## ARTS IMPACT LESSON PLAN

Theater and Math Infused Lesson

Spatial Relationships in Tableau

Author: Rachel Atkins Grade Level: Pre-Kindergarten

Enduring Understanding

Positional words can describe and show relationships between numbers, shapes, and all kinds of

people, animals, and things.

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

Students identify positional words and show those positional relationships with a chair. They name

characters (people, animals, and/or objects) that have relationships, and then show those connections

through positional relationships with a partner in tableaux.

Learning Targets and Assessment Criteria

Target: Identifies positional words.

Criteria: Names words that describe a physical/spatial relationship.

Target: Identifies characters that have relationships.

Criteria: Names specific people, animals, and/or objects that are connected to one another.

Target: Identifies and shows position of objects and/or bodies in a tableau.

Criteria: Places body in a specific spatial relationship to an object or another actor; names the

selected position.

Vocabulary Materials Learning Standards

Arts Infused:

Position

Spatial Relationship

Math:

Positional Words:

Above

Behind

Below

Beside

Far

In

In front

Near

Out

Over

Under

Arts:

Action

Character

Statue

Tableau

Museum Artworks or

Performance

Seattle, WA

Book-It Theater

Seattle Children’s Theatre

Tacoma, WA

Broadway Center for the

Performing Arts

Materials

White board or chart paper &

markers; Chairs; Class

Assessment Worksheet

WA State Arts 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

1.2.3 Skills and Techniques: Character Development

1.2.4 Skills and Techniques: Role-play

1.2.1 Skills and Techniques: Acting

1.4.1 Audience Skills

2.1.1 Creative Process

2.2.1 Performance Process

2.3.1 Responding Process

4.2.1 Connection between Theater and Math

Early Learning Guidelines (Pre-K – Grade 3)

For a full description of Washington State Early Learning and

Child Development Guidelines see:

http://www.del.wa.gov/development/guidelines/

(Age 4-5) 6. Learning about my world: Math: Correctly use

position words (such as beside, under, inside, etc.) to describe

objects. Arts: Join in creative dramatics, storytelling, puppetry,

and pretend play.

Common Core State Standards (CCSS) in Math

For a full description of CCSS Standards by grade level see:

http://www.k12.wa.us/CoreStandards/Mathematics/default.aspx

K.G.1 Describe the relative position of objects using terms like

beside, inside, next to, above, below, under; uses and responds

to positional words.

CCSS Mathematical Practices

MP.4. Model with mathematics.

MP.7. Look for and make use of structure.

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Day Two

1. Define the word “relationship” – the way two or more people or things are

connected. Guide students to brainstorm a list of characters (human, animal,

and/or objects) who have relationships.

þ Criteria-based teacher checklist: Names specific people, animals, and/or

objects that are connected to one another.

2. Lead the “Statue” exercise using the list of characters brainstormed in step 1.

Guide students in using their whole bodies – arms, legs, head and spine – and

faces to show the character.

þ Criteria-based process assessment: Makes the shape of a character.

3. Introduce the concept of tableau.

4. Guide students to create tableaux and show positional words with a partner.

þ Criteria-based teacher checklist: Places body in a specific spatial relationship

to another actor.

5. Guide students to create their own character relationship tableaux using

positional words.

þ Criteria-based teacher checklist: Places body in a specific spatial relationship

to another actor; names the selected position.

6. Sit students in circle. Guide reflection.

þ Criteria-based reflection: Discusses making a tableau.

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LESSON STEPS\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Day One

1. Introduce the concept of positional words. Guide students to brainstorm a list of

positional words.

• A positional word tells us where someone or something is placed in space, or in relationship to

someone or something else. “In” is a positional word. What is the opposite of in? Yes, “out” is

also a positional word.

• What are some other positional words? (Above/below, near/far, beside, over, under, in front,

behind, etc.)

• Positional words can be used in math and everyday life. You could tell someone if a square was

behind or next to another square, or if the number 10 was near or far away from the number 1.

þCriteria-based teacher checklist: Names words that describe a physical/spatial relationship.

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2. Guide students to show positional words with a chair.

• We can use our bodies to show a lot of these positional words. I’m

going to give each of you a chair to work with in your own space. When

I call out a positional word, use your chair to show me that position or

relationship. Make a statue with your face and body when you get into

the position.

• Show me beside your chair, behind your chair, under your chair, etc.

• Is there just one way to be beside your chair? Can you think of another

way to use your face and body beside your chair?

• Now choose your favorite positional word and make a statue in that

relationship to your chair. When I tap your shoulder, tell me what your position is.

3 There are three different opportunities in the lesson to assess this criterion. You only need to record

one assessment per student. Based on your students, choose the best time to assess this criterion.

þCriteria-based teacher checklist: Places body in a specific spatial relationship to an object; names the

selected position.

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Day Two

1. Define the word “relationship” – the way two or more people or things are connected.

Guide students to brainstorm a list of characters (human, animal, and/or objects) who

have relationships.

• A relationship is the way two or more people or things are connected.

• Let’s start with you. Who are some people you have a relationship with? Your

parents, your baby sister, your dog, your teacher, etc.

• Now let’s look around our classroom. Can you see any relationships here? Table

and chair, ceiling and floor, door and wall, etc.

