

Grade 1 Theatre Lesson #2

Communication Body Expression

Lesson-at-a-Glance

Warm Up

As a group, review facial expressions from lesson #1. Warm up the face and body.

Modeling

As a group discuss the meaning of gesture and posture. Practice several gestures (waving, yawning and stretching) and postures (kneeling, sitting, lying down, turning body away) and ask students to identify the meaning created by the movement.

Guided Practice

In pairs, guide students through creating gestures and postures from descriptive words and activity card pictures. Create movement that expresses feelings. The audience will guess what character each pair is portraying.

Debrief

Use the rubric to assess student ability to use their face and body as an expressive tool. Share as a group how an actor uses the body to communicate emotion and feelings.

Extension

Choose a favorite picture book and ask students to identify the feelings depicted in the pictures. Have students imitate the pictures in the book with correct facial and body expression. Identify descriptive words in text that convey a character's feeling and mood. Create postures, gestures and movement.

Materials

Expression Rubric
CD Player and Music (option)
Expressions Chart

Assessment

Discussion, Demonstration, Q&A, Rubric

ELA Standards Addressed

Reading Comprehension: 2.2 Respond to who, what where, and how questions, 2.6 Relate prior knowledge to textual information

Speaking Applications: 2.4 Provide descriptions with careful attention to detail.

THEATRE – GRADE 1
Communication

Body Expression-
Lesson 2

CONTENT STANDARDS

1.2 Observe and describe the traits of a character.

TOPICAL QUESTIONS

- What is posture and gesture and how do I express emotion and feeling through body movement?

OBJECTIVES & STUDENT OUTCOMES

- Students will identify, imitate, mirror and create feeling and expression by using posture and gesture as an expressive tool.

ASSESSMENT (Various strategies to evaluate effectiveness of instruction and student learning)

- **Feedback for Teacher**
 - Rubric – Posture and Gesture
 - Group Worksheet
 - Student response to inquiry
 - Performance
- **Feedback for Student**
 - Teacher feedback
 - Group Worksheet
 - Rubric – Posture and Gesture

WORDS TO KNOW

- **Actor-** the human person playing a part
- **Character-** the part the actor plays
- **Audience-** A group of people that gather to watch an event
- **Freeze-** Stop what you are doing and remain in that position
- **Posture** –A position the body can assume that conveys an idea, feeling or emotion. Example: standing, sitting, kneeling, or lying down
- **Gesture** –. An expressive movement of the body and limbs. How you move

MATERIALS

- “Expressions Chart” (included)
- Group Worksheet
- Rubric – Posture and Gesture
- Overhead project (optional)
- CD Player
- Musical selections (optional)

RESOURCES

- Equipment available on site
- “Expressions Chart” included

WARM UP (*Engage students, access prior learning, review, hook or activity to focus the student for learning*)

- Discuss how expression is made on the face and how that communicates feeling.

- Warm-up the parts of the face and body (bend, twist, stretch, reach, curl, etc.).

MODELING (Presentation of new material, demonstration of the process, direct instruction)

- Discuss with students that moving the parts of the body (head, hands, arms, shoulders, back side, hips, legs, feet) is another way the actor conveys feelings and emotions.
- Actors use *gestures* (e.g., use of arms, hands, head) and *postures* (e.g., use of whole body, such as slouching, turning your back, putting head on desk, slumping and putting head in hand) to convey feelings.
- Lead students through silent warm-ups that show expression.
- Model and tell students how you are feeling (use a descriptive word). Ask students to mimic and repeat:
 - **Mad**- clench teeth and open lips, clench fists, tighten body, growl
 - **Excited**- Shake hands over head, smile, cheer
 - **Sad**- drop head, place head in hands, pretend to cry
 - **Sick**- Hold stomach, slump forward, groan
 - **Proud**- Puff out chest, cross arms or hands on hips, head held high, smile
 - **Lost**- Wide eyes, hand by mouth, look around
 - **Scared**- Both hands on cheeks, pull away
 - **Confused**- Scratch head, look around, purse lips, scrunch eyes
 - **Embarrassed**- Smile, look down and to the side
 - **Sleepy**- yawn and stretch then blink slowly and close eyes

After you have modeled each of the above postures and facial expression, ask “What was this movement expressing? What clues were you given?”

