**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*](http://www.k12.wa.us/Arts/Standards)

* + 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

**Pre-Teach**

**ICON KEY:**

🗏= Indicates note or reminder for teacher

🗹= Embedded assessment points in the lesson

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.

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**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.

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**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.

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**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.

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**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** | Total  3 |
| Concept | Elements of Tableau | Collaboration | Character |
| Criteria  Student Name | 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. |
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| 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 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.