

Grade 1 Theatre Lesson #6

Tableau Telling Stories with Pictures

Lesson-at-a-Glance

Warm Up

Review tableau. Demonstrate for students several different tableau and have them guess who you are and what clues are given in body and face.

Modeling

As a group, ask the students to recreate two or three of the tableaux. In pairs and smaller groups ask students to recreate scenes with tableau. Discuss the clues in body and face for the tableau.

Guided Practice

In small groups, students create tableau for a scene showing plot (beginning, middle and end), setting and characters.

Debrief

Use the checklist to assess student ability to create tableau alone and in groups. Share as a group how an actor uses the body and face in tableau.

Extension

- Read a favorite book and look closely at the pictures. Describe the action that is taking place. Choose two pictures to create a tableau with peers.
- Read a story and identify three or more important events. Discuss what is happening in the story and create tableau for each event.

Materials

Character and Scene Cards and Activity Pictures (included with lesson)

Assessment

Discussion, Performance, Q&A, Tableau Assessment

ELA Standards Addressed

Reading Comprehension: 2.2 Respond to who, what, when, where, and how questions.

Literary Response and Analysis: 3.1 Identify and describe the elements of plot, setting, and character(s) in a story, as well as the story's beginning, middle, and end.

THEATRE – GRADE 1

TABLEAU

Telling Stories with Pictures

Lesson 6

CONTENT STANDARDS

- 2.1** Demonstrate skills in pantomime, tableau, and improvisation.
5.2 Demonstrate the ability to work cooperatively in presenting a tableau, an improvisation, or a pantomime.

TOPICAL QUESTIONS

- How do I recreate an image with tableau?
- How do I cooperate with a group to create a three-part story with tableau?

OBJECTIVES & STUDENT OUTCOMES

- Students will work alone and in groups to create group stage pictures (*tableaux*).
- Students will work cooperatively to tell a story through tableaux.

ASSESSMENT (Various strategies to evaluate effectiveness of instruction and student learning)

- **Feedback for Teacher**
 - Tableau Checklist (included)
 - Student response to inquiry
- **Feedback for Student**
 - Teacher feedback
 - Tableau Checklist

WORDS TO KNOW

- **audience:** a group that gathers to watch an event
- **actor:** a person, male or female, who performs a role in a play or an entertainment
- **character:** the part the actor plays
- **posture:** how you stand
- **gesture:** how you move
- **body language:** posture and gesture combine to make body language. Body language creates character.
- **pantomime:** a silent moving picture that tells the audience a story
- **tableau:** a silent frozen picture that tells the audience a story. (/ta'blō/ Plural *tableaux*)
- **posture:** how you stand
- **gesture:** expressive movement of the body or limbs
- **plot:** structure of a play, including the beginning, middle and end
- **improvisation:** A spontaneous style of theatre in which scenes are created without advance rehearsing or scripting
- **scene:** a part of a play or story

MATERIALS

- Pictures of characters, scenes and people engaged in activity (included)
- Picture books, posters, paintings, etc.

RESOURCES

- SDUSD VAPA Core Learnings

VOCAL AND PHYSICAL WARM UP *(Establish routine and prepare bodies and voices for drama activities. This warm-up may remain the same for each lesson.)*

