

Names _____ Group _____

Embodied Narrative

What happens in your portion of the plot? Write or draw the basic plot events that you want to include.

What in the music made you decide to include this in the narrative? Cite 3 pieces of musical evidence and connect them with 3 pieces of visual evidence. (Include timestamps!)

Timestamp

(for example, 0:34)

1. At ...the music sounded...

2. At ...the music sounded...

3. At ...the music sounded...

Musical evidence

(loud, quiet, slow, fast, smooth, choppy, heavy, light)

...so we decided to...

...so we decided to...

...so we decided to...

Visual evidence

(describe or draw body shapes or movements)

Using Embodied Narrative in the Classroom

General Principles

- ★ Music as *input text* to be read and interpreted
- ★ The body as *output text* to be written and performed
- ★ Bodies can be living characters, inanimate objects, or more abstract forces
- ★ No verbal text in performance
- ★ Storyboards, plot diagrams, or other graphic organizers used to outline narrative
- ★ Creative decisions dependent on musical and other (personal, social, historical, contextual) information
- ★ Participants required to CITE TEXTUAL EVIDENCE either during the writing process or through reflection. (Remember, the “texts” are the music and the bodies.)
- ★ Input - Output - Input process mediated through interpretation/inference
 - Participants receive *input* from the music. (They *read* and interpret the music.)
 - Participants produce *output* in the form of an embodied narrative based on their interpretations. (They *write* a narrative using their bodies as text.)
 - Participants receive *input* from the embodied narrative performances of others. (They *read* and interpret the bodies.)

Choices to be Made

- Information Disclosure
 - Provide lots of historical/contextual information about the music OR *teacher-crafted* information
 - Provide some information
 - Provide no information
- Whole Class vs. Small Group Decision-Making
 - Class makes all creative decisions together and small groups enact
 - Class completes plot diagram together and small groups craft details in assigned portions of the plot
 - Class decides characters, setting, and general theme together but small groups craft assigned portion of plot
 - Small groups independently craft their own narratives
- Animated vs. Still
 - Live action play without words
 - Start with a series of tableaux (still pictures) and then animate each one
 - Series of tableaux

Extensions

- Extend process to include peer evaluation and revision until the product is more cohesive.
- Include props and/or a set.
- Have groups or individuals create a written narrative based on their embodied narrative.
- Perform the embodied narrative for another class or parents or make it into a movie.
- Try it with another piece of music.