- Discuss in detail what is happening in the body and the face.

GUIDED PRACTICE (*Application of knowledge, problem solving, corrective feedback*)

- Using character cards show posture and add gesture. Take work using face to express emotion and add it to the work today, using posture and gesture (how we stand and how we move) to show character
- Divide students into pairs.
- Tell students: Your partner and you will each have a character. Keep your character secret. You will work together to decide what posture and gesture you will use to show that character.
- Give each pair a character card.
- Allow students a few minutes to work with their partner.
- Guide through movements that would be appropriate to the character as they work. Example:
 - Baseball player- Stand with bent knees and arms as if holding a bat (posture). Swing bat and run around bases (gesture).
 - Cowboy- Wide bent knees, one hand out in front as if holding reins, one hand overhead (posture). Jump up and down and swing hand overhead in circles (gesture).
 - Diver- Legs together with bent knees, hands together in front (gesture). Jump forward and circle arms (gesture).
- Have partners present their character to the class. Ask each partner to start by showing their posture then act out their gesture
- Say **freeze** and allow the audience to try and identify the character each group is portraying.
- Ask the students in the audience to observe the face and body movement carefully. “What did the actor do with their posture and gesture to convey the character?” Look for details in the face, arms, legs, and whole body. What was their posture? What was their gesture?

Options:

- Play several musical selections and have students create feelings with facial expression and body movement to the music.
- Choose a favorite picture book and ask students to identify the feelings depicted in the pictures.

- Extend these feelings to animals, inanimate objects, etc.

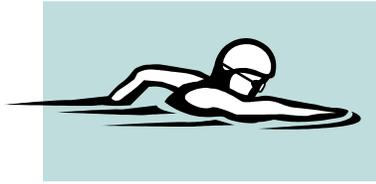
DEBRIEF AND EVALUATE (*Identify problems encountered, ask and answer questions, discuss solutions and learning that took place. Did students meet expected outcomes?*)

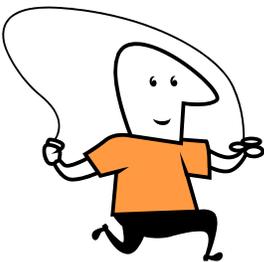
- Use the rubric for expression body movement (*posture and gesture to assess students.*)
- Ask the following questions:
 - ““What is *gesture*? What is *posture*? And what parts of the body convey emotion?”
 - “What did you learn about facial expression and body movement?”
 - “How does an actor use the body to show emotion to an audience?”
 - “Is it possible to communicate with gestures and postures only?”
 - “When you made your body move in a certain way (like jumping up and down, being limp, stomping your feet, etc), how did it make you feel?”
 - “What techniques do actors use to make characters believable?”

EXTENSION (*Expectations created by the teacher that encourages students to participate in further research, make connections and apply understanding and skills previously learned to personal experiences.*)

- Choose a favorite picture book and ask students to identify the feelings depicted in the pictures. Have students imitate the pictures in the book with correct facial and body expression. Identify descriptive words in text that convey a character’s feeling and mood. Create postures, gestures and movement.
- Play several musical selections and have students attach a mood or feeling with the music. Ask them:
 - “What is it about the music that makes you feel that way?”
 - “Could you tell a story through your facial expression, postures and gestures?”
- Watch your favorite movie.
 - “Who is your favorite character?”
 - Identify the ways the actor showed expression for the character.
 - “How did the actor move?”
 - “What expressions did the actor use on their face?”
 - “Can you identify postures and gestures the actor used?”
 - “How are your expressions and those of the character alike?”

Activity Illustrations





Emotions Chart

"How Do You Feel?"



Scared



Confused



Surprised



Sad



Excited



Disgusted



Proud



Angry



Sick



Happy



Very Happy



Hungry



Lost



Shy



Sleepy



Nervous



Unhappy



Very Sad



Bored



Embarrassed

Group Worksheet

Identify the facial expressions. Create postures and gestures for these expressions.

