Tableaux
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Grade Level: 2

Elements of Drama Addressed: Communication, Collaboration, Concentration, Body, and Mind

NM Core Content Language Arts Standards Addressed:
Grade 2
Key Ideas and Details
1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
3. Describe how characters in a story respond to major events and challenges.
Integration of Knowledge and Ideas
7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

NM Fine Arts/Drama Standards Addressed
NM Content Standard 1: Learn and develop the essential skills and technical demands unique to dance, music, theatre/drama, and visual arts.
   K-5 Benchmark # 1A: Use body and voice to portray character.

NM Content Standard 2: Use dance, music, theatre/drama, and visual arts to express ideas.
   K-5 Benchmark # 2A: Develop classroom dramatizations that express various moods or emotions (e.g. happy, sad, funny, scary, mysterious, etc.).
   K-5 Benchmark # 2B: Plan, prepare and present improvisations.

NM Content Standard 3: Integrate understanding of visual and performing arts by seeking connections and parallels among arts disciplines as well as all other content areas.
   K-5 Benchmark # 3B: Select movement, music, or visual elements to enhance a dramatization.

Lesson Objectives:
• Students will demonstrate comprehension of text using tableau (tableaux—plural)
• Students will listen and respond to text through a guided drama strategy
• Students will work collaboratively

Materials:
• Copies of The Tiny Seed by Eric Carle—(Treasures Grade 2, Unit 5)
• Tableaux scene cards
• Space for students to work.
• Warm ups: Mountain Pose, This Scene Needs A……

Vocabulary: Tableau (tableaux), still image, silent, seasons, sequence, setting, recreate
Teaching Process
Warm ups:
- Mountain Pose
- This Scene Needs A…..

Share the text

NOTE: *This strategy works well when you use text with which students are familiar. You may find that reading the text one day and having a short general discussion about the text is a good way to prepare students for tableau the following day.*

- Read or reread the story—do not share illustrations—okay if they have been shared at another time.
- Discuss what a tableau is—a scene where the characters are frozen in a still image (this helps if you have played the game *This Scene Needs A…..*)
- Discuss the events from the story. What is the sequence? *(the seasons of the year)* What are the settings? *(mountain, ocean, desert, yard)*
- Arrange the students in groups of three or four (these groups do not have to be equal in number) and give each group a scene card. If there are not enough “characters” in a scene, encourage students to determine ways that inanimate objects could be represented by an actor.
- Students get time to plan/rehearse their tableau (5 minutes).
- Tableaux are shared.
- Debrief: Repeat what you saw, Praise what you liked, Question what didn’t make sense.
  - What were the objects or characters you saw in each tableau?
  - What was successful?
  - What challenges did you have?
  - How did your audience react?

Assessment: Teacher observation, debriefing

Extension:

- As each tableau is created/presented, encourage students to consider one line of dialogue from his/her character/object. Walk through each tableau and touch the shoulder of each character/object, creating a signal for that actor to say his/her line aloud.

- As each tableau is created/presented, ask audience members to provide a “thought bubble” for each character/object. The physical position of each actor should provide an image that can help in creating a thought, Walk through each tableau and ask the audience for the thought bubble of each character/object.