

Movement- Tableaux
Grade 8 Drama
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Educational Junior High School
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Table of Contents

Rationale.....3
Unit Objective and Skills.....4
Unit Overview.....5
Lesson 1.....6
Lesson 2.....8
Assessment Tools.....10
Bibliography.....11
Appendix.....12

Rationale

Drama builds skills in students that are not only applicable to the world of theatre, but also to the world beyond. Through participating in drama, students learn about themselves and about interacting with others. They develop safe ways to explore and express themselves. They learn how to collaborate with others. