ARTS IMPACT LESSON PLAN

Theater Lesson

Tableaux in Action

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Grade Level: 3rd Grade

Enduring Understanding: Adding voice and movement to a tableau activates the characters in a setting.

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

Students will activate statues of characters by adding movement and vocal choices. Students will learn how to combine body and voice in an activated tableau.

Learning Targets and Assessment Criteria

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

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

Target: Makes vocal choices to communicate a character in action.

Criteria: Utilizes volume, pitch, tempo, and/or timbre to convey feelings or intent.

Target: Combines physical and vocal choices to present a character in action.

Criteria: Simultaneously uses body and voice to activate a character in a tableau.

Vocabulary

Arts:

Action

Character

Movement

Physical Choice

Setting

Statues

Tableau

Vocal Choice (pitch, volume, tempo, timbre)

Materials

Museum Artworks or Performance

Seattle Children’s Theater, “Cat in the Hat”

Living Voices, “La Causa” 2-24-16

Materials

Elements of Tableau checklist; Paper for setting choices; Class Assessment Checklist

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

1.2.2 Skills and Techniques: Voice, Projection

2.1.1 Creative Process

2.2.1 Performance Process

3.1.1 Communicates through the Arts

Early Learning Guidelines, if applicable

For a full description of Washington State Early Learning and Child Development Guidelines see: <http://www.k12.wa.us/EarlyLearning/guidelines.aspx>

(3rd Grade) 2. Building relationships: Interactions with peers and others: Work cooperatively with peers in small and large groups.

(3rd Grade) 6. Learning about my world: Arts: Show interest in developing skills in visual arts, dance, music and/or drama.

ICON KEY:

🗏 = Indicates note or reminder for teacher

🗹 = Embedded assessment points in the lesson

Pre-Teach

Teach the Arts Impact Blending Body and Voice lesson prior to January 29, 2016.

Lesson Steps Outline

1. Lead the students in a warm-up of statues and voice.

🗹 Criteria-based teacher checklist, self-assessment: Holds a statue and moves using specific facial expression and body shape. Utilizes volume, pitch, tempo, and/or timbre to convey feelings or intent.

2. Guide students in creating tableaux. Divide students into groups of 4 or 5. Lead a quick review of the concept of tableau and the elements of tableau checklist. Assign each group a tableau.

3. Facilitate groups as they plan and create their tableaux.

🗹 Criteria-based process assessment: Holds a statue and moves using specific facial expression and body shape.

4. Facilitate a round robin presentation of tableaux. Invite groups to share their tableaux.

🗹 Criteria-based teacher checklist: Holds a statue and moves using specific facial expression and body shape.

5. Guide students to “activate” their tableaux. Ask students to brainstorm, plan and practice their “activated” tableaux.

🗹 Criteria-based process assessment: Simultaneously uses body and voice to activate a character in a tableau.

6. Guide students as they present their “activated” tableaux in round robin fashion.

🗹 Criteria-based teacher checklist: Simultaneously uses body and voice to activate a character in a tableau

7. Lead reflection.

🗹 Criteria-based self and peer assessment: Simultaneously uses body and voice to activate a character in a tableau.

LESSON STEPS

1. Lead the students in a warm-up of statues and voice.

Walk around in neutral until I say “freeze.” Then I will call out a character and you need to make a statue of that character. Freeze. Fire Fighter.

Now that you have the statue, when I clap my hands I want you to move as that character and say the following line of dialogue, “Stand back from the fire!”

🗏 Students make statue, move and speak like character for 10-15 seconds.

Freeze. Now walk in neutral.

🗏 Repeat statues and movement and voice for the characters on the list.

Waiter: “May I take your order please?”

Doctor: “Can you tell me where it hurts?”

Teacher: “You should be in your seats in 5,4,3,2,1,0.”

Soccer Player: “Pass me the ball!”

How did you change your statues and facial expressions to show the different characters?

How did you change your voice? Did you change the volume, pitch, tempo, or timbre?

🗹 Criteria-based teacher checklist, self-assessment: Holds a statue and moves using specific facial expression and body shape. Utilizes volume, pitch, tempo, and/or timbre to convey feelings or intent.

