

Teacher: Taylor Meng	Date: 9/9/21	Subject: Theatre	Grade Level: 7 <sup>th</sup>
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**Lesson Title:** Stanislavski System – Emotional Memory

In this lesson, the teacher will inform and guide the students through exploration of Stanislavski's concept of emotional memory. The teacher will explain the concept to the class. Then, the students will choose one past emotional memory that they have from their own lives. The students will then find a gesture and piece of dramatic literature (monologue) that helps them to display this emotion. Finally, the students will explain the emotional memory to the class and perform their chosen gesture and monologue in tandem to demonstrate their ability to use the concept of emotional memory 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 Notecards or Sticky Notes
- o Laptop Computers
- o Projector/Smart Board
- o PowerPoint
- o Open Space

Student Friendly Lesson Objective (Purpose) I can...	Teacher Activities (Teacher Strategies)	Student Activities/Differentiated Instruction	Assignments
o I can recall a past event that	Anticipatory Set:	Guided Practice/Strategies (You Do):	Bell Ringer: o See Anticipatory Set

<p>created an emotional response in my own life.</p> <ul style="list-style-type: none"> <li>I can connect this emotional response to a character's emotional life in a piece of dramatic literature.</li> <li>I can identify, analyze, and discuss artistic choices presented based on my personal experiences, cultural experiences, and personal preferences and beliefs.</li> </ul>	<ul style="list-style-type: none"> <li>As the students enter the classroom, they will take out their notebooks/binders. On the board, the journal prompt will read:</li> </ul> <p><i>What are three events that have occurred in your past (at least seven years ago) that have caused you to feel an intense emotion? What happened and what was the emotion that was connected with the event?</i></p> <ul style="list-style-type: none"> <li>Once all students have entered the classroom, the students will have 10 minutes to answer this prompt.</li> </ul> <p>Essential Questions:</p> <ul style="list-style-type: none"> <li>How can I use my emotional memory in my work as an actor?</li> </ul> <p>Input (I Do):</p> <ul style="list-style-type: none"> <li>The teacher will explain that today we will be using one of the student's emotional memories to connect with a</li> </ul>	<ul style="list-style-type: none"> <li>Once the students have a firm grasp on how gestures can help them conjure an emotion, the teacher will explain the following assignment:</li> </ul> <p><i>Emotional Memory Assignment:</i></p> <ol style="list-style-type: none"> <li><i>Choose one of the three emotional events from your journal today.</i></li> <li><i>Choose a physical action/gesture that allows you to feel this emotion.</i></li> <li><i>Choose a monologue that shares the same emotion as your emotional event. This monologue must be from a published play.</i></li> </ol> <ul style="list-style-type: none"> <li>Once the directions have been given, the students will be given 30 minutes to choose an event, gesture, and monologue.</li> <li>As students work, they should consider the following checklist to ensure success:</li> </ul> <ol style="list-style-type: none"> <li>Did I choose a past event that has a workable emotion attached to it?</li> </ol>	<p>Remediation:</p> <ul style="list-style-type: none"> <li>As the student work, the teacher will monitor progress and intervene when help is needed and when concepts need to be re-explained.</li> </ul> <p>Enrichment:</p> <ul style="list-style-type: none"> <li>Each student will choose their own event, gesture, and monologue that suits their comfort level and personal experience.</li> <li>The student's will receive feedback and assessment based on their background in theatre.</li> <li>Each student can choose how to present their work (standing vs. sitting) based on their physical abilities/comfort.</li> </ul> <p>Daily Writing Assignment:</p> <ul style="list-style-type: none"> <li>The journal prompt bell ringer assignment will</li> </ul>
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	<ul style="list-style-type: none"> <li>o character's emotions in a given text.</li> <li>o The teacher will work through a PowerPoint explaining the concepts of emotional memory, physical action, and gestures. (See attached PowerPoint slides)</li> <li>o As the teacher works through the PowerPoint, the students will take notes in their notebooks/binders.</li> </ul> <p><b>Model (We Do):</b></p> <ul style="list-style-type: none"> <li>o Once the students finish with their notes, the teacher will ask the students to find a space in the room that they have room to move around in.</li> <li>o The teacher will guide the students through a series of gestures (wringing hands, crossing arms, stomping feet, rubbing their nose, etc.) while asking how each gestures</li> </ul>	<ol style="list-style-type: none"> <li>2. Does my gesture demonstrate and help me to feel this emotion?</li> <li>3. Does my monologue appropriately display the emotional memory I have chosen to analyze?</li> </ol> <p><b>Independent Practice/Activities:</b></p> <ul style="list-style-type: none"> <li>o On the following day, the students will come into class ready to present their Emotional Memory Assignment.</li> <li>o After each presentation, the students will discuss how the student used the emotion 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.</li> <li>o The students themselves will also answer the above stated questions to see if their work was accurately displayed to their fellow classmates.</li> </ul>	<p>serve as their daily writing assignment as well as the exit ticket at the end of class.</p> <p><b>Assessment / Evaluation:</b></p> <ul style="list-style-type: none"> <li>o The Emotional Memory Assignment will serve as the summative assessment for this lesson.</li> <li>o The gesture activity will serve as a formative assessment throughout the lesson.</li> </ul> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>o If not completed in class, the students will complete their Emotional Memory Assignment at home in order to be prepared to present the following day.</li> </ul>
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	<p>makes the students feel. The students will do this in place as well as moving around the space.</p> <p>Check for Understanding:</p> <ul style="list-style-type: none"><li>o As the students are completing this exercise, the verbal responses given will allow the teacher to check for understanding of the activity.</li></ul> <p>Closure:</p> <ul style="list-style-type: none"><li>o At the end of the hour, the teacher will ask the student to write down what emotion they will be working with, what gesture they have settled on to help them recall that emotion, and what monologue or type of monologue (comedic, dramatic, etc.) they are going to choose for this activity on a notecard or sticky note.</li></ul>		
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	Time Duration: 1 hr 30 min.		
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# The Stanislavski System

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Emotional Recall and Physical Actions

# Bell Ringer Journal Prompt

What are three events that have occurred in your past (at least seven years ago) that have caused you to feel an intense emotion? What happened and what was the emotion that was connected with the event?

# What is Emotional Memory?

- Throughout our lives, we experience many events that provoke emotion.
- Our body remembers these feelings and creates an *emotional memory*.
- “According to scientific data, emotional memory not only retains an imprint of an experience but also synthesizes feelings of a different nature” (Stanislavski 43)
  - Example: If you experience the feeling of envy when your friend gets the part you wanted in the school play (and this or something similar happens multiple times in your life) this feeling leaves a deep imprint on your memory.

# Emotional Memory and Physical Action

- Stanislavski quickly learned that calling upon negative emotional memories in order to recall these emotions onstage each night could be damaging to your mental health and art.
- Due to this, he quickly turned to the idea of *physical action*.
- Using a physical action, or *gesture*, to help conjure an emotional memory is the safer alternative that presents the same effect.

Let's try it!

- As a class, we will work through a series of gestures and discuss what emotions they evoke inside of us.

# Exit Ticket

- I will come around and give everyone a notecard.
- On it, write down...
  - what emotion you will be working with
  - what gesture you have settled on
  - what monologue or type of monologue (comedic, dramatic, etc.) you are going to present