- As a whole group, have students form a circle
- Introduce 5-point position:
 1. Toes forward
 2. Hips forward
 3. Shoulders forward
 4. Hands at our sides
 5. Eyes facing forward
- From this 5-point position have students silently mimic these motions:
 - Place right arm in the circle. Make “shooing” gesture with hand, and then shake your whole arm. Repeat on left side.
 - Place right foot in the circle. Make circles with your foot, and then shake your foot. Repeat on left side.
 - Shake your body.
- Repeat the activity with vocalizations.
- Tell students: Now we add our words.
 - Place right arm in the circle. Make “shooing” gesture with your hand and say, “Shoo shoo shoo fly” 3 times. Then shake your whole arm and say, “Out” 5 times. Repeat on left side.
 - Place right foot in the circle. Make circles with your foot and say “Come on little tiger” 3 times. Teacher says, “And he bites you!” Students and teacher shake their foot and say “Ouch” 5 times. Repeat on left side.
 - Shake your whole body and say “Oh that feels so good”.
- Raisin and grape:
 - Show students how to make their bodies small and tight, like a raisin: Have students mimic you as you crouch down (remaining on your feet), contract your arms and fingers close to your body, and scrunch up your face.
 - Show students how to make their bodies big and wide, like a grape: Stand tall, spread your arms and legs, arms, and fingers wide. Stick your tongue out and make your eyes wide.
 - Tell students: “When I say “raisin” make your bodies small and tight. When I say “grape” make your bodies big and wide.”
 - Alternate between calling out “raisin” and “grape” several times, gradually increasing in speed.
- Marshmallow:
 - Have students imagine they are placing a small imaginary marshmallow in their mouths. Have them chew the marshmallow while making an “Mmmmm” sound with their mouths closed.
 - Repeat with a medium and large marshmallow.
 - Direct students to chew longer and make a louder sound as the marshmallows increase in size.
- Tongue Twisters:
 - Black bugs red blood
 - Very freaky valentine
 - Grizzly ghoully ghosts
- Diaphragm breathing
 - Place right hand on diaphragm
 - Use left hand to track 7 exhales on the “Shhhh” sound
- Name circle:
 - Each student will take a turn saying his or her name.
 - Have one student at a time take a step forward into the circle, make a simple gesture with his/her hand, and say his/her name clearly.
 - Direct all other students to wait quietly in their 5-point position until it is their turn.

WARM UP (*Engage students, access prior learning, review, hook or activity to focus the student for learning*)

- Review tableau.
- Demonstrate for students several different tableau: e.g., making a phone call while sitting in a chair, reading a book while reclining, assuming the stance of a batter at the plate, pose like a proud superhero or a horrible ogre, running, sleeping, etc. Remember appropriate facial expressions.
- Ask students to watch carefully in silence while you perform a tableau.
- After you finish ask the students what action you were doing. Discuss what were the clues that gave the character and action away. "What did I do with my body and face to make you think I was a _____?"

MODELING (*Presentation of new material, demonstration of the process, direct instruction*)

- Tell students they are going to create frozen pictures (tableaux) with their bodies.
- As a group, ask the students to re-create two or three of the tableaux you did in the warm-up or consider:
 - sleeping lying down or sitting at your desk
 - making a telephone call and freezing while talking (mouth should be open)
 - cheering at a sporting event
 - being a sports figure, dancer or gymnast frozen in an action of that sport or activity
 - stand at attention and salute
 - be a shy person
- Encourage students to use facial expressions that are appropriate for the characters they are choosing.
- Tell students, "We are going to make *tableau* that will show several characters in a particular setting."
- Arrange students in small groups. Select one group and give a prompt, e.g., baseball game.
- Give the actors a little time to discuss how to create the tableau for a baseball game. Coach as necessary. The rest of the class observes the process.
- After the group has demonstrated the tableau, discuss what the actors did to make the characters or setting believable by asking the following questions:
 - "How did the tableau show frozen action?"
 - "What was the body doing?"
 - "What were the facial expressions like?"
 - "What is the character(s) feeling?"

GUIDED PRACTICE (*Application of knowledge, problem solving, corrective feedback*)

Part 1

- Clip picture cards (included in this lesson), place picture cards on overhead, or collect pictures from a book, magazines, photographs, paintings or posters, etc.
- One at a time, show pictures and have the students recreate the picture.
 - Individual photos can be recreated as a whole group.
 - If several people are in the picture, select the same number of students and recreate the tableau while the rest of the class observes.
- Assist students with getting into a pose that imitates what is happening in the picture.
- Once students are in position, say **freeze**. Students are to remain frozen for three seconds.
- Ask questions such as:
 - "What are the actors trying to show?"
 - "Where are they?"
 - "If this tableau was part of a story what do you think the story was about?"
 - "If another tableau was to follow this one, what would it look like?"
 - "How would the characters show this in tableau?"

