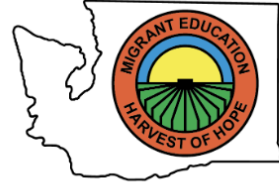




Washington Office of Superintendent of  
**PUBLIC INSTRUCTION**



## ARTS IMPACT LESSON PLAN

### Theater and ELA Infused Lesson

#### *Book and Life Tableaux*

Authors: Guadalupe Ramos with David Quicksall      Grade Level: 6

#### Enduring Understanding

By creating tableaux (silent, frozen stage pictures) based on key moments from a book and important events from their own lives, students can express different stories both fictional and autobiographical, while deepening their understanding of characters, scenes, ideas, text, and literary elements. Students improve their language and reading skills and develop their teamwork abilities through collaboration and creative expression.

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

Students will explore key events and characters from a text to create a tableau, as well as exploring events from their personal lives. They will review key events from a text/own life and show those characters in statues. They collaborate with small groups to create tableaux to develop a story and portray it. Students will then think of personal events and create tableaux based on those events.

### Learning Targets and Assessment Criteria

**Target:** Portrays a character through statues in a tableau.

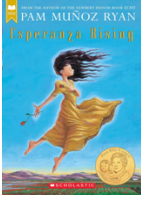
**Criteria:** Uses face and body to show a character in action from a key point in a given text.

**Target:** Collaborates with others (in tableaux).

**Criteria:** Communicates ideas to others; makes compromises; and incorporates input/feedback.

**Target:** Presents an autobiographical tableau.

**Criteria:** Uses face and body to show themselves in action during a real-life situation.

Vocabulary	Materials	Learning Standards
<b>Arts Infused:</b> Action Audience Character Collaboration Dialogue Emotion Event Setting	<b>Materials</b>  Book: <i>Esperanza Rising</i> by Pam Muñoz Ryan Tablet Projector	<b>WA Arts Learning Standards</b> For the full description of each anchor standard and the grade level performance standards, see: <a href="https://ospi.k12.wa.us/student-success/resources-subject-area/arts/arts-k%E2%80%9312-learning-standards">https://ospi.k12.wa.us/student-success/resources-subject-area/arts/arts-k%E2%80%9312-learning-standards</a> Anchor Standard 1: Generate and conceptualize artistic ideas and work.

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Guadalupe Ramos; Grandview Middle School; *Book and Life Tableaux*

<p><b>ELA:</b> Autobiography</p> <p><b>Arts:</b> Actor Neutral Body Face Statue Tableau</p>	<p>Class assessment worksheet</p>	<p>Performance Standard (TH:Cr1.1.6): c. Explore a scripted or improvised character by imagining the given circumstances in a drama/theatre work.</p> <p>Anchor Standard 2: Organize and develop artistic ideas and work.</p> <p>Performance Standard (TH:Cr2.1.6): a. Use critical analysis to improve, refine, and evolve original ideas and artistic choices in a devised or scripted drama/theatre work. b. Contribute ideas and accept and incorporate the ideas of others in preparing or devising a drama/theatre work.</p> <p>Anchor Standard 3: Refine and complete artistic work.</p> <p>Performance Standard (TH:Cr3.1.6): a. Articulate and examine choices to refine a devised or scripted drama/theatre work.</p> <p>Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</p> <p>Performance Standard (TH:Pr4.1.6): b. Experiment with various physical choices to communicate character in a drama/theatre work.</p> <p>Anchor Standard 8: Interpret intent and meaning in artistic work.</p> <p>Performance Standard (TH:Re8.1.6): Explain how artists make choices based on personal experience in a drama/theatre work.</p> <p><b>Common Core State Standards (CCSS) in ELA</b> For a full description of CCSS ELA Standards by grade level see: <a href="https://ospi.k12.wa.us/student-success/resources-subject-area/english-language-arts">https://ospi.k12.wa.us/student-success/resources-subject-area/english-language-arts</a></p> <p>RL.6.2: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RL.6.3: Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p> <p><b>Students Who Are College and Career Ready Students in Reading, Writing, Speaking, Listening, and Language</b> Demonstrate independence. Build strong content knowledge. Respond to the varying demands of audience, task, purpose, and discipline. Comprehend as well as critique. Value evidence. Use technology and digital media strategically and capably. Come to understand other perspectives and cultures.</p> <p><b>21<sup>st</sup> Century Skills</b> Washington Career and Technical Leadership Skills: <a href="https://ospi.k12.wa.us/sites/default/files/public/careertech/pubdocs/washingtoncteleadershipskills.pdf">https://ospi.k12.wa.us/sites/default/files/public/careertech/pubdocs/washingtoncteleadershipskills.pdf</a></p> <p><b>Communication</b> 3.A Communicate clearly. 3.A.1 Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts 3.A.2 Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions</p> <p><b>Collaboration</b> 3.B Collaborate with others.</p>
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		<p>3.B.1 Demonstrate ability to work effectively and respectfully with diverse teams</p> <p>3.B.2 Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal</p> <p>3.B.3 Assume shared responsibility for collaborative work, and value the individual contributions made by each team member</p>
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### ICON KEY:

□ = Indicates note or reminder for teacher

▣ = Embedded assessment points in the lesson

## Pre-Teach

Review key moments/ important plot points from the book and create a list of those events. *Esperanza Rising* by Pam Munoz Ryan.

## Lesson Steps Outline

### Day 1

1. Lead warm up with a game of statues.
2. Direct creation of tableaux.

□ Formative Assessment: Communicates ideas to others; makes compromises; and incorporates input/feedback.

3. Guide performances of tableaux.

□ Summative Assessment: Uses face and body to show a character in action from a key point in a given text.

### Day 2

1. Ask students to generate a list of different summer activities.
2. Direct creation of summer activity tableaux.

□ Formative Assessment: Uses face and body to show themselves in action during a real life situation.

### 3. Guide performances of activated tableaux.

- Summative Assessment: Uses face and body to show themselves in action during a real-life situation.

4. If there is enough time, students will choose another summer activity and perform again.

## LESSON STEPS

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### Day 1

#### 1. Lead warm up with a game of statues.

Students will walk around in actor neutral, freeze and make statues of given characters.

- *We're going to walk around the room in neutral, nothing going on with your body. When I say freeze, freeze and when I call out the name of a character, you will make a statue of that character.*
- *Make a statue of a firefighter, astronaut, teacher, wizard, zombie.*
- *Now make a statue of Esperanza, Mamá, Abuelita, Miguel, Alfonso and Hortensia.*
- *As you're making the statue, think of how you would describe the character; how would you describe Esperanza?*
- *Think of Esperanza at the beginning of the story, what would your statue be like to show Esperanza at the beginning, then how would your statue showcase how she was at the end of the text?*

#### 2. Direct creation of tableaux.

Most students will choose their group, 6 groups of 5 and 1 group of 4. (Teacher reserves the right to adjust groupings.) Each group will find a section of the room to work in to create tableaux. Each group will choose a key moment from the story to create their tableau.

- *Remember when you put two or more statues together to create a frozen stage picture, that's called a tableau.*
- *With your group you're going to create a tableau of one of the important moments in the story "Esperanza Rising." How can you show the characters with your bodies and your faces? What actions are they doing? Remember tableaux are frozen pictures and you need to be facing your audience. Now work with your group to create your tableau.*

□ Teacher moves through the groups helping as they need it.

- Formative Assessment: Communicates ideas to others; makes compromises; and incorporates input/feedback.

### 3. Guide performances of tableaux.

Groups will perform their tableaux to the class. Teacher will take a picture of each tableau to project on the screen. Audience will try to identify the different characters in the tableau.

- *Can you identify the characters in this tableau, who are they? What are the actors doing with their body that tells you that's their character? What facial expressions do you see?*

□ Summative Assessment: Uses face and body to show a character in action from a key point in a given text.

## Day 2

### 1. Ask students to generate a list of different summer activities\*.

- *I want us to make a list of all the different things you might be doing this summer. What are some of your favorite activities? (Write down a list of activities.)*
- *I want you to walk through the room in neutral and freeze. Now show me what it looks like when you are swimming, playing soccer, etc. (Go through the list of activities.)*

### 2. Direct creation of summer activity tableaux.

Most students will choose their group, 6 groups of 5 and 1 group of 4. (Teacher reserves the right to adjust groupings.) Each group will find a section of the room to work in to create tableaux. Each group will choose from the list of summer activities.

- *With your group, I want you to choose one of the activities you might be doing this summer and create a tableau of that activity.*
- *What is the setting? What other people are at the activity?*
- *As you are creating your tableau, I want you to think about what your character might be thinking while this is happening because you will be sharing these appropriate thoughts with your class as you are presenting your tableau.*

□ Teacher will move around the room helping the students.

□ Formative Assessment: Uses face and body to show themselves in action during a real-life situation.

### 3. Guide performances of activated tableaux.

Students will present their tableaux and will "activate" their characters when tapped on the shoulder by the teacher.

- *When you present your tableau, I am going to walk into the tableau and when I tap you on the shoulder you will share a thought from your character, or something they might say to another character.*

□ Summative Assessment: Uses face and body to show themselves in action during a real-life situation.

**4. If there is enough time, students will choose another summer activity and perform again.**

***\*VARIATIONS: The activities chosen for the real-life tableaux can be expanded beyond summer activities. The subjects can be anything that is drawn from their real lives, for example: favorite activities to do with friends, holidays, family traditions, going on a trip, school, etc.***

**ARTS IMPACT LESSON PLAN Theater and ELA Infused Lesson**

6<sup>th</sup> Grade: *Book and Life Tableaux*

**CLASS ASSESSMENT WORKSHEET**

Disciplines	<b>THEATER &amp; ELA</b>	<b>THEATER</b>	<b>THEATER</b>	Total 3
Concept	<b>Character</b>	<b>Collaboration</b>	<b>Real Life Tableau</b>	
Criteria	Uses face and body to show a character in action from a key point in a given text.	Communicates ideas to others; makes compromises; and incorporates input/feedback.	Uses face and body to show themselves in action during a real-life situation.	
Student Name				
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30.				
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 arts discipline and subject area?*

Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

**ARTS AND ELA INFUSED LESSON: *Book and Life Tableaux***

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Dear Family:

Today your child participated in a **Theater and ELA** Infused lesson. We talked about the characters and main events from the book *Esperanza Rising* by Pam Munoz Ryan.

- We performed key events from the book and characters by creating statues and tableaux.
- We created tableaux (a silent, frozen stage picture) based on our own lives and different things we will be doing this summer.

At home, you could practice telling or re-telling real or imagined stories.

**Enduring Understanding**

By creating tableaux (silent, frozen stage picture) based on key moments from a book and important events from their own lives, students can express different stories both fictional and autobiographical, while deepening their understanding of characters, scenes, ideas, text, and literary elements. Students improve their language and reading skills and develop their teamwork abilities through collaboration and creative expression.

**This classroom art project was created in partnership with Arts Impact and the WA State Migrant Education Program**

For 25 years, Arts Impact programs have infused the arts into everyday learning, increasing access to the arts, improving student learning outcomes, and closing opportunity gaps. National data proves that when our most vulnerable students learn in and through the arts, they flourish.

Arts Impact brings professional artists into schools throughout Washington to collaborate with classroom teachers, creating new student-driven lessons that integrate the arts with math, literacy, science, and social studies.



*Mission: Arts Impact engages educators, children, and youth from BIPOC and Migratory families as well as other marginalized communities in culturally grounded, arts integrated learning so that each student thrives academically, artistically, socially and emotionally.*



*Arts Impact is a not-for-profit 501(c)(3). For more information visit our website at [www.arts-impact.org](http://www.arts-impact.org) or contact us at [info@arts-impact.org](mailto:info@arts-impact.org).*