

Body Language & Blocking

Name: _____ Date: _____

LEARNING OBJECTIVE

The student will use posture, gesture, and stage movement (blocking) to communicate a character's emotion and intent without relying only on words.

MATERIALS NEEDED

- Open floor space
- masking tape or string to mark a small 'stage' area (about 6x6 feet)
- paper
- pencil

HANDS-ON ACTIVITY

1. Use tape or string to mark out a simple stage area on the floor with a taped 'X' for center stage.
2. Pick three emotions (e.g., confident, nervous, angry). For each, walk from one side of the taped stage to center stage using only posture and gait to show that emotion -- no words.
3. Have a family member guess each emotion just from watching your movement; record how many they guessed correctly.
4. Choose one short line of dialogue (e.g., 'I can't believe you did that.') and perform it three times with three different blocking choices: standing still, pacing, and turning away then back.
5. On paper, sketch a simple diagram of your taped stage and draw arrows showing the blocking (movement paths) you used for the dialogue line.

QUESTIONS

1. What is 'blocking' in a play?

2. How many of your three emotions did your family member correctly guess just from your body language?

3. Which of the three blocking choices for your dialogue line felt the most powerful or dramatic, and why?

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4. Give one example of how posture alone (without facial expression) can show a character's confidence.
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