ARTS IMPACT LESSON PLAN

Theater Lesson

Characters in Action

Authors: Beatriz Schnathorst with Dave Quicksall

Grade Level: Fifth

Enduring Understanding: Character and action can be effectively communicated through tableau.

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

Students brainstorm characters. Using the “Elements of Tableau Checklist”, students work together to create specific tableau that convey those characters in action.

Learning Targets and Assessment Criteria

Target: Understands the elements of tableau.

Criteria: Creates statues using facial expression, body shape, levels, and spatial relationships.

Target: Collaborates with others.

Criteria: Communicates ideas, makes compromises, and incorporates input/feedback.

Target: Makes a specific physical choice to convey character and action.

Criteria: Uses body shape, facial expression, and choices to communicate who he/she is and what he/she is doing.

Vocabulary

Arts:

Action

Body Shape

Character

Collaboration

Gesture

Levels

Physical Choice

Relationship

Statue

Tableau

Materials

Museum Artworks or Performance

Living Voices

Materials

Character List, Elements of Tableau Checklist, can, and pieces of paper to write character names; Class Assessment Worksheet

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>

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

ICON KEY:

🗏 = Indicates note or reminder for teacher

🗹 = Embedded assessment points in the lesson

Pre-Teach

Teach the Arts Impact Creating Tableau lesson.

🗏 Copy Character List and Elements of Tableau Checklist to display underneath overhead camera.

Lesson Steps Outline

1. Review the elements of tableau checklist by doing statues and making tableaux.

🗹 Criteria-based teacher checklist: Create statues using facial expression, body shape, levels, and spatial relationships.

2. Present a list of characters to the class that they will use to form tableaux. Have students solicit some ideas to add to the list.

🗹Criteria-based process assessment: Adds to list of characters for tableaux.

3. Guide students to create tableaux using collaboration. Divide students in groups of four. Assign a leader to facilitate the group’s discussion. Remind students to use the sentence stems as they are communicating in their groups. Then each group will draw one character from the can.

🗹 Criteria-based teacher checklist: Communicates ideas, makes compromises, and incorporates input/feedback.

4. Guide students as they present their tableaux. After each presentation, direct the audience to guess what character they are representing.

🗹 Criteria-based teacher checklist, peer assessment: Uses body shape, facial expression, and gesture to communicate who he/she is and what he/she is doing.

LESSON STEPS

1. Review the elements of tableau checklist by doing statues and making tableaux.

Today we are going to be working on tableaux. I need someone to tell me: What is a tableau? (Call on students.)

Now we are going to review the elements of tableau.

I need someone to tell me: What are the different elements of tableau? (Call on students.)

🗏 Display chart of elements with document camera.

I’m going to ask you to walk around the room in neutral. When I ask you to freeze, I need for you to make a statue of a word that I will give you. Think of how you can demonstrate that certain element.

🗏 Guide students in creating statues of character, action, and emotion: monkey, running, and anger.

🗏 Create two groups. Students select a partner from their side of the room.

🗏 Guide students in creating statues of low, medium, and high levels.

You are going to make a tableau of having a conversation with your partner. One group will be pretending that they are having a conversation at a sports arena; the other group will pretend that they are at a parent teacher conference. Alter your spatial relationship by having the conversation in close proximity to or a distance away from your partner. Use different levels.

Remember to remain in eye contact during this time.

You have a minute to plan this with your partner.

🗏 Have each half of the room perform their tableaux. Students compliment individual students who are doing a great job demonstrating a certain element.

🗹 Criteria-based teacher checklist: Create statues using facial expression, body shape, levels, and spatial relationships.

2. Present a list of characters to the class that they will use to form tableaux.

Have students solicit some ideas to add to the list.

Here is a list of characters we can use to create our tableaux. (doctor, policeman, firefighter, cook, construction worker, pilot, etc. Complete list at end of lesson.)

What other characters should we add to the list?

🗹 Criteria-based process assessment: Adds to list of characters for tableaux.

3. Guide students to create tableaux using collaboration. Divide students in groups of four. Assign a leader to facilitate the group’s discussion. Remind students to use the sentence stems as they are communicating in their groups. Then each group will draw one character from the can.

Sentence Stems:

I agree…

I disagree because…

I would like to suggest…

I agree, but I would like to add…

With your group, create a tableau that communicates the character that you have. Think of action, place and character.

For example, if you have a teacher, who are other people that can be part of the tableau? What are some actions that might be happening in that tableau?

I will give you five minutes to brainstorm and practice a tableau of your character.

Remember that you need to cooperate and collaborate with your group. You’ll communicate, compromise, and incorporate feedback from your group.

As you are creating your tableau, remind yourself of the elements in the tableau checklist.

🗹 Criteria-based teacher checklist: Communicates ideas, makes compromises, and incorporates input/feedback.

4. Guide students as they present their tableaux. After each presentation, direct the audience to guess what character they are representing.

When each group had shown its tableau, you can guess what the characters are.

You’ll need to give us evidence: What did you see in body shapes, facial expressions, and gestures that showed you what character they we presenting?

🗹 Criteria-based teacher checklist, peer assessment: Uses body shape, facial expression, and gesture to communicate who he/she is and what he/she is doing.

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)

Character List

Doctor

Police officer

Firefighter

Cook

Construction Worker

Pilot

Nurse

Bus Driver

Librarian

Secretary

Hair Dresser/Barber

Waiter/Waitress

ARTS IMPACT LESSON PLAN Early Learning Theater Lesson

5th Grade: Characters in Action

CLASS ASSESSMENT WORKSHEET

Disciplines: Theater; Theater 21st Century Skill; Theater

Concept: Elements of Tableau; Collaboration; Character

Criteria: Create statues using facial expression, body shape, levels, and spatial relationships; Communicates ideas, makes compromises, and incorporates input/feedback; Uses body shape, facial expression, and gesture to communicate who he/she is and what he/she is doing

Total 3

Student Name

1

2

3

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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

ARTS IMPACT FAMILY LETTER

ARTS LESSON: Characters in Action

Dear Family:

Today your child participated in a Theater lesson. We talked about the “Elements of Tableau” and character.

We discovered that characters can be communicated through their shapes, facial expressions, and their actions.

We created tableaux of different scenarios that showed characters in action and in relationship with other characters.

At home, you could create tableaux of your family’s favorite characters.

Enduring Understanding: Character and action can be effectively communicated through tableau.