• Are there any other relationships we can think of? Let’s think about some of the

things we’ve been learning about. (e.g. bee and flower, car and garage, squirrel

and tree, etc.)

þCriteria-based teacher checklist: Names specific people, animals, and/or objects that are connected

to one another.

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2. Lead the “Statue” exercise using the list of characters brainstormed in step 1. Guide

students in using their whole bodies — arms, legs, head, and spine — and faces to show

the character.

• Let’s practice using our faces and bodies to show the characters we’ve named. Is the baby in

high space or low space? What about a tree?

• How can you use your whole body to turn into a table?

• What facial expression would a bee have if it were stinging someone? How about when it is

sucking delicious nectar from a flower?

• Work in your own space without touching or bumping into anyone else. No voices — just focus

on facial expression and body movements.

þ Criteria-based process assessment: Makes the shape of a character.

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3. Introduce the concept of tableau.

• In theater, when we put two statues together, it’s called a tableau. A tableau (singular,

pronounced ta-blow) is a frozen stage picture that shows the relationship between

those characters.

• We can use positional words to describe some of those relationships. Last time, you made

tableaux (plural, also pronounced “ta-blow”) with your chairs. Today we are going to make

tableaux by working with a partner.

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4. Guide students to create tableaux and show positional words with a partner.

3 Arrange students in two lines, standing next to a partner, or give each pair a space to work in, and

label the partners A and B.

• Let’s start by practicing some positional words. Make a statue with your body near your partner.

• Make a statue with your body far from your partner.

• Make a statue with your body beside your partner.

• Make a tableau with the A partner above the B partner and the B partner

below the A partner.

• Now make a different tableau with the A partner below and the B

partner above.

• Now let’s add our character relationships. If the A partner is a car and the B

partner is a garage, what could their positions or relationship be? The car might be in the

garage. Make a tableau where the car is in the garage. Use your whole face and body to show

your character. Now switch parts.

• Is there another relationship these two characters could have? Maybe the car is out of the

garage. Make a tableau where the car is out of the garage.

• Let’s show some other character relationships by using our position words. Make a tableau of a

squirrel under a tree.

3 If necessary, continue naming which partner should play which character and/or have pairs switch

roles to play both parts before moving on to next tableau.

• What action is the squirrel doing under the tree? Maybe looking or digging for acorns. Squirrels,

use your whole face and body to show what you are doing under the tree.

• Actions can also help show the positions and relationships. What kind of relationship can you

show between a kid and his/her dog? Maybe the dog is in front and the kid is behind because

they are taking a walk. Show me a tableau of that relationship.

• Maybe the kid and dog are beside each other because the kid is feeding the dog and the dog is

eating. Show me a tableau of that relationship.

þCriteria-based teacher checklist: Places body in a specific spatial relationship to

another actor.

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5. Guide students to create and perform their own character relationship tableaux using

positional words.

• I’m going to give you all a pair of characters who have a relationship. With your partner, decide

what these characters are doing and what your positions will be in relationship to each other.

Make a tableau to show me those characters and their positions.

3 Have pairs create their tableaux simultaneously or one at a time.

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• When I tap your shoulder, tell me who you are and what your position is. For example, “I’m the

parent above the baby.”

3 Alternatively, have pairs show tableaux to audience and have audience identify positions.

þCriteria-based teacher checklist: Places body in a relationship to another actor; names a selected

position.

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6. Sit students in circle. Guide reflection.

• When you were in your tableau, how did you figure out which position to choose?

• Could your two characters have been in a different position? What would that show?

þ Criteria-based reflection: Discusses making a tableau.

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ARTS IMPACT LESSON PLAN Theater and Math Infusion

Pre-Kindergarten Lesson: Spatial Relationships in Tableau

CLASS ASSESSMENT WORKSHEET

Disciplines MATH/THEATER THEATER MATH/THEATER Total

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Concept Positional Words Relationships Tableau Relationships

Students

Names words that

describe a

physical/spatial

relationship.

Names specific

people, animals

and/or objects that

are connected to

one another.

Places body in a

specific spatial

relationship to an

object or another

actor.

Names the

selected

position.

1.

2.

3.

4.

5.

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9.

10.

11.

12.

13.

14.

15.

16.

17.

18.

19.

20.

Total

Percentage

What was effective in the lesson? Why?

What do I want to consider for the next time I teach this lesson?

What were the strongest connections between theater and math?

Teacher: Date:

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ARTS IMPACT FAMILY LETTER

THEATER AND MATH LESSON: Spatial Relationships in Tableau

Dear Family:

Today your child participated in an Arts and Math lesson. We talked about and used our bodies to

show different kinds of spatial relationships.

• We identified positional words like above/below, near/far, in front/behind/beside.

• We identified relationships between people, animals, and objects like parent/child, table/chair,

squirrel/tree, owner/pet.

• We used positional words to create tableaux (frozen stage pictures) with chairs and with

partners that showed different relationships between people, animals and objects.

At home, you could identify spatial relationships between the people, animals, and objects you see

around you. You could also look at family photos or picture book illustrations, identify the spatial

relationships, and even recreate them in your own tableaux.

Enduring Understanding

Positional words can describe and show relationships between

numbers, shapes, and all kinds of people, animals, and things.