

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.