

Circle of Expression: Body

1. **PREPARATION:** Guide the group to stand in a circle. Explain that the cue 'Off' means turn out from the circle. The cue 'On' means turn in to the center and freeze.
2. **PROMPT**
 - a. Cue students, 'Off.'
 - b. Prompt students with: "How can you shape your body to look like (*character, emotion, vocabulary, or actions*)?"
 - c. Cue 'On' and count to 3, guiding students to turn in and shape their bodies into a frozen image based on the prompt.
3. **VALIDATE**
 - a. Describe strong choices anonymously. 'I see (*specific body parts*) that are (*specific shapes*).'.
 - b. Briefly assess choices and consider which Traits to challenge them to improve.
 - i. **Body:** Students engage the whole body to show an idea, varying shape, size, levels and direction
 - ii. **Imagination:** Students risk new ideas that clearly make full use of the Body Traits
4. **PROMPT:** Cue, 'Off.'
5. **REVISE**
 - a. Challenge students to revise/improve their images focused on specific Body Traits to further explore the prompt. (*See Respond/Reflect.*)
 - b. Repeat the process, following Steps 2-4 and 5 as desired.
6. **REFLECT**
 - a. What other ways might you **shape** your body to express your idea?
 - b. How might you alter the **size** or **shape** to make your image unique?
 - c. How might you use more of the **space** above, below and around you?
 - d. Which **Body Traits** might you explore next?

Snapshot

1. **PREPARATION:** Guide students to stand in a neutral position (feet together, hands at their side, facing forward) in their own personal space.
2. **PROMPT**
 - a. Prompt students with: “How can you shape/freeze your body to look like (*character from a story, emotions, actions, or reactions of character*)?”
 - b. Allow students 3-5 seconds to shape their bodies into a frozen image/statue based on the prompt.
 - c. Call ‘Snapshot’ and students freeze their bodies showing the image they created.
3. **VALIDATE**
 - a. Describe strong choices anonymously. ‘I see (*specific body parts*) that are (*specific shapes*).’
 - b. Briefly assess choices and consider which Traits to challenge them to improve.
 - i. **Body:** Students engage the whole body to show an idea, varying shape, size, levels and direction
 - ii. **Imagination:** Snapshots convey an idea in personal and engaging ways. Students risk new ideas that clearly make use of the Body Traits
4. **REVISE**
 - a. Challenge students to revise/improve their images focused on specific Body Traits to further explore the prompt. (*See Reflect.*)
 - b. Repeat the process, following Steps 2-3 and 4 as desired.
5. **REFLECT**
 - a. Where might you focus the **shape** of your image to show the **attitude** or action?
 - b. What other ways might you **shape** your body to express your idea?
 - c. How might you use more of the **space** above, below and around you?
 - d. How might you alter the **size** or **shape** to make your image unique?
 - e. Which **Body Traits** might you add or exaggerate?
6. **RESPOND**
 - a. Ask individuals who made strong choices to share their snapshots.
 - b. Facilitate student reflection as they share.

Pair Snapshot

1. **PREPARATION:** Guide students to stand in a neutral position, facing their partner.
2. **PROMPT**
 - a. Prompt students with: “How can you shape/freeze your bodies to look like (*specific characters or events in a story*)?”
 - b. Allow students 5-7 seconds to shape their bodies together into one frozen image/statue based on the prompt.
 - c. Call ‘Snapshot’ and students freeze their bodies showing the image they created together.
3. **VALIDATE**
 - a. Describe strong choices anonymously. ‘I see (*specific body parts*) that are (*specific shapes*).’
 - b. Briefly assess choices and consider which Traits to challenge them to improve.
 - i. **Ensemble:** Pairs listen to and build off of each other’s ideas
 - ii. **Body:** Pairs engage their whole bodies to show an idea, varying shape and size and incorporating a variety of levels, breadth and depth
 - iii. **Imagination:** Snapshots convey an idea in personal and engaging ways. Students risk new ideas that clearly make use of the Body Traits
4. **REVISE**
 - a. Challenge pairs to revise/improve their images focused on specific Body Traits to further explore the prompt. (*See Reflect.*)
 - b. Repeat the process, following Steps 2-3 and 4 as desired.
5. **REFLECT**
 - a. Where might you focus the **shape** of your image to show the **attitudes** or action or relationship of the characters?
 - b. What other ways might you **shape** your body to express your idea?
 - c. How might you use more of the **space** above, below and around you?
 - d. How might you alter the **size** or **shape** to make your image unique?
 - e. Which **Body Traits** might you add or exaggerate?
 - f. What can you do, as partners, to successfully **collaborate**?
 - g. How might your image better **combine** with your partners?
6. **RESPOND**
 - a. Ask pairs who made strong choices to share their snapshots.
 - b. Facilitate student reflection as they share.

