

Body/Image Strategies

Circle of Expression	Individuals explore how to communicate specific ideas and prompts through frozen body images.
Snapshot	A frozen image created by one individual using the whole body in quick and spontaneous response to a prompt.
Pair Snapshot	A single, frozen image created by two collaborators using their whole bodies with brief planning and working time.
Sculpted Snapshot	A frozen image created by one individual sculpting a partner's body without planning or discussing.
Add-on Snapshot	A single, frozen image created by first one individual shaping the whole body in spontaneous response to a prompt with the second individual then adding to the first's image to complete the Snapshot. Collaborators work without planning or discussing.

Circle of Expression: Still Image

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 make the action.
2. **PROMPT**
 - a. Cue students, 'Off.'
 - b. Prompt students with: "How might you freeze your body like (*character, emotion, vocabulary, or actions*)?"
 - c. Cue 'On' guide students to turn in and freeze their bodies for 3 seconds in response to the prompt.
3. **VALIDATE**
 - a. Describe strong choices anonymously. 'I see (*specific body parts*) that are (*specific shapes, actions, sizes*).'
 - 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, direction, and/or emphasizing specific moments.
 - 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 image 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 exaggerate the **attitude** or feeling?
 - 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 to show how the characters feel about each other?
 - 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 **connect** with your partners?
6. **RESPOND**
 - a. Ask pairs who made strong choices to share their snapshots.
 - b. Facilitate student reflection as they share.

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. What **Body Traits** might you alter to make the sculpture unique?
 - d. How did you **collaborate** successfully with your partner?
 - e. How might you better **cooperate** what your partner?
6. **REPEAT** the process with person 'B' as the sculptor.

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 to demonstrate how the characters feel about each other?
- c. Which **Body Traits** might you add or exaggerate?
- d. How might you better **cooperate** what your partner?
- e. How might you best **connect** choices to make your image interesting and unique?

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