

Teacher: Taylor Meng	Date: 10/22/21	Subject: Theatre	Grade Level: 7 th
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Lesson Title: M. Chekov – Physiological Gestures

In this lesson, the teacher will inform and guide the students through exploration of Chekov's concept of physical gesture. The teacher will lead the class through exploration of each gesture type. Then, the students will choose one or more gestures that they can apply to a line of text. Finally, the students will perform their chosen gesture and line in tandem to demonstrate their ability to use the concept of physical gesture in their own work.

Common Core Theatre Standards:

TH: Pr5.1.7

- a. Participate in a variety of acting exercises and techniques that can be applied in a rehearsal or drama/theatre performance.

TH: Re8.1.7

- a. Identify the artistic choices made based on personal experience in a drama/theatre work.
- b. Describe how cultural perspectives can influence the evaluation of drama/theatre work.
- c. Interpret how the use of personal aesthetics, preferences, and beliefs can be used to discuss drama/theatre work.

Materials Needed:

- o Notebooks/Binders with Loose Leaf
- o Pencils/Pens
- o Projector
- o Speakers
- o Youtube Video Link (see anticipatory set)
- o Physical Gestures Handout (Attachment 1)
- o Scene Handouts (Attachment 2)
- o Open Space

Student Friendly Lesson Objective (Purpose) I can...	Teacher Activities (Teacher Strategies)	Student Activities/Differentiated Instruction	Assignments
o I can explore the concept of physical gesture	Anticipatory Set: <ul style="list-style-type: none"> o As the students enter the classroom, they 	Guided Practice/Strategies (You Do):	Bell Ringer: <ul style="list-style-type: none"> o See Anticipatory Set

<p>with an open mind and willingness to play.</p> <ul style="list-style-type: none"> o I can connect the physical gestures learned to a piece of dramatic text. o I can identify, analyze, and discuss artistic choices presented based on my personal experiences, cultural experiences, and personal preferences and beliefs. 	<p>will take out their notebooks/binders. On the board, the students will watch an introductory video to Chekov's concept of physical gesture and answer the following questions:</p> <p>Introductory Video Link: https://www.youtube.com/watch?v=CpAsJu0ot6U</p> <ul style="list-style-type: none"> - <i>What is something that you notice about this technique?</i> - <i>When could this technique be useful in your own work?</i> <ul style="list-style-type: none"> o Once all students have entered the classroom, the students will have 6 minutes to watch the video and to answer this prompt. <p>Essential Questions:</p> <ul style="list-style-type: none"> o How can I use physical gestures in my work as an actor? <p>Input (I Do):</p>	<ul style="list-style-type: none"> o Once the students have a firm grasp on how each gesture can help them conjure an emotion, the teacher will explain the following assignment: <p><i>Physical Gesture Assignment:</i></p> <ol style="list-style-type: none"> 1) <i>Choose one of the physical gestures we have explored today in class.</i> 2) <i>Choose a line of dialogue from the provided scene to connect your chosen gesture to.</i> 3) <i>When it is your turn to share with the class, demonstrate the chosen gesture, the gesture and the text, then the text without the gesture.</i> 4) <i>Be prepared to discuss your work!</i> <ul style="list-style-type: none"> o Once the directions have been given, the students will be given 10 minutes to choose a gesture and line of dialogue. o As students work, they should consider the following checklist to ensure success: 	<p>Remediation:</p> <ul style="list-style-type: none"> o As the students work, the teacher will monitor progress and intervene when help is needed and when concepts need to be re-explained. <p>Enrichment:</p> <ul style="list-style-type: none"> o Each student will choose their own gesture and line of dialogue that suits their comfort level and personal experience. o The student's will receive feedback and assessment based on their background in theatre. o Each student can choose how to present their work (standing vs. sitting) based on their physical abilities/comfort. <p>Daily Writing Assignment:</p> <ul style="list-style-type: none"> o The journal prompt bell ringer assignment will serve as their daily
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	<ul style="list-style-type: none"> o The teacher will explain that today we will be exploring these physical gestures and connecting them to a piece of text. <p>Model (We Do):</p> <ul style="list-style-type: none"> o The teacher will ask the students to find a space in the room that they have room to move around in. o The teacher will guide the students through the series of physical gestures by demonstrating while asking how each gesture makes the students feel while doing them. The students will do this in place as well as moving around the space. <p>Check for Understanding:</p> <ul style="list-style-type: none"> o As the students are completing this exercise, the verbal responses given will allow the teacher to check for understanding of the activity. 	<ol style="list-style-type: none"> 1. Did I choose a gesture that connects to or makes sense with the line I chose? 2. Does my gesture demonstrate and help me to feel the needed emotion for said line? 3. Does my work accurately portray both the gesture and the emotion behind the chosen line? <p>Independent Practice/Activities:</p> <ul style="list-style-type: none"> o After 10 minutes, the students will begin to present their Physical Gesture Assignment. o After each presentation, the class will discuss how the student used the gesture to fuel their work that day. The students will use their own personal experience, cultural backgrounds, and their own preferences and beliefs to respond to their classmates with compassionate rigor. o The students themselves will also answer the above stated questions to see if their work was accurately 	<p>writing assignment as well as the exit ticket at the end of class.</p> <p>Assessment / Evaluation:</p> <ul style="list-style-type: none"> o The Physical Gesture Assignment will serve as the summative assessment for this lesson. o The process of learning the gestures will serve as a formative assessment throughout the lesson. <p>Homework:</p> <ul style="list-style-type: none"> o If not completed in class, the students will complete their Physical Gesture Assignment at home in order to be prepared to present the following day.
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	<p>Closure:</p> <ul style="list-style-type: none">o At the end of the hour, the teacher will lead a discussion with the students about the work asking the following questions:<ul style="list-style-type: none">- How did each gesture make you feel?- Which did you feel impacted you most emotionally?- Which impacted you least?- How can you connect this work to your own work with text in the future? <p>Time Duration: 1 hour</p>	<p>displayed to their fellow classmates.</p>	
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Attachment 1:

