

## ARTS IMPACT LESSON PLAN

### Arts Foundations Theater Lesson

#### Creating Tableau

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#### Enduring Understanding

A variety of levels, proximity, facial expressions, and body shapes can show character relationships in a frozen moment.

#### Lesson Description (Use for family communication and displaying student art)

Students collaborate in groups to create frozen stage pictures that are called "tableaux." Using the "Elements of Tableau Checklist," students work together in statues to express specific shapes, ideas, or dramatic scenes.

### Learning Targets and Assessment Criteria

**Target:** Uses body and face to show character and action.

**Criteria:** Holds a statue using specific facial expression and body shape.

**Target:** Uses range of physical space within a tableau.

**Criteria:** Varies level and depth in relation to other characters.

**Target:** Creates a character relationship within a tableau.

**Criteria:** Establishes intentional physical and/or eye contact and nearness/farness (proximity) with other characters.

**Target:** Opens tableau to audience.

**Criteria:** Angles body between facing other characters and audience.

**Target:** Collaborates with others.

**Criteria:** Communicates ideas to others; makes compromises; and incorporates input/feedback.

#### Vocabulary

Arts:

Action  
Audience  
Body Shape  
Character  
Cheating Out  
Collaboration  
Communication  
Compromise  
Depth  
Eye Contact  
Facial Expression  
Feedback  
Freeze  
Gesture  
Levels  
Physical Choice  
Physical Contact  
Reflect  
Relationship  
Setting  
Statue  
Tableau

#### Materials

##### Museum Artworks or Performance

##### Seattle, WA

Book-It Repertory Theatre  
Living Voices  
Seattle Children's Theatre

##### Tacoma, WA

Broadway Center for the Performing Arts

##### Materials

Chart paper or whiteboard and markers;  
Arts Impact journal; pencil; "Elements of  
Tableau Checklist" from lesson;  
Collaboration Self-Assessment  
Worksheets Classroom Assessment  
Worksheet

##### Tools

Body, voice, imagination

#### Learning Standards

##### WA Arts State Grade Level Expectations

For the full description of each WA State Arts Grade Level Expectation, see:

<http://www.k12.wa.us/Arts/Standards>

- 1.1.1 Concepts: Character, Setting, Action
- 1.2.1 Skills and Techniques: Movement, Gesture, Facial Expression
- 1.4.1 Audience Skills
- 2.1.1 Creative Process
- 2.2.1 Performance Process
- 2.3.1 Responding Process
- 3.1.1 Communicates through the arts

##### Early Learning Guidelines (Pre-K – Grade 3)

For a full description of Washington State Early Learning and Child Development Guidelines see:

<http://www.del.wa.gov/development/guidelines/>

(Age 4-5) 3. Touching, seeing, hearing, and moving around: Using the large muscles (gross motor skills); move with purpose from one place to another using the whole body.

*continued*

**Early Learning Guidelines (continued)**

(Age 4-5) 5. Communicating: Speaking and listening: use words to describe actions; tell some details of a recent event; listen to others.

(Age 4-5) 6. Learning about my world: Arts: Show creativity and imagination; perform elements of drama; participate in dramatic play.

AEL 2.2 artistic process: conceptualizes, gathers information, develops, organizes, reflects, refines, presents.

**Common Core State Standards (CCSS) in ELA**

*For a full description of CCSS Standards by grade level see:*

<http://www.k12.wa.us/CoreStandards/ELAstandards/>

R.CCR.3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

R.CCR.6. Assess how point of view or purpose shapes the content and style of text.

RL.3.3. Describe characters in a story (e.g. their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

RL.3.6. Acknowledge differences in the points of view of characters in a story or poem.

**College and Career Ready Students in Reading**

Demonstrate independence.


Build strong content knowledge.

Respond to the varying demands of audience, task, purpose, and discipline.

Comprehend as well as critique.

Value evidence.

### ICON KEY:

 = Indicates note or reminder for teacher

= Embedded assessment points in the lesson

### Pre-Teach

Teach the Arts Foundations Theater Lesson, *The Expressive Body*, before teaching this lesson.

### Lesson Steps Outline

- 1.** Introduce the activity Silent Negotiations. Introduce the characteristics of effective collaboration.
- 2.** Lead students in Silent Negotiations. Divide the class into groups of three-five students each, giving each group a space to work together. Call out a series of shapes and pictures.
- 3.** Call out a series of locations, events, and/or concepts, asking students to create stage pictures that satisfy the elements from the Tableau Checklist one by one, still working silently.
- 4.** Review the “Elements of Tableau Checklist”.
- 5.** Model using the “Elements of Tableau Checklist” with student volunteers.
- 6.** Facilitate groups creating tableaux independently.

Criteria-based teacher process assessment, peer reflection: Holds a statue using specific facial expression and body shape. Varies level and depth in relation to other characters. Establishes intentional physical and/or eye contact and nearness/farness (proximity) with other characters. Angles body between facing other characters and audience. Communicates ideas to others; makes compromises; and incorporates input/feedback.

- 7.** Facilitate as groups perform their tableaux for the class.

Criteria-based teacher checklist: Holds a statue using specific facial expression and body shape. Varies level and depth in relation to other characters. Establishes intentional physical and/or eye contact and nearness/farness (proximity) with other characters. Angles body between facing other characters and audience.

**8.** Guide self and peer reflection. Guide students to complete their Collaboration Self-Assessment Worksheets.

Criteria-based teacher checklist, self and peer reflection and assessment:  
Describes how Tableau Checklist was used in own and other students' tableaux.  
Describes collaboration: Communicates ideas to others; makes compromises;  
and incorporates input/feedback.

## LESSON STEPS

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▣ Pre-determine how the room will be set-up for students to move through space – desks moved to the side or students moving among the desks.

▣ Students have multiple opportunities to meet the various criteria throughout the lesson. Assessments on the elements of tableau can be made at any time in the lesson when the individual student fulfills a specific criterion.

### 1. Introduce the activity **Silent Negotiations**. Introduce the characteristics of **effective collaboration**.

- *This activity is called Silent Negotiations. What do you think that means? Silent means no talking--whispering counts as talking. What does it mean to negotiate?*
- *You'll be working in small groups to create different shapes and pictures with your bodies. All groups will be working at the same time. Everyone in the group must be in every picture. Your group must figure out how to make each shape or picture together, but without talking.*
- *What are some ways we can communicate with each other without talking?*
- *Be aware of the ways you collaborate with your group. Collaboration means*
  1. *You communicate your own ideas, but you also listen to other people. How do you "listen" when someone isn't talking?*
  2. *You compromise with one another.*
  3. *You incorporate each other's input and feedback.*
- *I'll be asking you to reflect on how you collaborated at the end of the lesson.*

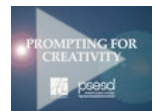
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### 2. Lead students in **Silent Negotiations**. Divide the class into groups of three-five students each. Call out a series of shapes/**gestures** and pictures.

▣ Give each group a space to work together.

▣ The following are suggestions for shapes and pictures (adjust based on age and ability of group):

- Circle
- Square
- Triangle
- Star
- Letters of the alphabet A, B, C, D (as many as there are students in the group; one per letter)
- Numbers 1, 2, 3, 4, 5 (as many as there are students in the group; one per number)
- Slogan (for example, I LOVE NEW YORK)



Prompting for Creativity

▣ Allow all groups to complete each image before moving on to the next.

- *I see lots of different ways to make these shapes. Some groups are using the floor.*
- *Remember, no talking—find another way to communicate. Make sure everyone in your group is involved.*
- *When you've created your picture, just hold it so I can see.*

▣ Pre-determine if the “Elements of Tableau Checklist” is on a large chart or projected with a document camera (a copy of the checklist can be found in this lesson).

**3. Call out a series of locations, events and/or concepts, asking students to create stage pictures that satisfy the elements from the “Elements of Tableau Checklist” one by one, still working silently.**

▣ Once an element has been introduced, guide groups as they incorporate the element into all the following tableaux. Allow all groups to complete their image before moving on to the next. Cues may include: wedding, funeral, baseball game, playground, school hallway, cafeteria, dungeon, love, hope.

- *You will hear me guiding/directing your efforts so listen carefully. Create a picture of a baseball game. 5-4-3-2-1—Freeze!*
- *Make sure you’re using your facial expressions and body shape in a statue to show who your character is and what he or she is doing.*
- *Now adjust your position so that you’re not at the same level as anyone else in your group. Think about using depth too. Some actors should go into high space and some go into low space—don’t lose your facial expression and body shape as you adjust! Freeze!*
- *For all the rest of the pictures you make, include different levels while holding your statues.*
- *Create a picture of the school playground. 5-4-3-2-1—Freeze! Use your whole face and body, and remember your levels and depth! I see some actors are playing objects or parts of the environment.*
- *Now adjust your position and add physical and/or eye contact with at least one other character. Physical contact can use positive space, where you are touching, or negative space, where you are almost touching, with a little bit of space between you.*

▣ Demonstrate positive/negative space with a handshake if needed.

