

**ARTS IMPACT LESSON PLAN**

**Theater Lesson**

***Our Body is a Structure***

Authors: Tracy Whitley and Turner Cagle with Rachel Atkins

Grade Level: Pre-kindergarten

**Enduring Understanding**

Body shape, gesture, and tableau can show the elements and structure of a building.

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

*Students read This is the House That Jack Built by Simms Taback. They list the tools needed to build a house. They use their creative thinking and gestures to pretend to use each tool in more than one way. They create a tableau of their body shapes to show a structure, like an igloo, a bridge, a skyscraper, or a house.*

**Learning Targets and Assessment Criteria**

**Target:** Makes a physical choice to convey how to use a tool.

**Criteria:** Uses gestures to show the movement of the appropriate tool.

**Target:** Thinks creatively.

**Criteria:** Demonstrates at least two ways to physically pick up and use an object (tool).

**Target:** Translates an architectural structure into a tableau.

**Criteria:** Uses body shape in relation to other actors to make a frozen picture of a building.

Vocabulary	Materials	Learning Standards
<p><u>Arts:</u> Action Gesture Lines Pose Statue Structure Tableau</p>	<p><b>Museum Artworks or Performance</b> <b>Seattle, WA</b> Seattle Children’s Theater</p> <p><b>Tacoma, WA</b> Broadway Center for the Performing Arts</p> <p><b>Materials</b> <i>This is the House That Jack Built</i>, by Simms Taback; Chart paper and markers; Pictures of building structures; Chairs; Class Assessment Worksheet</p>	<p><b>WA Arts State Grade Level Expectations</b> <i>For the full description of each WA State Arts Grade Level Expectation, see:</i> <a href="http://www.k12.wa.us/Arts/Standards">http://www.k12.wa.us/Arts/Standards</a></p> <p>1.1.1 Concepts: Character 1.2.1 Skills and Techniques: Movement 2.1.1 Creative Process 2.2.1 Performance Process 2.3.1 Responding Process 3.1.1 Communicates through the Arts</p> <p><b>Early Learning Guidelines, if applicable</b> <i>For a full description of Washington State Early Learning and Child Development Guidelines see:</i> <a href="http://www.del.wa.gov/development/guidelines/">http://www.del.wa.gov/development/guidelines/</a> (Age 4-5) 3. Touching, seeing, hearing and moving around: Using the large muscles (gross motor skills). (Age 4-5) 5. Communicating: Speaking and listening: use words to describe actions and emotions. (Age 4-5) 6. Learning about my world: Arts: Show creativity and imagination; perform elements of drama; participate in dramatic play.</p>

### ICON KEY:

 = Indicates note or reminder for teacher

 = Embedded assessment points in the lesson

### Pre-Teach

Introduce movement safety and the theater concepts of statues, gesture, and action.

### Lesson Steps Outline

#### Day One

**1.** Read *This is the House that Jack Built*. Brainstorm a list of tools that Jack would need to build a house.

**2.** Ask students what they know about each tool Jack used to build his house.

**3.** Display images of different building structures. Ask students to analyze lines seen in the structures.

 Criteria-based process assessment: Describes lines seen in the building structures.

**4.** Warm students up by guiding them to use their bodies to demonstrate different lines they observed in the structures.

 Criteria-based process assessment: Makes body shapes to show the lines observed in building structures.

**5.** Direct exploring ways to use gesture and movement to show how different tools are used to build structures. Call out the name of a tool and ask students to pick up the tool. Children will use their creative thinking skills to show at least two interpretations of how to use the tool.

 Criteria-based teacher checklist: Uses gestures to show the movement of the appropriate tool. Demonstrates at least two ways to physically pick up and use an object (tool).

**6.** Guide reflection about how students used the 21<sup>st</sup> Century Skill of Creative Thinking.

 Criteria-based self-assessment and reflection: Demonstrates at least two ways to physically pick up and use an object (tool).

#### Day Two

**1.** Introduce making a tableau that represents a building structure.

**2.** Guide students to make a tableau of the structure.

Criteria-based teacher checklist: Uses body shape in relation to other actors to make a frozen picture of a building.

**3.** Congratulate students on creating their structure tableau. Make a connection with everyday life.

Criteria-based reflection: Makes a connection between theater and neighborhood architecture.

## LESSON STEPS

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### Day One

**1. Read *This is the House that Jack Built*. Brainstorm a list of tools that Jack would need to build a house.**

▮ Chart student responses.

- *What tools would Jack need to build his house?*
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**2. Ask students what they know about each tool Jack used to build his house.**

- *What is this tool? How do we use it?*
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**3. Display images of different building structures. Ask students to analyze lines seen in the structures.**

- *What are these structures?*
- *What lines do you see in the structure? Are they straight lines or curved lines?*

Criteria-based process assessment: Describes lines seen in the building structures.