Psychological Gestures
With Definitions

Close = The temporal end; the concluding time. Move so that an opening or passage is obstructed; make shut. Finish or terminate.

Open = Spread out or open from a closed folded state. Make available. Afford access to. Affording unobstructed entrance and exit. Ready or willing to receive favorably. Open and observable.

Push = The act of applying force in order to move something away. An effort to advance. Move with force. Strive and make an effort to reach a goal.

Pull = Applying force to move something toward or with you. Apply force so as to cause. Motion towards the source of the motion.

Embrace = The state of taking in or encircling. A close and protective acceptance.

Strike = An attack that is intended to seize or inflict damage on or destroy an objective.

Throw = Propelling something through the air with a rapid movement of the arm and wrist.

Tear = An opening made forcibly by pulling apart.

Lift = Giving temporary assistance the event of something being raised upward. Raise from a lower to a higher position. Move upwards.

Wring = A twisting squeeze. Twist and press out of shape. Twist and compress.

Penetrate = to go through or into something; to succeed in becoming a part of something; to show the way through something

Attachment 2:

OPEN SCENE 1

A: This is the worst

B: Mmm I know

A: There

B: Happy

A: I am now Yes

B: Good Are you done

A: OK now Your turn

B: OK No, this is the worst

A: Mmm I know

B: There

A: Are you done

B: Yes

A: Good I thought you said you were done

B: OK OK now anything else

A: Yes There

OPEN SCENE 2

A: Shoot

B: Oh

A: Oh no

B: Can you uh

A: No here use this

B: Come on

A: I told you to be careful

B: I was it just happened

A: There let me see

B: Oh where are you going

A: For help

B: And leave me here you can't leave me here

A: You stay here I'm off to get help

B: No no please one more time try it again

A: Stay here I'll be right back

B: Ah

OPEN SCENE 3

A: Well

B: How are you

A: I'm not all that well really

B: Why What's the matter

A: The usual things How are you

B: I'm fine

A: Mmm It's been a long time

B: Yes I thought of you the other day

A: Why

B: It's nice sometimes to think back isn't it

A: Absolutely How's everything

B: Oh not bad Do you know how long it's been since we met

A: Uuh

B: Two years

A: Long time

OPEN SCENE 4

A: What are you doing

B: Can't you tell

A: Well, I think so but

B: It should be obvious

A: You shouldn't

B: I know

A: I mean, I really wish you wouldn't

B: You should have thought of that

A: Is this because of what I did

B: Partly yes, mostly no

A: Can I make it up to you somehow

B: I very much doubt it

A: Stop doing that and really listen to me

B: You don't recognize "No" do you

A: I just asked you to listen

B: I said "No" that's it

Open Scene 5

A:Hi!

B: Hello.

A: How's everything?

B: Fine, I guess.

A: Do you know what time it is?

B: No. Not exactly.

A: Don't you have a watch?

B: Not on me.

A: Well!

B: Well what?

A: What did you do last night?

B: Wht do you mean?

A: What did you do last night?

B: Nothing!

A: Nothing?

B: I said nothing.

A: Sorry I asked