Add-on Snapshot

1. PREPARATION

- a. Ask pairs of students to label themselves 'A' and 'B.'
- b. Instruct students that they will create Snapshots one at a time. The first partner will create a Snapshot. The second will then observe the first and, on cue, create a complimentary Snapshot that connects to their partner's Snapshot.
- c. Guide students to stand in a neutral position, facing their partner.

2. PROMPT

- a. Prompt students with: "Person 'A' how can you shape/freeze your body to look like (*specific characters or events in a story*)?"
- b. Allow persons 'A' 3-5 seconds to shape their bodies into a frozen image.
- c. Call 'Snapshot.' Students freeze their bodies showing the image they created.
- d. Prompt persons 'B' to observe their partners for 3-5 seconds.
- e. Cue persons 'B,' "Shape your body to connect to your partner's Snapshot."
- f. Allow persons 'B' 3-5 seconds to shape their bodies into a frozen image/statue that builds on and connects to their partner's statue.
- g. Call 'Snapshot.' Students freeze their bodies showing the image they created.

3. VALIDATE

- a. Describe strong choices anonymously. 'I see (*specific body parts*) that are (*specific shapes*).'
- b. Briefly assess choices and consider which Traits to challenge them to improve.
 - i. **Ensemble:** Pairs cooperate fully, building off of and connecting to each other
 - ii. **Body:** Pairs engage their whole bodies to show an idea, varying shape and size and incorporating a variety of levels, breadth and depth
 - iii. **Imagination:** Snapshots convey an idea in personal and engaging ways. Students risk new ideas that clearly make use of the Body Traits

4. REVISE

- a. Challenge pairs to revise/improve their images focused on specific Body Traits to further explore the prompt. (*See Reflect.*)
- b. Repeat the process, following Steps 2-3 and 4 as desired.

5. REFLECT

- a. How might you alter the **size** or **shape** of your image to show the **attitudes** or action or relationship of the characters?
- b. How might you use more of the **space** above, below and around you?
- c. Which **Body Traits** might you add or exaggerate?
- d. How might your image better **combine** with your partner's?
- e. How might you better **cooperate** what your partner?
- f. How might you best **combine** choices to make your image interesting and unique?

6. **REPEAT** the process with person 'B' as the initial Snapshot.

Sculpted Snapshot

1. PREPARATION:

- a. Ask pairs of students to label themselves 'A' and 'B.'
- b. Guide students to stand, facing their partner.

2. PROMPT

- a. Prompt students with: "Person 'A' how can you sculpt your partner to look like (*character from a story, emotion, actions, or reactions of a character*)?"
- b. Allow students 10 seconds to shape their partners into a frozen statue based on the prompt.

3. VALIDATE

- a. Describe strong choices anonymously. 'I see (*specific body parts*) that are (*specific shapes*).'.
- b. Briefly assess choices and consider which Traits to challenge them to improve.
 - i. **Ensemble**: Individuals cooperate fully with a partner
 - ii. **Body**: Sculptors engage their partner's whole body, varying shape, size and space that expresses a character's attitude
 - iii. **Imagination**: Sculptures convey an idea in personal and engaging ways. Sculptors risk new ideas that clearly make use of the Body Traits

4. REVISE

- a. Challenge pairs to revise/improve their images focused on specific Body Traits to further explore the prompt. (*See Reflect.*)
- b. Repeat the process, following Steps 2-3 and 4 as desired.