- *Find a way to be in relationship to another character—how close or how far away should one character be from another? This is another way of showing a relationship between two characters. Freeze!*
  - *For all the rest of the pictures you make, include relationships as well as levels and depth, using physical and/or eye contact. Remember that actors in tableaux can play inanimate objects or parts of the environment, as well as people or animals.*
  - *Remember to collaborate with your group members by sharing an idea – even when you do it silently – compromising or changing one of your ideas, and incorporating feedback.*
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#### 4. Review the “Elements of Tableau Checklist.”

- *When we use our bodies alone to show a character, that’s a statue.*
- *When we put two or more statues together to create a picture, it’s called a tableau (taa-blow)—a frozen stage picture. You’ve just been making tableaux with your groups.*
- *A tableau uses certain elements to make a really strong picture, and I’ve just introduced those to you. You can use this checklist anytime you’re making a tableau.*

##### **Statue: Individual facial expression and body shape/gesture**

- Use whole face and body
- Show character
- Show action (body)
- Show emotion (face)



Creating Tableau

##### **Levels and depth**

- Low/medium/high, left/right/center, downstage, upstage, near/far
- Three dimensional use of stage or playing space

##### **Character and spatial relationships/connections**

- Eye contact or point of focus
- Physical contact, using positive or negative space (touching or not touching)
- Proximity or distance

##### **Open to the audience (cheat out)**

- Audience awareness
- Make sure all actors can be seen (no blocking—use levels & depth)

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#### 5. Model using the “Elements of Tableau Checklist” with student volunteers.

▣ Direct actors in model tableau as needed to demonstrate all tableau elements clearly.

- *I’d like one of the groups to recreate the last tableau you made to show the rest of the class. Audience, where do you see different levels and depth? How can you tell what this character is doing or feeling—what is the actor doing with her face and body to show it? Where do you see relationships between characters? How are they using their eyes? Their proximity in space?*
- *Are there any changes that we need to make to this tableau to make sure we’re using all of the elements? Can you see all of the actors in this tableau?*
- *Actors, now that you have an audience, you need to cheat out so you can be seen. Angle your body between the audience and the other actors on stage so more of the front of your body can be seen to the audience. Use your levels and depth to make sure you’re not being blocked or blocking anyone else. If you’re closer to the audience, you should be in low space. If you’re farther from the audience, you should be in high space.*

## 6. Facilitate groups creating tableaux independently.

- *I am going to assign your group a nursery rhyme. Your job is to work together to show the story of the rhyme in one or two tableaux. This time, you will be allowed to talk to plan how to create your tableaux. Remember that you may choose to have some actors playing objects or parts of the environment, like trees or tables, to help show where you are or what's happening.*
- *Don't forget to use the checklist to make sure you incorporate all the elements.*
- *Before you start, decide where your audience is for your rehearsal space so you can all make sure you stay open.*
- *Be aware of the ways you collaborate with your group now that you can talk to each other. Collaboration means:*
  1. *You communicate your own ideas, but you also listen to other people.*
  2. *You compromise with one another to come up with your tableau.*
  3. *You incorporate each other's input and feedback as you develop your tableau.*
- *I'll be asking you to reflect on how you collaborated at the end of the lesson.*

▣ Options: Instead of a nursery rhyme, groups could be assigned other grade level-appropriate locations, events, etc., generate their own idea for a tableau subject, and/or create only one tableau.

☑ Criteria-based teacher process assessment, peer reflection: Holds statue using specific facial expression and body shape. Varies level and depth in relation to other characters. Establishes intentional physical and/or eye contact and nearness/farness (proximity) with other characters. Angles body between facing other characters and audience. Communicates ideas to others; makes compromises; and incorporates input/feedback.

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## 7. Facilitate as groups perform their tableaux for the class.

- *This group is showing us Little Miss Muffet. Tableau #1, 1-2-3—Freeze! (Repeat for each tableau.)*
- *How did this group use the tableau elements of levels/depth, facial expression, body shapes and relationships to show its story?*
- *How did you know it was Little Miss Muffet? What did the actors do with their bodies and faces to show the characters and what they were doing?*
- *Where did you see the group cheating out?*

☑ Criteria-based teacher checklist: Holds statue using specific facial expression and body shape. Varies level and depth in relation to other characters. Establishes intentional physical and/or eye contact and nearness/farness (proximity) with other characters. Angles body between facing other characters and audience.



