson Procedures"	
Informal	<ul style="list-style-type: none"> • Verbal checks for understanding • Teacher observation during movement exercises and discussion • Use of vocabulary via verbal peer feedback using sentence frames
Formal	Exit Ticket on Google Forms: <i>"the issue you'll be working on for your project, the next step you need to take to prepare, one example of feedback using a sentence frame, and any questions you still have"</i>

CLASSROOM SUPPORTS	
Planned Supports	<i>IEP and 504s:</i> regular verbal checks for understanding and that students are on-task; copy of slides posted to Google Classroom; extra time to complete Exit Ticket <i>Language supports:</i> front load vocab, sentence frames <i>Gifted students:</i> self-directed time to create
Higher-order Questions	<ul style="list-style-type: none"> • How can you define these words using only movement? • What would the ideal image of this situation look like? • How did your classmates' movement communicate a specific meaning?

Materials / Technology/ Visual Aides	Google Meet; Google Slides; Google Forms; Google Document on Google Classroom; YouTube video
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INSTRUCTION/LESSON PROCEDURES		
ACTIVITY	TEACHER DOES	STUDENTS DO
<p>(10 min) Anticipatory Set:</p> <p>Watch Image Theater video</p>	<p>Teacher primes students to watch video: “We’re about to watch a video of a group using Image Theater for a particular purpose. As you watch, I want you to think about what you notice about how the group is using tableaux and what purpose it serves.” Teacher shows video.</p> <p>Teacher asks, “What was the purpose of their tableaux/movement? How did they communicate meaning?” Teacher reviews asynchronous assignment: “Thinking back to your How-To videos, how do you create a tableau?”</p>	<p>Students watch video and take notes on their observations.</p> <p>Students verbally respond to teacher’s prompts and discuss their asynchronous assignment.</p>
<p>(5 min) Preview Lesson + Introduce Project:</p>	<p>Teacher shares the screen of Google Slides presentation and reviews the lesson’s learning target.</p> <p>Teacher introduces vocabulary and asks students to give examples from the video they just watched.</p>	<p>Students view slides and ask clarifying questions.</p> <p>Students give examples of <i>reality, transition, and ideal</i> from the video.</p>
<p>(15 min) Exercise:</p> <p>Class- Community Image Theater Examples</p>	<p>Teacher prompts students to answer the following questions using only poses: “What is power? What is community? What is control? What is freedom?”</p> <p>Teacher explains Boal’s concept of Image Theater. Teacher verbally checks for understanding and answers questions.</p> <p>Teacher previews upcoming activity. Teacher leads the class in brainstorming a list of community issues. Teacher provides an example and solicits responses from students in</p>	<p>Students respond to the teacher’s questions by creating improvised poses.</p> <p>Students listen, take notes, and ask clarifying questions.</p> <p>Students write examples of community issues into the chat when prompted by the teacher. Students respond to poll and choose one issue for the full group to work on.</p>

	<p>chat. Teacher polls the class and students choose one issue to work with for the day's lesson.</p> <p>Teacher reviews vocabulary and instructs students to create tableaus that represent the reality, transition, and ideal of the issue. Teacher directs students to put the tableaus in order and move in slow motion through them.</p> <p>Teacher observes and redirects students during activity.</p>	<p>Students work independently to improvise three different tableaus. Students move through tableaus in a slow-motion sequence.</p>
<p>(10 min) Exercise:</p> <p>Practicing Peer Feedback</p>	<p>Teacher primes students to present their tableaus and respond to their classmates' work. Teacher posts sentence frames and models how to use them. Teacher solicits volunteers to show their tableau sequences and solicits peer feedback via verbal response and chat.</p>	<p>Students watch the teacher model of peer feedback. Students present their Image Theater tableaus. Students respond to their classmates' tableaus using sentence frames with movement vocabulary.</p>
<p>(15 min) Review Rubric:</p> <p>Review Project Checklist + Independent Work Time</p>	<p>Teacher directs students to Google Doc on Google Classroom with the project checklist and rubric. Teacher reviews the project guidelines and grading criteria and answers student questions.</p> <p>Teacher instructs students to work independently on Image Theater tableau project. Teacher observes and checks in with student progress, answering any clarifying questions.</p>	<p>Students access project checklist on Google Classroom and ask clarifying questions.</p> <p>Students begin independent work on their project. Students ask clarifying questions.</p>
<p>(5 min) Closure:</p> <p>Exit Ticket</p>	<p>Teacher reviews the lesson's learning target and explains the exit ticket: "In the Google Form, you'll write: the issue you'll be working on for your project, the next step you need to take to prepare, one example of feedback using sentence frames, and any questions you still have."</p>	<p>Students complete an exit ticket by completing a Google Form.</p>

LESSON #4: IMAGE THEATER TABLEAU PERFORMANCES

Essential Question: How can the body communicate what verbal language cannot?