Part 2

- Give students a scenario with four characters and create a simple story in three parts (plot),

show setting and characters using tableau. Use the idea below or create a scenario of your own.

- The same four students can do the three tableaux **OR** you can use a different group of four students for each tableaux. **Option:** May start with pantomime and freeze in tableau.
- *Example:*
 - Scene 1: a baseball game with a person pitching a ball, a batter waiting for the pitch, the umpire and the catcher.
 - Scene 2: The umpire is standing, the catcher is holding his hand above his eyes looking out, the batter is running and the pitcher is looking out too.
 - Scene 3: the crowd is cheering (ask four students to show jumping and cheering).
- Ask the following questions:
 - “What happened in this story?”
 - “What are the beginning, the middle and end?”
- Create another scenario of your own or have the students create a simple story with tableaux. Students can work in pairs or smaller groups.

DEBRIEF AND EVALUATE (*Identify problems encountered, ask and answer questions, discuss solutions and learning that took place. Did students meet expected outcomes?*)

- Use checklist for assessing student’s ability to create tableau individually and in groups.
- Ask the following questions:
 - “What is pantomime?”
 - “What is tableau?”
 - “What does an actor have to do with his/her body and face to create a stage picture?”
 - “What makes the picture easily understood?” (You may want to talk a little about exaggeration here).
 - “What was challenging about creating tableaux with a group?”
 - “How can you tell a story using only tableaux?”

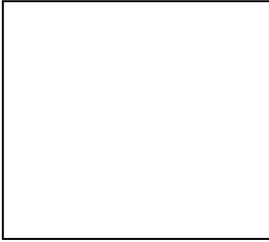
EXTENSION (*Expectations created by the teacher that encourages students to participate in further research, make connections and apply understanding and skills previously learned to personal experiences.*)

- Read a favorite book and look closely at the pictures. Describe the action that is taking place. Choose two pictures to create a tableau with peers.
- Read a story and identify three or more important events. Discuss what is happening in the story and create tableau for each event.

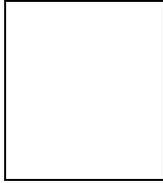
Assessment - Tableau

Name	Individual: Student can recreate a tableau from a picture alone and in pairs or groups. Uses appropriate body and face.	In Groups: Student responds quickly to "freeze" prompt and tableau is frozen for 3 seconds. Uses appropriate body and face. Plot is clear and tableau is clearly read by audience.
	Y N Notes:	Y N Notes:

Character Card Illustrations



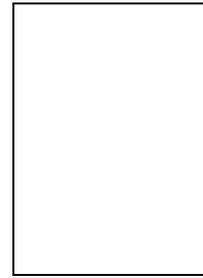
King



Queen



Karate Expert



Movie Star



Secret Agent



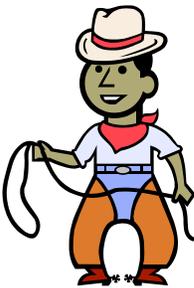
Super Hero



Baby



Clown

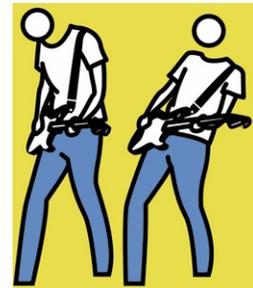


Cowboy

Police Officer



Fire Fighter



Rock Star



Baseball Player



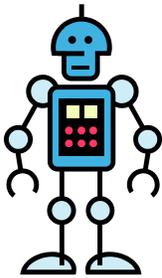
Soccer Player



Football Player



Villain



Robot
Walker



Dancer



Spaceman



Tightrope



Doctor



Artist



Soldier

Fisherman

Setting Illustrations



Beach



Grocery Store



Kitchen



Amusement Park



Farm



Circus



Sports Event



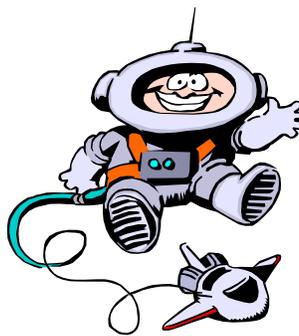
Library



Classroom



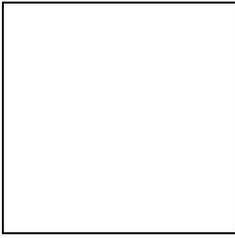
Playground



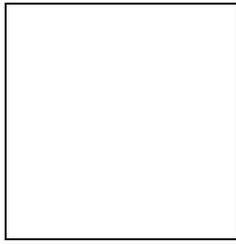
Outer Space



The Mall



Airplane



Church



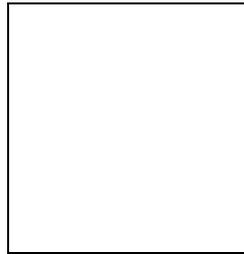
Theatre



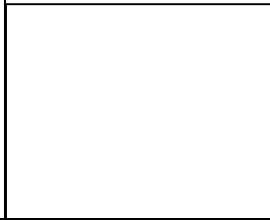
Mountains - Cabin



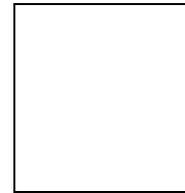
Symphony Concert



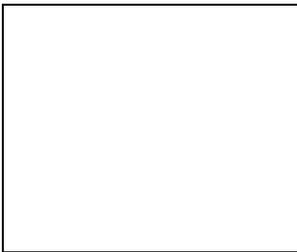
Museum



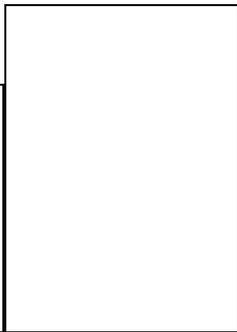
Camping



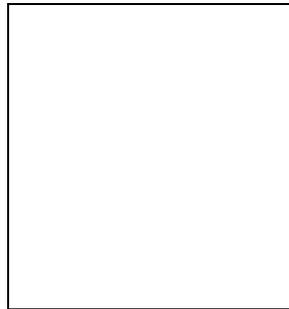
Ski Slope



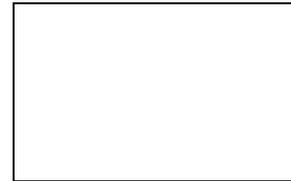
Zoo



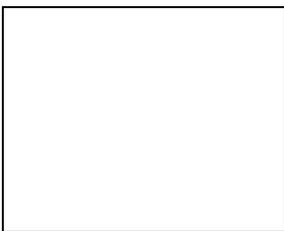
Haunted House



Boat



Race Track



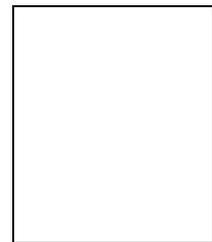
Birthday Party



Swimming Pool



The Moon



Hospital

Action Pictures



<http://www.neilpeterson.com/index.php/2008/12/uncommon-success-in-sports-a-surprising-gift-from-adhd/>



http://www.openoceansurfing.com/assets/kids_surfing_lessons_01.jpg



<http://www.corbisimages.com/images/JM001016.jpg?size=67&uid=FEE7ED37-5DCE-489E-AD69-0D31108B1939>



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bikes<http://www.pembertonclassic.org.au/images/kids.jpg>



http://www.youthsportsny.org/images/safe_at_second.jpg



video games <http://www.bruceongames.com/wp-content/uploads/2008/04/children-video-game.jpg>