2. Guide students in creating tableaux. Divide students into groups of 4 or 5. Lead a quick review of the concept of tableau and the elements of tableau checklist. Assign each group a tableau.

I’m going to divide you into groups and each group will create a tableau. Who remembers what a tableau is? (Students respond.)

That’s right! A tableau is a frozen stage picture with two or more actors. You may remember we have a checklist for the elements of tableau. Let’s review them.

🗏 Show and review elements of tableau checklist.

I have some different settings written on these pieces of paper. Your group will draw one and create a tableau.

Scene of a Fire

Restaurant

Operating Room

Classroom

Soccer Game

3. Facilitate groups as they plan and create their tableaux.

You are going to have five minutes to create the tableau. Everyone needs to be a character in the tableau. Who are the different characters that your setting can have?

As you are planning your tableau, make sure you know where you audience is at and make sure to cheat out to your audience.

Think about what your character is doing and what your character is feeling. We need to see that in your bodies and your facial expressions.

🗹 Criteria-based process assessment: Holds a statue and moves using specific facial expression and body shape.

4. Facilitate a round robin presentation of tableaux.

Now each group will show its tableaux to the rest of the class. So, without moving anywhere else in the room, your group will show its tableau to the rest of the class. If you are not presenting, you are watching.

Invite groups to share their tableaux.

🗹 Criteria-based teacher checklist: Holds a statue and moves using specific facial expression and

body shape.

5. Guide students to “activate” their tableaux.

That was great, because I could really see from your bodies and faces who your characters were!

Now we are going to add voice and action to our tableaux. When voice and action is added to a tableau it’s called “activating” a tableau.

In your groups, create your tableau. Now take 10 or 15 seconds to think about what your character would be saying or thinking in the moment that you are in.

For example, if I was a fire fighter I might be thinking, “I hope I have enough water to put this fire out!” By the way, you cannot use this line.

If you can’t think of anything that your character would be saying, get some help from your group or call on me.

Once you come up with a line of dialogue, add an action with your body. Using the fire fighter example, I will add action and movement to my statue. (Teacher demonstrates.)

Ask students to brainstorm, plan, and practice their “activated” tableaux.

🗹 Criteria-based process assessment: Simultaneously uses body and voice to activate a character in a tableau.

6. Guide students as they present their “activated” tableaux in round robin fashion.

Your group will show its tableau twice. The first time you will present your “activated” characters one at a time when I tap you on your shoulder. The second time you will all show your “activated” characters all at once.

🗏 Teacher will model “activation” with the first group.

Let’s start with the restaurant group. Make your tableau. (Group makes tableau.)

When I tap your shoulder you will activate your character using your voice and body. (Teacher taps students one by one.)

Now the whole group will present the “activated” tableau all at the same time, when I say “go.”

🗏 Repeat the presentations with each group.

🗹 Criteria-based teacher checklist: Simultaneously uses body and voice to activate a character in a tableau.

7. Lead reflection.

Think about the tableau your group made and the tableaux you observed.

How did the statues reflect the characters portrayed?

Describe how the characters moved. How did that help you understand who they were?

How did they use their voices to show what the character was feeling or what the character wanted?

What did you do with your body and voice to show the setting?

🗹 Criteria-based self and peer assessment: Simultaneously uses body and voice to activate a character in a 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

3rd Grade: Tableaux in Action

CLASS ASSESSMENT WORKSHEET

Disciplines: Theater

Concept: Physical Choice; Vocal Choice; Combining Physical and Vocal Choices

Criteria: Holds a statue and moves using specific facial expression and body shape; Utilizes volume, pitch, tempo, and/or timbre to convey feelings or intent; Simultaneously uses body and voice to activate a character in a tableau

Total 3

Student Name

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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: Tableaux in Action

Dear Family:

Today your child participated in a Theater lesson. We learned about how to create tableaux and activate them through movement and voice.

We made statues of characters and used our bodies and voices to portray those characters.

In groups, we created tableaux of different settings and characters and created a scene to present to the rest of the class.

At home, you could make tableaux of different settings. Ask your child how to activate your tableau.

Enduring Understanding: Adding voice and movement to a tableau activates the characters in a setting.