

Tableaux and Levels Introduction

Lesson Objectives	Assessment Strategy(ies)
<p>Content Objective: Students will be able to create a tableau or series of tableaux that tells a clear story.</p>	<p>Performance Tasks: Tableau Mini Project</p> <p>Criteria:</p> <ul style="list-style-type: none"> - Silent - Frozen - Levels - Body Shapes - Cheating Out - Facial Expressions - We understand the story based on the tableaux. <p>Documentation: Graded Checklist</p>
<p>SEL Objectives: Students will identify the emotions manifested in others through an awareness of facial expression and body language.</p> <p>Students will demonstrate problem-solving, conflict resolution skills, and inclusivity skills.</p>	<p>Performance Tasks: Identify the emotions of people in a tableau and the context of the situation shown in the tableau. Then, use this information combined with information discussed with a group to create a tableau that shows a positive resolution to a negative, bullying situation.</p> <p>Criteria:</p> <ul style="list-style-type: none"> - All students are involved and replacing a character from the original tableau image. - The new tableau represents a scenario that resolves or eliminates the conflict presented in the original tableau <p>Documentation: Participation Points</p>

Related Standards:

- ❖ **Organize and develop artistic ideas and work.** Develop essential events that make up the dramatic structure in an improvised or scripted theatrical work. (5-6.T.Cr.02)
- ❖ **Develop and refine artistic techniques and work for presentation.** Develop effective physical and vocal traits of characters in an improvised or scripted theatrical work (e.g., altering voice, gestures, or posture). (5-6.T.P.05)

Spatial Organization: Chairs in a circle, student belongings out of the way.

Materials Needed: [This slideshow](#), [this DO NOW](#) posted in Google Classroom, chairs

Procedures

- I. Beginning Routine (maximum 5 minutes)
 - A. Students enter classroom, put belongings on the counters, and sit in their circle spot.
 - B. Students complete the DO NOW ([linked here](#)) during this time independently on their computers.
 - C. Take attendance.
- II. Tableau SEL Intro Lesson (15 minutes)
 - A. Go around the circle and give each student the opportunity to share one of the following answers based on [this emotional check-in image](#).
 1. Which dinosaur you chose to represent how you are feeling today.
 2. Which dinosaur you chose to represent how you are feeling today and WHY.
 3. Pass
 - B. Pull up [this image](#) that the students had in their do now. Have students turn and talk with students near them about the below two questions. Tell students each pair will need to share something of what they discussed with the class.
 1. What dinosaur best represents each person in the photo.
 2. What is the story of this image?
 - C. After students share their answers and get towards the idea that this scenario is about bullying, gear them towards person C and have students turn and talk about what person C could have done.
 - D. Split the class into group of 4. Have students create a “frozen image” in small groups of the way this scenario could have gone to stop the bullying from occurring. Give students 5 minutes to create this.
 - E. After 5 minutes, have half the class freeze in their tableau. The other class should view. Have the students make comments of what they notice and/or what the new story they see in the tableau are.
 - F. Switch to have the other students show their tableau and the previous group give feedback.
- III. Tableau and Levels Lesson (15 minutes)
 - A. Use this Google Slides Presentation.
 - B. Teach the definition of Tableau, the singular and plural versions, and the language origin.
 - C. Show example one.

1. Have students turn and talk about what they see.
2. Analyze picture with students pointing out these important elements of why it is a good tableau:
 - a) Facial expressions, body shapes, characters, silent, frozen, and cheating out.

D. Define cheating out.

1. Model with two students.

E. Analyze a series of tableaux with students, this time asking them to give suggestions for how to make it better too.

1. Make sure to talk about LEVELS
2. Then define levels and their importance.

F. Analyze final series of tableaux with students. Have them:

1. Look for key tableau elements
2. Find suggestions
3. Guess what the story could be and WHY.

IV. Fairy Tale Tableaux (15 minutes)

A. Tell students their first mini project:

1. In groups, create a series of 3-5 tableaux that communicate a clear story.
2. Teacher will give you an assigned story you have to communicate.
3. You will show the class your tableaux and we will guess what your story is!
4. Students have 15 minutes to work.

B. Split students into groups. Choose wisely which students will work well together!

C. Go around and secretly assign one of the below fairy tales to each group:

1. The 3 Little Pigs
2. The Boy Who Cried Wolf
3. Little Red Riding Hood
4. Goldilocks and the Three Bears
5. Hansel and Gretel
6. Cinderella
7. Jack and the bean stalk

D. Students will use most of the remaining time to work on their presentation.

Teacher should circulate and help students.

V. Next class, students will present!