

ARTS IMPACT LESSON PLANNING FORMAT

Arts-Infused Disciplines:		Theater/Reading	
Grade Level:	K	Title:	Reading Theatrical Pictures
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Enduring Understanding:		Reading pictures can help develop understanding of what is going on in a story.	
Examples:		video evidence on file	
Target Learnings and Assessment Criteria			
Target:		Identifies characters and setting within a nursery rhyme.	
Criteria:		Creates body shapes, facial expressions and levels from nursery rhyme to illustrate what is happening.	
Target:		Identifies how actors have used their body to depict a nursery rhyme.	
Criteria:		Makes verbal comments to connect tableau elements to what is happening in the nursery rhyme.	
Instructional Strategies			
<p>Lesson Prep: Reads the nursery rhyme "Mary Had a Little Lamb" the two days before. Pre-selects groups that will perform each tableau.</p> <p>1. Introduces lesson and guides warm-up of "Walk About Statues." Introduce the purpose of the lesson. Guides students as they move through the room in actor neutral. Tells students to freeze and make statues of characters and settings from "Mary Had a Little Lamb". <u>Prompts:</u> Reading pictures helps you understand what is going on in a story. Eventually you will read words like you read pictures. Today we're going to create acting pictures that will help us understand what is happening in "Mary Had a Little Lamb." Let's start by getting our brains and bodies into the Nursery rhyme. Find a spot in the room to stand in actor neutral and stand as yourself. (Students find spot.) Walk around the room in actor neutral. When you hear a clap, change walking direction. (Students walk and change directions as prompted.) When I call out freeze, freeze in motion. (Students freeze.) And walk around the room in actor neutral. (Students walk.) Now when I say "Freeze" I'm going to tell you to create a statue. "Freeze" now, create a statue of Mary. 1-2-3- "freeze." (The count is for students to get into statue. The freeze cues them to freeze in whatever character shape they are in.) And walk around the room in actor neutral. (Continue this same statue process with the lamb, children laughing and playing, the teacher, the principal, the school house. Perhaps incorporate different levels for statues.) Student walks around room in neutral creating frozen statues when prompted. Freezes and creates a statue displaying a given person, place, or thing.</p> <p>2. Introduces tableau. At the end of the walk about, the last prompt will flow into tableau introduction. Students stand in neutral and create statues for playing on the playground. Guides students to sit in circle area. Teacher pulls 3 or more students with dynamic statues and puts them together for a tableau. Instructs on tableau: a still, frozen picture with the elements of: body shapes, facial expression, and levels. <u>Prompts:</u> "Freeze" - create a statue of playing on a playground. 1-2-3 Freeze. Actors relax. Come sit in the circle area. May I have the following students display their statues once more in front of the group? I'm going to arrange you into a frozen picture. Together these three statues create what we call a tableau, which is a still, frozen picture like a photograph or</p>			

drawing. I'm going to spotlight their actions looking at tableau elements of facial expression, body shapes and levels. What action is Gerardo doing on the playground? (Continue questioning with other statues in tableau covering all tableau elements.) Selected student actors work with teacher putting statues into a tableau. Audience offers suggestions. Gives 1-2-3 clap to show appreciation for actors.

3. Guides students to create tableaux in pre-selected groups. In groups, students work on teacher chosen stanzas of "Mary Had a Little Lamb". Students decide how their group will act out their tableau using the elements (body shapes, levels, and facial expressions). The teacher will walk around and work with groups as needed. Student works in group to create tableau.

4. Sets students up for audience participation. Review audience etiquette and focus students to look for tableau elements. Prompts: The audience is expected to sit quietly and have eyes on the performers during presentation. As an audience your job is to look for the tableau elements of facial expressions, body shapes and levels. Student listens and contributes ideas on how to be a good audience.

5. Guides students in performance. Audience reflects after each group. Prompts: Each group will perform and then we will discuss the tableau elements that we noticed and how these help us understand what is happening in the story. The first group will perform and I will ask them to freeze. While frozen, I will read their part of the Nursery rhyme. The performers will stay in their frozen tableau while I spotlight each character. After that I will ask the audience to reflect the tableau elements. Group1 please come into the performance space. 1-2-3 Freeze (read stanza). Actors stay frozen (spotlight a character- If students have a difficult time staying frozen, let them sit until they are spotlighted). Audience, who is this character? What are they doing to show they are that character? What facial expressions tell you that? What are they doing with their bodies to show you that? What level is this character at why? (Repeat this reflection for the remaining characters in group.). Actors relax. Now the actors will repeat their tableau as we all recite their part of the rhyme together (do this). Actors relax. Let's appreciate our actors- 1-2-3- Clap (repeat this process for all groups). Student as actor, freezes in tableau with group members. As audience, reflects on tableau elements portrayed by actors and recites nursery rhyme. Embedded Assessment: Criteria-based teacher checklist.

6. Guides whole class reflection. Students sit in a circle. Ask reflection questions and selected students respond. Prompts: Tell me something that you saw in one of the tableaux. How did this help you to understand what was happening in the nursery rhymes. Student sits in circle. Some volunteer reflections based on question. Students respond throughout the day. Embedded Assessment: Peer criteria-based assessment

Vocabulary	Resources: Historical Art or Performance	Classroom, Visual Arts or Performing Arts Materials	WA Essential Learnings
<u>Theater</u> <ul style="list-style-type: none"> • actor neutral • emotion • freeze • shapes, (facial expression, levels) • statue • tableau (body) <u>Arts-Infused</u> <ul style="list-style-type: none"> • character • setting 	The Village Theatre, <i>Junie B. Jones</i> , Everett, WA	<ul style="list-style-type: none"> • Chart of nursery rhyme "Mary Had a Little Lamb" 	AEL 1.1 concepts:
	Scheduled Study Visit: March 2007		<ul style="list-style-type: none"> • main and minor characters • time and place of setting • main action in a scene
			AEL 1.2 skills and techniques:
			<ul style="list-style-type: none"> • Uses simple movements to imitate character • Recalls and describes different feelings
Math/Reading/Writing GLE			
<ul style="list-style-type: none"> • 2.1.2 Understand how to create mental imagery • 2.2.3 Understand story elements for characters and settings • 2.4.1 Understand how to generate personal responses. 			

Teacher Comments	
Were there any students especially challenged by concepts in the lesson; what instructional strategies helped these students?	Students (audience) had trouble sitting through 4 tableaux. I would break into shorter sessions (see below).
Were there lesson dynamics that helped or hindered learning?	For younger students: Use high and low levels only (versus high, medium and low). Need to model different ways to do each character or all will do the same thing.
What classroom management techniques supported student learning?	
Other comments:	The lesson works best if broken down into several sessions as follows: <ol style="list-style-type: none"> 1. body 2. facial 3. levels 4. using tableau with 1, 2 and 3 above 5. Incorporate all 6. Independent practice using different stories or rhymes <p><u>Follow-up lesson:</u> Noticing others through reflection. Make purposeful motions/levels.</p> <p><u>Playground:</u> Any time students model, have it be different than what will happen. Otherwise, students copy what the teacher models. Possibly, do a different tableau character.</p>
Family Communication:	Will let parents know what we will be doing in the weekly notice home: We studied reading and theater and learned that reading pictures helps you understand what is going on in a story. Eventually students will read words like they read pictures.