

Workshop #1: Make It Physical

TEACHING ARTIST: Leah Reddy & Sarah Eismann

TEACHER: Melody Tuck & Katy Stillwagon

SCHOOL: Manhattan School for Career Development

VISIT #: 1

MATERIALS: Character cards, Capulet & Montague signs (for spectacle), Daily Schedule

Prep: Teacher and TA make argument decisions, Teacher chooses student to read Prince lines

RESIDENCY THEME: How does an ensemble create a personalized adaptation of *Romeo and Juliet*?

THEMATIC QUESTION: How does an actor use body language and facial expression to reveal character?

KNOW (Facts, Information, Vocabulary):

Romeo & Juliet given circumstances: characters, relationships, Prince's law; stage, audience, body language, facial expression

UNDERSTAND (Comprehension of the big ideas):

how to use their bodies to reveal a character (feeling and personality)

DO (Active demonstration of learning):

create a tableau showing the feuding families

HOOK:

Teaching artist enters, silently, and engages teacher in silent, non-contact argument, using huge facial expressions and gestures.

EXPOSITION:

Teacher or TA introduces TA.

Key questions: What did you just see happen between us? How did you know? Introduce **body language** and **facial expression**.

TA introduces today's part of the play, how it relates to fighting, and posts the schedule on the board.

ACTIVITIES:

1. Show how you would feel if... activity, seated at desk: see your friend, see your favorite family member, see someone you hate
2. Walk across the room as... activity, maybe clear desks: rich dad, teenage girl, teenage boy, gentle mom, man with bad temper, just ruler (a good leader/king), a holy man (examples), party guy
 - 2.a. Key Questions: What facial expression did you make? What body language did you use? What did you see other people doing?

3. Character cards: character description and name, mingle, silently, meet at least three other characters
4. Circle Hellos: in circle silently say hi to group
 - 4.a. Key Questions: Who is this character? How did you know?
5. Find your Family, opposite sides of room, show us your characters

DEMONSTRATION OF LEARNING:

1. See the other family, adjust facial expression and body language - text "Down with the Montagues, Down with the Capulets!"

REFLECTION:

1. Key question: how did you change your body and face between the family portrait and seeing the other family? Or what did you see others do?
2. Bring the Prince out--he/she has something important to say to the families; reads or repeats the line

CONCLUSION:

What do you think will happen now? Will the families stop fighting? What would you do?

Circle reflection closing.