

Gesture Scene Exercise: "Unexpected Art"

Grade: 7 - 12

Objective: Students will be able to create short scenes containing problems that artists encounter daily and make gestures to solve these problems as artists.

Standards: TH: Re8.1.7 / TH: Re8.1.8

1. The teacher will ask students to form teams, with one student partnering up to play the artist's role and the other trying to ruin the artist's painting.

- Today we will imagine that you are an artist, create a short scene about the problems that arise when creating or exhibiting a work, and then learn how to act out the subsequent gestures. In this class, you will learn how to create a short scene yourself, solve the problem as an artist when something unexpected happens, and show how to solve the problem through gestures.

2. The teacher will ask students to create a short scene about the following situation. To make such a scene, students can sit together in groups and discuss with each other through brainstorming.

a. Create a problem for the scene. For example, the artist finished the painting, signed it nicely, and went out awhile. But in the meantime, a child came and scribbled on the work. Or an artist exhibited their work. The price is over a million dollars. The result is a banana hanging on the wall. But a child came and ate the banana.

b. Try to create a conversation of at least five lines about situation one above.
For example:

- Artist: The work is finally complete. It's a masterpiece that took five years to paint. I

must sign nicely. (After signing his signature, he leaves)

- Child: Oh! There's an excellent picture here! Maybe he needs some help. (Doodles on the painting)

- Artist: (Reappears on stage and looks at the painting) Oh my god! What's this?

-Child: I helped you. (Shrugs)

-Artist: What should I do about this problem?

c. Each partner practices this situation. The teacher guides students' actions.

d. Afterwards, the teacher will instruct each team to perform the problem-solving action following line five above. They will then be instructed to write down the specifics of this movement on the board or in a notebook. The teacher will give them about 30 minutes to discuss.

3. Rehearsal time: Students will work in teams of two each and perform five lines of dialogue and 1 line of gestures about the situation that occurred.

For example, in the case of the gesture in number 2, the student will become an artist and create a beautiful redrawing scene using black lines. Or you might create a setting where your child perfectly recreates an artist's painting.

4. Rehearsal will last 20 minutes. After the rehearsal, the students all will sit in a circle and discuss with each other which moves they liked and which ones seemed to solve the problem better.

Rating scale:

-The student perfectly understood and executed the five-line situational dialogue and subsequent gestures.

-The student completed five lines of situational dialogue but did not match the subsequent gestures.

-The student needed to try to collaborate with other students to create lines or make gestures.

Reflection:

I got the idea for my lesson plan from a lecture at The Kennedy Center called 'Unexpected Art with Stephanie Krause T' presented in the module. In her words, artists find inspiration from everywhere, and everything, and her video lectures show how one simple shape can be transformed into a variety of results. Her artistic philosophy and teaching method were attractive enough to give me, as an artist, an idea to unite art and theater. Stephanie guides viewers through turning one drawing into three using folded paper and a little imagination. It would be good to use the life of an artist like Stephanie's imagination to have students create gestures that solve the problems of the scene.

Also, in the Drama menu, through Theater Game #68 - The Creature, we discovered that teachers need vivid, realistic depictions of what's happening in the present to bring out artistic expression through theater. This keyword will help students with various levels and experiences in the classroom focus on their classes without falling behind. For example, in The Creature, the teacher instructs a team to move from awakening to dying as if they were one body. His language is concise, but the storyline is poetic, understandable, and vivid. So, students can predict what happens next and move as a team. You will learn that these explicit and simple instructions can help you become more immersed in the play and increase your understanding. In this sense, students can naturally produce the next gesture by showing more detailed and vivid examples as a teacher. So, I included striking examples that would serve as samples in my plan.