5. REFLECT

- a. Where can you place your sculpture's focus to help show the **attitude** or action of the sculpture?
- b. What other ways might you alter the **size** or **shape** of your partner's image to express the idea?
- c. How might you use more of the **space** above, below and around to enhance the sculpture?
- d. What **Body Traits** might you alter to make the sculpture unique?
- e. How did you **collaborate** successfully with your partner?
- f. How might you better **cooperate** what your partner?

6. REPEAT the process with person 'B' as the sculptor.

Tableau

1. **PREPARATION:** Guide students to gather in small groups.

2. **PROMPT**

- a. Prompt groups with: “How can you work together to make a tableau showing (*specific idea or characters or events in a story*)?”
- b. Allow small groups about 1 minute to plan and practice their tableaux.
- c. On cue, groups freeze in their tableaux.

3. **VALIDATE**

- a. Describe strong choices anonymously. ‘I see (*specific body parts*) that are (*specific shapes*).’
- b. Briefly assess choices and consider which Traits to challenge them to improve.
 - i. **Ensemble:** Students listen respectfully to each other and collaboratively share ideas
 - ii. **Body:** Each student engages their whole body in a personal way to show relationships and actions of characters, varying shape and size and incorporating a variety of levels, breadth and depth
 - iii. **Imagination:** Tableaux convey ideas in personal and engaging ways. Groups risk new ideas that clearly make use of the Body Traits

4. **REVISE**

- a. Challenge pairs to revise/improve their images focused on specific Body Traits to further explore the prompt. (*See Respond/Reflect.*)
- b. Repeat the process, following Steps 2-3 and 4 as desired.

5. **REFLECT**

- a. What other ways might your group **shape** the image to best express the idea/story?
- b. How might your group use more of the **space** above, below and around you to enhance your tableau?
- c. How might each of you alter the **size** or **shape** to make your image unique from the others?
- d. How might each of you **shape** yourselves to show each characters’ **attitude** or action?
- e. Which **Body Traits** might you add or exaggerate?
- f. How might you, as partners, better **combine** ideas?

6. **RESPOND**

- a. Facilitate groups sharing their tableaux with the class.
- b. Facilitate student reflection as they share.

7. **REVISE:** Guide groups to revise their tableaux based on the reflections, as desired, and repeat the process of sharing and reflection.

Spontaneous Tableau

1. **PREPARATION:** Guide groups to stand in a neutral position facing you.
2. **PROMPT**
 - a. Prompt groups with: “How can you work together to make a tableau showing (*specific idea or characters or events in a story*)?”
 - b. Allow small groups 10-15 seconds to create a tableau based on the prompt.
 - c. On your cue, groups freeze in their tableaux.
3. **VALIDATE**
 - a. Describe strong choices anonymously. ‘I see (*specific body parts*) that are (*specific shapes*).’
 - b. Briefly assess choices and consider which Traits to challenge them to improve.
 - i. **Ensemble:** Students listen respectfully to each other and collaboratively share ideas
 - ii. **Body:** Each student engages their whole body in a personal way to show relationships and actions of characters, varying shape and size and incorporating a variety of levels, breadth and depth
 - iii. **Imagination:** Tableaux convey ideas in personal and engaging ways. Groups risk new ideas that clearly make use of the Body Traits
4. **REVISE**
 - a. Challenge pairs to revise/improve their images focused on specific Body Traits to further explore the prompt. (*See Respond/Reflect.*)
 - b. Repeat the process, following Steps 2-3 and 4 as desired.
5. **REFLECT**
 - a. How might you, as partners, better **cooperate** as you create?
 - b. What other ways might your group **shape** the image to best express the idea/story?
 - c. How might your group use more of the **space** above, below and around you to enhance your tableau?
 - d. How might each of you alter the **size** or **shape** to make your image unique from the others?
 - e. How might each of you **shape** yourselves to show each characters’ **attitude** or action?
 - f. Which **Body Traits** might you add or exaggerate?

