

## Grade 1 Theatre Lesson #5

### Tableau Retelling Stories with Frozen Pictures

Lesson-at-a-Glance

#### Warm Up

Review pantomime and create actions showing pantomime. Stop action and freeze! This is a frozen picture called tableau.

#### Modeling

Define the five scenes in the story and create tableaux for each. Arrange students into five groups and assign them a scene. Coach each group into a tableau to represent the event.

#### Guided Practice

Read and perform the story "Three Billy Goats" with appropriate vocal expression. get students ready to create by saying the cue word **scene**. Students will create tableau and freeze. Continue reading the story until all groups have created their tableau. Perform the story with *pantomime and tableau*.

#### Debrief

Use the rubric to assess student ability to create tableau. Share as a group how an actor uses the face and body to retell a story. Discuss the differences between tableau and pantomime.

#### Extension

Create a story board for stories read in class. Create tableau.

#### Materials

Pantomime Rubric  
Student Worksheet  
*Three Billy Goats* story

#### Assessment

Discussion, Performance, Q&A, Rubric, Worksheet

#### ELA Standards Addressed

*Word Analysis*: 1.1 Match oral words to printed words

*Speaking Applications*: 2.4 Provide descriptions with careful attention to detail.

**THEATRE – GRADE 1  
TABLEAU**

**Retelling Stories with Frozen Pictures  
Lesson 5**

**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**

- What is tableau and how do I use plot and my acting skills to retell a story?

**OBJECTIVES & STUDENT OUTCOMES**

- Students will work cooperatively to retell a story using tableaux (plural for tableau).

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

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

**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**

- *Three Billy Goats* story
- Tableau Rubric

**RESOURCES**

- *The Three Billy Goats* (attached)

**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 in increase in size.
- Tongue Twisters:
  - Grizzly ghoully ghosts
  - Red leather yellow leather
  - Big black bats
  - Six slippery snakes
- 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 the word pantomime.

- In pairs, ask students to pantomime an action.
- Select a few students to demonstrate their pantomime and say “freeze”!
- Tell them that this “frozen picture” of the pantomime is called a *tableau*.
- Perform several frozen positions of yourself in tableau (e.g., saluting, running, eating, drinking, etc.).
- Ask students to identify what you are doing.
- Discuss their observations in detail: what the face looked like, the position of the arms, legs, and body that gave clues to identify the activity.
- Ask for a volunteer to create a tableau.
- Repeat discussion reminding students that tableau is a frozen picture. It does not move or talk. It involves the face (feeling) and gestures.
- Tell students that they will be creating tableaux for “Three Billy Goats”.

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

- Review the *plot, characters, problem and solution and setting* for the story.
- Chart answers and make a simple storyboard.
- Create tableaux for each of the following five *scenes*:
  1. The Three Billy Goats walking toward the meadow (students can also represent the bridge).
  2. Little Billy goat meets the troll at the bridge (pleading and gobbling)
  3. Middle-size Billy Goat meets the troll at the bridge (pleading and gobbling)
  4. Largest Billy Goat and the troll (butting and knocking troll down)
  5. Three Billy Goats at end on the other side of the bridge (full and satisfied)
- Pay particular attention to relationships and positions of characters to each other to the setting.
- Arrange students into five groups and assign an event. Coach each group into a tableau to represent the scene.
- Set the five scenes in order as if reading them from left to right.

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

- Read and perform the story “Three Billy Goats”.
- Say the lines with expression. When you get to the section where the tableau happens, get students ready to create by saying the cue word **scene**.
- Students will create tableau and freeze.
  - Insist that the students freeze their position until the next part of the story is read. If they are unable to hold the tableau, ask actors to freeze five seconds, then allow them to relax while reading the next part of the story.
- Continue reading the story until all groups have created their tableau.
- At the end have the students take a bow.
- Perform the story with **pantomime and tableau**. Student groups will pantomime each event and complete it by freezing in a tableau. Continue story until it is fully retold using pantomime and tableau.

**Options:** To further this lesson and create a performance:

- Create a reader’s theatre for the four characters with one or more narrators.
- Combine the pantomime and tableau into a simple blocked play.
- Students perform the pantomime movement as the story is being read then continue without stopping, through each line, showing all the action which will freeze at the end of each characters part.