## **8. Guide self and peer reflection. Guide students to complete their Collaboration Self-Assessment Worksheets independently.**

- *Describe how your group used one of the elements from the Tableau Checklist to make physical choices in your tableau.*
- *When you were in the audience, how did another group use the elements of tableau to help you understand their characters and their relationships?*
- *Describe how you collaborated with your group. What ideas did you contribute? How did you change your ideas to go along with the group or to use someone else's ideas?*

Criteria-based teacher checklist, self and peer reflection and assessment: Describes how Tableau Checklist was used in own and other students' tableaux. Describes collaboration: Communicates ideas to others; makes compromises; and incorporates input/feedback.

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### Possible adjustments for Pre-K and primary grades:

- Eliminate steps 6 & 7.
  - Create whole class tableaux rather than having students work in small groups.
  - Use a more limited "Elements of Tableau Checklist" and/or scaffold and introduce elements over time.
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## ***Creating Tableau***

### **Elements of Tableau Checklist**

#### **Statue: Individual facial expression and body shape/gesture**

- Use whole face and body
- Show character
- Show action (body)
- Show emotion (face)

#### **Levels and depth**

- Low/medium/high
- Three dimensional use of stage or playing space: Left/right/center, downstage/upstage, near/far

#### **Character and spatial relationships/connections**

- Eye contact or point of focus
- Physical contact using positive or negative space (touching or not touching)
- Proximity or distance

#### **Open to the audience (cheat out)**

- Audience awareness
- Make sure all actors can be seen (no blocking—use levels & depth)

**ARTS IMPACT LESSON PLAN Arts Foundations Theater Lesson**

*Creating Tableau*

Teachers may choose to use or adapt the following self-assessment tool.

**STUDENT SELF-ASSESSMENT WORKSHEET**

Discipline	THEATER							Total
Concept	Tableau						Collaboration 21 <sup>st</sup> Century Skill	
Criteria	Holds a statue using specific facial expression and body shape.		Varies level and depth in relation to other characters.		Establishes intentional physical and/or eye contact and nearness/farness with other characters.	Angles body between facing other characters and audience.	Communicates ideas to others; makes compromises; and incorporates input/feedback.	
Student Name	Face	Body	Level	Depth	Relationships	Open to Audience		

**COLLABORATION SELF-ASSESSMENT WORKSHEET**

Put a check next to each of the ways you collaborated with your group to create your tableau:

\_\_\_\_\_ I communicated my ideas to the other members of my group.

An example of an idea I contributed to our tableau is:

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\_\_\_\_\_ I compromised with the other members of my group.

I changed an idea I had to go along with the group by

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\_\_\_\_\_ I incorporated feedback or input from other members of my group.

I used someone else's idea or suggestion to adjust something I did by

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**ARTS IMPACT LESSON PLAN Arts Foundations Theater Lesson**

*Creating Tableau*

**CLASS ASSESSMENT WORKSHEET**

Discipline	THEATER							Total
Concept	Tableau					Collaboration 21 <sup>st</sup> Century Skill		7
Criteria	Holds a statue using specific facial expression and body shape.		Varies level and depth in relation to other characters.		Establishes intentional physical and/or eye contact and nearness/farness with other characters.	Angles body between facing other characters and audience.	Communicates ideas to others; makes compromises; and incorporates input/feedback.	
Student Name	Face	Body	Level	Depth	Relationships	Open to Audience		
1.								
2.								
3.								
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21.								
22.								
23.								
24.								
25.								
26.								
27.								
28.								
29.								
30.								
Total								
Percentage								

*What was effective in the lesson? Why?*

*What do I want to consider for the next time I teach this lesson?*

*How could I connect the concepts in this lesson with other disciplines?*

Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

THEATER LESSON: *Creating Tableau*

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Dear Family:

Today your child participated in an **Arts** lesson. We talked about how to collaborate with other actors to create a frozen stage picture called a **tableau**.

We used the "Elements of Tableau Checklist" to make sure our tableaux had:

- Statues with specific facial expressions and body shapes to show characters and actions.
- A variety of levels and depth.
- Physical proximity (far/near) and/or contact to show relationships.
- All actors cheating out (staying open to the audience).

We used the 21<sup>st</sup> Century Skill of Collaboration as we collaborated with a group to develop our tableaux by sharing our ideas, compromising with one another, and incorporating each other's' feedback.

At home, you could collaborate with your child to create a tableau of a favorite story or family event. Don't forget to use the checklist above!

**Enduring Understanding**

A variety of levels, proximity, facial expressions, and body shapes can show character relationships in a frozen moment.