INSTRUCTIONAL FOCUS	
Central Focus	Students will examine how physicality communicates meaning by participating in Boalian workshop exercises and creating both improvisatory and rehearsed gesture sequences based on community issues.
Standards	<i>HS Proficient TH.3.CR3.HS1:</i> Explore physical and physiological choices to develop a performance. <i>HS Proficient TH.10.CO1.HS1:</i> Investigate how cultural perspectives, community ideas and personal beliefs impact a drama/theatre work.
Content Objectives	Students will perform an example of Image Theater based on community issues by showing rehearsed movement sequences that incorporate shape, tempo, and levels, and by completing a written self-reflection.
Learning Targets	I can perform an example of Image Theater based on community issues using shape, tempo, and levels.
ACADEMIC LANGUAGE DEMANDS	
Language Function	The language function is perform .
Language Demand	Vocabulary: <i>content-specific:</i> reality, transition, ideal, duration, repetition, communicate, meaning, expression, awareness, levels; <i>academic:</i> perform, create, assessment, reflection, feedback Discourse: Performing a rehearsed piece of movement; responding to and evaluating a performance
FORMATIVE ASSESSMENT - highlighted in blue in “Instruction/Lesson Procedures”	
Informal	<ul style="list-style-type: none"> • Verbal checks for understanding • Teacher observation during discussion • Use of vocabulary via verbal peer feedback using sentence frames
Formal	<ul style="list-style-type: none"> • Image Theater Tableau performances: graded using rubric • Self-Reflection (Google Forms)

CLASSROOM SUPPORTS	
Planned Supports	<i>IEP and 504s:</i> regular verbal checks for understanding and that students are on-task; copy of slides posted to Google Classroom; extra time for self-reflection <i>Language supports:</i> sentence frames <i>Gifted students:</i> opportunities for modeling and peer feedback
Higher-order Questions	<ul style="list-style-type: none"> • Why did you choose the movements you did? • How did your movement communicate the meaning of your chosen issue?

	<ul style="list-style-type: none"> • What would you have done differently if you were to perform again?
Materials / Technology/ Visual Aides	Google Meet; Google Slides; Google Forms; Google Doc on Google Classroom

INSTRUCTION/LESSON PROCEDURES		
ACTIVITY	TEACHER DOES	STUDENTS DO
(10 min) Anticipatory Set: Warm-Ups + Stretching	Teacher leads the class in warm-ups and reminds the class of opening conversation about the purpose of warming up the body, connecting the warm-ups to the upcoming performances. Teacher previews learning target.	Students follow the teacher's lead, copying movements for daily stretches. Students view slide and ask clarifying questions.
(30 min) Student Performances: Image Theater Tableaus + Peer Feedback	Teacher instructs students to open up the Peer Feedback document on Google Classroom and reminds them how to use sentence frames. Teacher creates and shares a performance order. Students perform their Image Theater tableaus. After each performance, teacher solicits one verbal comment from each category of the Peer Feedback document.	Students access and open the Peer Feedback document on Google Classroom. Students perform their Image Theater tableaus. Students provide peer feedback using sentence frames with movement vocabulary.
(10 min) Independent Writing: Self-Reflection	Teacher explains expectations for the self-reflection and posts link to Google Forms in the chat. Teacher verbally checks for understanding and checks in every few minutes to make sure students are on task.	Students open Google Forms and write a self-reflection on their performance. Students will discuss their movement choices, integrate vocabulary from the unit, and consider areas of strength and areas for growth.
(10 min) Closure: Review Learning Target + Central Focus	Teacher reviews the day's learning target and the central focus of the unit. Teacher leads brief discussion about major takeaways from the unit.	Students respond to teacher's prompts and debrief their experiences with the unit and performance.