

Body Objects: Drama Vocabulary and Skills

Grade Level: K – Adult

Essential Question: *What skills do actors need to act out stories?*

Students learn about DRAMA

- Name the actor tools: Mind, Body, Voice
- Demonstrate how concentration, imagination, imitation, and collaboration are used in drama.

INTEGRATION Ideas

VOCABULARY

Actor tools: Body, Mind, Voice; Imagination, Imitation, Collaboration, Concentration

MATERIALS

None

LESSON DIGEST

1. Introduce drama and the three actor tools.
2. Ask the Essential Question.
3. Introduce vocabulary and model beginning activity.
4. Students try out making body objects alone and with a partner.
5. Ask the Debrief and Learn questions.

SPACE: Open for Movement

TIME: 20-30 minutes



Body Objects: *Drama Vocabulary and Skills*

Your Personal NOTES

LESSON

HINTS AND STRATEGIES

STARTERS

- Explain to students they will be doing something called drama, where they learn to act out a story. Explain that today they won't be acting a story but learning skills to do that later.
- Share the three actor tools: Mind, Body, and Voice. Indicate that today they will not be using voice.
- Ask: What skills do you think we need to act out a story?
- Introduce the three skills they will be working on: concentration, imagination, and collaboration.
- Define concentration: to think about one thing really hard. Discuss enemies to concentration, including "showing off." Discuss your expectations for concentration.¹
- Define Imagination: the ability to visualize things in your mind that aren't there in front of you.

ACTIVITIES GUIDE

1. Model how to make a body object without using voice.
 - a) Demonstrate no facial expression for objects. Show the object laughing, smiling, looking around. Then show the object with a stone, stoic face.
 - b) Demonstrate an object made with the entire body, like a ball. Shaping the ball first with your hands and then shaping a ball with

CONCEPTS & SKILLS

***Three Tools – Mind, Body, Voice;
Concentration, Imagination,
Collaboration and Cooperation***

Create a visual by putting a list of the drama tools on the board and crossing off voice.

Mind

Body

Voice

1. There are more activities and lessons in One Stop Drama Shop that give detailed instruction on teaching to deeper concentration and imagination skills.



your entire body. As an alternative you might choose a clam shell or a flower.

Solo work:

2. Students find their own space (not near a wall, piece of furniture, or another actor – you might have to have them try this several times, if they can't find their space without hunting around or standing too close to something.)
3. Call out a series of objects for the students to transform into using only the body and the mind. Remind them that today no voice will be allowed while making objects. Encourage them to be unique (different) and that there is no right or wrong. Encourage them to use their entire body to create the object, not just the face. (Note: emphasize concentration and *not* using the voice.)

Some solo object ideas: candle, knife, fork, spoon, folded napkin, glass, wrist watch, globe, book, door, window, coat hanger, brush, comb, envelope, postage stamp, chair, frying pan

4. Students sit in their own space for the next instruction.
5. Ask for a show of hands, "How many of you went the entire time and did not talk or use your voice?" "How many of you forgot and talked a little." "How many of you could concentrate and use NO facial expression?" "How many of you found it difficult to use no facial expression?"

Partner work:

6. Introduce and define collaboration.
 - **Collaboration:** to work together to solve problems or make decisions
 - **Cooperation:** to go along with the solutions and decisions of the team
7. Using a student volunteer, demonstrate the wrong way to work with a partner. With the volunteer, transform into an object (e.g., apple hanging from a tree), but use your voice to talk with your partner to plan and negotiate. Ask the students what was wrong with the way you worked with your partner. Then demonstrate the right way without using voice. Discuss the difference.

Keep up the pace, name objects quickly using short pauses.

Always have students sit and focus their attention on you when giving notes, feedback, additional instructions, or modeling a skill.

If you have many hands up for talking a little (laughing is not as important to worry about at this point), have them try again until they can make 5 objects with almost no talking in the room.

The wrong way, of course, is to use the voice to direct or discuss what to do.



8. Next, demonstrate bossy behavior without talking, by pointing to where you want your partner to move, touching and repositioning your partner, etc. Explain that body language can speak as loudly as words. Explain that when you tell an actor what to do, you are now a director and that today everyone will be actors. Ask them not to use words or body language to direct or boss their partners. Say: "What if you have an object and you can't figure out what your partner is doing? Just add on and hope for the best. Remember there is no right or wrong way." Ask if everyone understands. Ask students to raise their hands if they are willing to try to transform into objects without talking or bossing their partners with their body. See that all students have their hands up before moving on with the lesson (the contract).
9. Remind students about trying hard not to use facial expression.
10. Pair students and have them get into partner space (not near walls, furniture, or other partners). Have them stand to begin transforming into objects.

Some partner object ideas: shirt on a hanger, grandfather clock, coffee cup and saucer, pickle in a jar, candy bar with wrapper, eyeglasses, gym hoe, flag on a flag pole

11. After a few rounds of objects, ask students to sit with their partners in their space and to respond to the following statements.
 - Raise your hand if either you or your partner forgot and bossed with the body.
 - Raise your hand if either you or your partner forgot and talked. (If many of them forgot, give them more objects to do until you only have one or two people who forgot.)

Small group work:

12. Put partners with another couple to make groups of four.
13. Explain how this process will be a little different. Explain that someone will start an object everyone else will add one at a time. Remember, no talking."

I usually pair a boy with a girl for the first round. Try not to pair best friends. Let students know that every drama class they will be working with someone new.

Here is an option I love: Allow half the room to share and have observing students identify the objects being made by the presenting groups.



Repeat the Body Objects activity allowing the groups to create three or four objects.

Some small group objects: a table and two chairs, a sofa, a washer and dryer, a bird's nest with an egg in it, a slide and swing set, a birthday cake with two candles, a four-poster bed

14. *Large group work:* Make groups bigger. Create three large groups with more than five people in each group. Have students create settings with their bodies by one person starting and the others adding more *detail*.

Some large group objects: sail boat, slide and swing set, basketball court, automobile, airplane, silverware drawer, coral reef

This larger group work is only intended for advanced students or beginning students who have strong concentration skills.

DEBRIEF AND LEARN

- ♣ What skills and tools are necessary to act out a story?
- ♣ How did we use imagination today? Concentration? Collaboration?
- ♣ How did we collaborate today? Who can name someone in their group who collaborated well? Cooperated well? Used their body in a new way? Used their imagination? How? Why?

**SOME SAMPLE QUESTIONS
YOU MIGHT ASK**

ASSESSING STUDENT ACHIEVEMENT

- ♣ Concentration: Were students focused on task, no talking, following directions?
- ♣ Imagination: Were students able to think of ideas?
- ♣ Body: Were students able to communicate their ideas through physical shape, using the entire body not just limited physical applications?
- ♣ Collaboration and Cooperation: Were students able to work without bossing and cooperating respectfully with their partner(s)?