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**4. Warm students up by guiding them to use their bodies to demonstrate different lines they observed in the structures.**

- *Look at this bridge. Show me the lines in this bridge with your arms, your legs, and your backs.*

Criteria-based process assessment: Makes body shapes to show the lines observed in building structures.

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**5. Direct exploring ways to use gesture and movement to show how different tools are used to build structures.**

- *Find a chair and have a seat.*
- *We are going to explore using different tools that builders use to make structures.*

**Call out the name of a tool and ask students to pick up the tool. Children will use their creative thinking skills to show at least two interpretations of how to use the tool.**

- *Stay in your self-space. I'll call out the name of a tool, like "hammer." You will pretend to pick up the tool. I'll count down "5, 4, 3, 2, 1" and say, "Go!" Then you can show how you use the tool.*
- *Now you can use your tools in more than one way. That's the 21<sup>st</sup> Century Skill of Creative Thinking! Will you repeat those words with me? CRE-A-TIVE THINK-ING. Let's tap the words into our shoulders while we say them again. CRE-A-TIVE THINK-ING. Let's tap another way. We'll tap while crisscrossing. Tap your right shoulder with your left hand and tap your left shoulder with your right hand. CRE-A-TIVE THINK-ING.*
- *Let's use our creative thinking. Show me another way to use the same tool. "5, 4, 3, 2, 1, Go!"*

- *Then, I'll call "freeze" and tell you the name of the next tool.*

▣ Repeat the process with other tools on the list.

Criteria-based teacher checklist: Uses gestures to show the movement of the appropriate tool. Demonstrates at least two ways to physically pick up and use an object (tool).

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## **6. Guide reflection about how students used the 21<sup>st</sup> Century Skill of Creative Thinking.**

- *You just used Creative Thinking to pretend to use tools in more than one way.*
- *Let's talk about the different ways you used gesture and movement to show using a hammer.*

▣ Repeat discussion with other tools.

Criteria-based self-assessment and reflection: Demonstrates at least two ways to physically pick up and use an object (tool).

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## Day Two

### 1. Introduce making a tableau that represents a building structure.

- *Have a seat in the audience area. Today we will be using our body shapes or statues to make a tableau that shows a building structure.*
  - *When we put two or more statues together to create a picture, it's called a tableau (taa-blow)—a frozen stage picture.*
  - *We will think about how our body shapes can show the lines in the structure. Each one of us will be one part of the tableau of the structure.*
  - *When we make our shapes in the tableau, we'll keep a few things in mind so that our tableau will be a frozen picture of our building structure.*
  - *We'll use our whole faces and bodies.*
  - *We'll make shapes on different levels.*
  - *We'll make our shapes either close to or far from the other dancers.*
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### 2. Guide students to make a tableau of the structure.

- *What structure shall we build (e.g. bridge, igloo, skyscraper, house)?*
- *What will we need to show the structure? What are the first things we need? What kinds of lines are in our structure? How will you use your body shape to show the lines?*
- *I'll stand in our stage area to begin. I need some students to join me and use your body shapes to show the first part of the structure.*
- *What do we need next?*

▣ Continue to guide students in small groups to add their own body shapes to the tableau. Repeat until the structure is finished.

☑ Criteria-based teacher checklist: Uses body shape in relation to other actors to make a frozen picture of a building.

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### 3. Congratulate students on creating their structure tableau. Make a connection with everyday life.

- *Bravo, you have just made a tableau of a structure! Can you describe what you did with your body to help make our frozen stage picture of the building structure?*
- *On your way home today, look at the buildings. Look for the lines in the buildings and think about the tools the builders used to make the structure.*

☑ Criteria-based reflection: Makes a connection between theater and neighborhood architecture.

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

Pre-kindergarten: *Our Body is a Structure*

**CLASS ASSESSMENT WORKSHEET**

Disciplines	<b>THEATER</b>	<b>THEATER</b>	<b>THEATER</b>	Total 3
Concept	<b>Gesture</b>	<b>Creative Thinking</b>	<b>Tableau</b>	
Criteria	Uses gestures to show the movement of the appropriate tool.	Demonstrates at least two ways to physically pick up and use an object (tool).	Uses body shape in relation to other actors to make a frozen picture of a building.	
Student Name				
1.				
2.				
3.				
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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: \_\_\_\_\_

**ARTS LESSON: *Our Body is a Structure***

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Dear Family:

Today your child participated in a **Theater** lesson. We talked about using our gestures and body shapes to show tools and structures.

- We read *This is the House That Jack Built*.
- We made gestures to demonstrate using tools that you would need to build a house.
- We built a tableau of our body shapes to show a structure, like an igloo, a bridge, a skyscraper or a house.

At home, you could look at buildings with your child and use your bodies to make the shape of the building. Ask your child to show you how to use gestures to demonstrate how you use a tool.

**Enduring Understanding**

Body shape, gesture, and tableau can show the elements and structure of a building.