Directed Tableau

1. **PREPARATION:** Assign one individual to be the director of each groups' tableau.
2. **PROMPT**
 - a. Prompt the directors with: "How can you direct your group to create a tableau showing *(specific idea or characters or events in a story)*?"
 - b. Allow directors 1-2 minutes to guide their group based on the prompt.
 - c. On your cue, groups freeze in their tableaux.
3. **VALIDATE**
 - a. Describe strong choices anonymously. 'I see *(specific body parts)* that are *(specific shapes)*.'
 - b. Briefly assess choices and consider which Traits to challenge them to improve.
 - i. **Ensemble:** Students cooperate respectfully with the director
 - ii. **Body:** The director guides each student to engage their whole body in a personal way to show relationships and actions of characters, varying shape and size and incorporating a variety of levels, breadth and depth
 - iii. **Imagination:** Tableaux convey ideas in personal and engaging ways. Groups risk new ideas that clearly make use of the Body Traits
4. **REVISE**
 - a. Challenge directors to revise/improve the image focused on specific Body Traits to further explore the prompt. *(See Reflect.)*
 - b. Repeat the process, following Steps 2-3 and 4 as desired.
5. **REFLECT**
 - a. How might you, as partners, better **cooperate** with your director?
 - b. How might the director best **collaborate** with the entire group?
 - c. What other ways might the director **shape** the image to best express the idea/story?
 - d. How might your group use more of the **space** above, below and around you to enhance your tableau?
 - e. How might each of you alter the **size** or **shape** to make your image unique from the others?
 - f. Which **Body Traits** might you change, add or exaggerate to help clarify the characters' **emotions** and actions?
6. **RESPOND**
 - a. Facilitate the groups sharing their tableaux with the class.
 - b. Facilitate student reflection as they share.
7. **REVISE:** Guide directors to revise their tableaux based on the reflections, as desired, and repeat the process of sharing and reflection.

Add-on Tableau

1. **PREPARATION:** Explain that everyone will help create the tableau, observing quietly what others create and then joining in to add to and/or compliment the others. On the prompt, the group will have 10 or 20 seconds (depending on the size of the group) to add to the tableau until everyone has joined. No talking/planning throughout.
2. **PROMPT**
 - a. Prompt students with: "Make a tableau showing (*specific idea or events from a story*)?"
 - b. Count as students add images to the building tableau.
 - c. Side-coach students to observe each other, adding missing pieces or characters or finding ways to connect with others.
 - d. On cue, everyone freezes.
3. **VALIDATE**
 - a. Describe strong choices anonymously. 'I see (*specific body parts*) that are (*specific shapes*).
 - b. Briefly assess choices and consider which Traits to challenge them to improve.
 - i. **Ensemble:** Students cooperate with and complement each other combining choices to make sure the prompt is thoroughly represented
 - ii. **Body:** Each student engages their whole body in a personal way to emphasize relationships and actions of characters, varying shape and size and incorporating a variety of levels, breadth, depth and space in-between and around them.
 - iii. **Imagination:** Students add to the tableau in personal and engaging ways, taking risks that clearly make use of the Body Traits and their peers' choices.
4. **REVISE**
 - a. Challenge individuals to consider choices that further explore the prompt. (See *Reflect.*)
 - b. Repeat the process, following Steps 2-3 and 4 as desired.
5. **REFLECT**
 - a. How might you better **cooperate** with your group as you create?
 - b. How can you **cooperate** to make sure that ideas are shared, even if you cannot talk?
 - c. How can you find ways to **combine** with or compliment what other students are doing?
 - d. What other ways might your group **shape** the image to best express the idea/story?
 - e. How might each of you alter the **size** or **shape** to make your image unique from the others?
 - f. How might your group use more of the **space** above, below and around you to enhance your tableau?
 - g. How might each of you **shape** yourselves to show each characters' **attitude** or action?
 - h. Which **Body Traits** might you add or exaggerate?