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

- Use the rubric to assess student’s ability to create and hold tableau within a group of actors.
- “What is tableau? How is it different from pantomime?”
- “How does tableau represent to the story?” (Identifies and summarizes important events in the story).

- “Who were the characters in the story?”
- “What did you like best, pantomiming, or creating tableaux? Why?”

**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.)*

- “What kind of costumes and props would you use in this story?” Draw a picture and describe.
- Draw a picture of the bridge and the green meadow where the story took place.
- Draw your favorite character in the picture.
- **Literacy Connection:**
  - Select a story read in class and create a story board.
  - Create tableau and/or pantomime to retell the story.

## Three Billy Goats

### **Story**

Once upon a time.....  
There were three goats.....  
And they were very hungry. ....  
They could see green grass across the bridge.....

### **Pantomime**

Raise index finger and slightly bow.  
Hold up three fingers.  
Rub tummy and make face as if hungry/uncomfortable.  
Hold hand above eyes as if looking out and far away.

### **CREATE TABLEAU #1**

“Let’s go across the bridge” they said.....  
The Little Billy Goat started across the bridge.....  
A mean ugly troll lived under the bridge.....  
He heard the trip trap of the Little Billy Goat.....  
“Who’s trip trapping across my bridge?”.....  
“It is I, the Little Billy Goat”.....

Motion as if to follow and walk in place.  
Measure “little” fingers, small body shape, walk in place.  
Scowl, walk and act tough.  
Cup ear as if to hear something while looking up.  
Cup mouth as if shouting upward.  
Measure “little fingers”, small body shape, walk in place.

### **CREATE TABLEAU #2**

“I’m going to gobble you up” said the troll.....  
“Oh no, please don’t eat me.....  
Wait for the middle size goat, he’s much bigger”....  
“Be gone with you”.....  
Then the troll heard the trip trapping of the middle-size goat.....  
“Who’s trip trapping across my bridge?”.....  
“It is I, the Middle Size Goat”.....

Move hands as if eating in a disgusting manner.  
Fold hands and beg.  
Push hands in front of body as if to say, “Stop, Wait.”  
Use hands in flipping motion to “wave off”.  
Cup ear as if to hear something, and look up.  
Cup mouth as if shouting upward.  
Stand straight and open fingers at shoulder level.

### **CREATE TABLEAU #3**

“I’m going to gobble you up” said the troll.....

Move hands as if eating.

“Oh no, please don’t eat me.....

Fold hands and beg.

Wait for the Biggest Billy goat, he’s much bigger”.....

Push hands in front of body as if to say, “Stop, Wait!”

“Be gone with you”.....

Use hands in flipping motion to “wave off”.

Then the troll heard the trip trapping of the biggest sized goat.....

Cup ear as if to hear something, and look up.

“Who’s trip trapping across my bridge?”.....

Cup mouth as if shouting upward.

“It is I, the Biggest Billy Goat”.....

Stand straight and stretch arms up high.

#### **CREATE TABLEAU #4**

“I’m going to gobble you up” said the troll.....

Move hands as if eating.

“Well, come along” said the Biggest Billy Goat.....

Motion as if to follow.

Up came the mean ugly troll.....

Make climbing motion with feet and hands.

The Biggest Billy Goat knocks the troll down.....

Make horns with fingers and do head butt.

And that was the last of the mean ugly troll.....

Wave good-bye.

The Biggest Billy Goat went over to the green grass..

Stretch tall and walk in place.

#### **CREATE TABLEAU #5**

The Three Billy Goats ate and ate.....

Move hands as if grazing.

And they were very full and satisfied.....

Puff chest and cheeks, and rub tummy

Scene.....

Smile and bow

### Tableau Rubric: Gr. 1 Lesson #5

4 Advanced: Student holds tableau through the entire reading of next scene employing strong focus, group connection and exaggerated facial and body expression.

3 Proficient: Student holds tableau for 5 seconds employing focus, group connection and facial and body expression depicting character.

2 Basic: Student holds tableau for a very brief time (one second). Tableau and group connection is not committed and needs coaching or prompting.

1 Approaching: Student cannot perform tableau in a group.

Name	Tableau/Scene Number	Score
	Scene # _____ Notes:	4 3 2 1
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Rubric can be applied to entire group if desired.