

Elk Grove Unified School District
Visual and Performing Arts Resources
Theatre

Grade 2: Lesson 4

Title: Courage: Tableau

Standards Addressed

Artistic Perception

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Theatre

- 1.1 Use the vocabulary of theatre to describe theatrical experiences, such as *plot* (*beginning, middle, and end*), *scene, sets, conflict, script, and audience*.

Connections, Relationships, Applications

Connecting and Applying What is Learned in Theatre, Film/Video, and Electronic Media to Other Art Forms and Subject Areas and to Careers

- 5.1 Use problem-solving and cooperative skills to dramatize a story, a current event, or a concept from another subject area.

Time: 40-50 minutes

Floor Plan: Classroom floor.

Materials Needed:

- *Dragons and Giants*, by Arnold Lobel from Frog and Toad Together
- Comic books
- Drawing paper
- Pencils
- Crayons

Purpose:

To connect theatre skills to literature being studied.

Background:

Besides reading the story, the students have had little background for this lesson. Few have performed in front of others. This activity is set up to get them to be less intimidated by performance. For full academic meaning, the students would have read *Dragons and Giants*, by Arnold Lobel from Frog and Toad Together from Open Court Literature.

Key Questions:

- What is a tableau?
- How can people stand still and cooperate?
- How can you stand still and act?

<u>Steps of the Lesson</u>	<u>Thoughts for the Teacher</u>
<p>1 Set up purpose/goals The purpose is to show the students that it is possible to act without moving.</p>	<p>How are you making your purpose clear to the students? By using visual/verbal clues.</p>
<p>2 Engage students Have the students draw pictures of a tableau. They may want to draw a picture of students at recess doing a sport.</p>	<p>How can I effectively get the students interested in the content of the lesson? Show the students the front of comic books. They will see that the figures portrayed on the front of the comic book are not moving but they will be able to figure out what they are doing.</p>
<p>3 Learning Sequence a) Read the story. b) Show tableau samples. c) Student statues. d) Go/Stop activity. e) Group activity.</p>	<p>What are the BIG idea(s) of your presentation? How will students understand/experience the material that you present? The students will identify connections between the elements of theatre and other content areas. The students will actively participate in a tableau to get an actual physical experience.</p>
<p>4 Assessment How did the tableau change? What do they think happened in the story? (after each group presents)</p>	<p>How will you allow your students to deepen their understanding of content presented? (Reflect, revise, retell, refine, practice) Once a week, have the students do a tableau of a real-life situation (i.e., the anticipation of a tornado, looking over a high cliff, a courtroom scene).</p>

Actual Lesson Sequence

1. Working individually and simultaneously, the students become character statues of toad/frog, rocks, cave, snake, hawk, closet, and bed. Working with a partner, the students create statues of rocks, cave, closet, and bed.
2. **Tongue Twister:** In a circle have the students take turns by saying, “They fight drillions of dragons and jillions of giants.”
3. **Walkabout:** The students spread out in the space provided. There are two rules: no sounds, no touching. When the leader says, “Go, the students move. When the leader says, “Stop, the students freeze. The leader gives pantomime/action suggestions such as: reading a book about dragons and giants, leaping over rocks, moving slowly away from a snake, avalanche, hawk flying, hiding “bravely.”
4. Each group of four to six is assigned a different situation from the story. The students design a first tableau illustrating the situation, adding sounds; and create a second tableau that moves the story forward.
 - frog and toad reading about dragons and giants
 - frog and toad climbing a mountain
 - snake coming out of a cave with frog and toad trying to escape
 - avalanche
 - top of the mountain with the hawk
 - frog and toad hiding in bed closet being “brave”
5. Have the students come together and share with the class. Have the audience members close their eyes while the performing students change to the second tableau.