# ARTS IMPACT LESSON PLANNING FORMAT

Arts-Infused

Disciplines:

Theater/Reading

Grade Title: Reading Theatrical Pictures

Level:

K

Author: Amy Svetich and Gail Frasier at Shoultes Elementary

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

Lesson Prep: Reads the nursery rhyme “Mary Had a Little Lamb” the two days before. Pre-selects

groups that will perform each tableau.

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”. Prompts: 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.

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. Prompts: “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

2

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

3

Vocabulary Resources:

Historical Art or

Performance

Classroom, Visual

Arts or Performing

Arts Materials

WA Essential

Learnings

The Village Theatre, AEL 1.1 concepts:

Junie B. Jones, Everett,

WA

• main and minor

characters

• time and place of

setting

• main action in a

scene

AEL 1.2 skills and

techniques:

• Uses simple

movements to

imitate character

• Recalls and

describes different

feelings

Math/Reading/Writing

GLE

Theater

• actor neutral

• emotion

• freeze

• shapes, (facial

expression, levels)

• statue

• tableau (body)

Arts-Infused

• character

• setting

Scheduled Study

Visit: March 2007

• Chart of nursery

rhyme “Mary Had a

Little Lamb”

• 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.

4

Arts-Infused

Disciplines:

Theater/Reading

Grade Title: Reading Theatrical Pictures

Level:

K

Author: Amy Svetich and Gail Frasier

THEATER/READING

Body Choices with Others

THEATER/READING

Reflecting

Students

Creates body shapes, facial

expressions and levels from nursery

rhyme to illustrate what is happening.

Makes verbal comments to

connect tableau elements to what

is happening in the nursery

rhyme.

Total

Points

2

Total

Percentage

5

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:

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

Follow-up lesson: Noticing others through reflection. Make

purposeful motions/levels.

Playground: 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.

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.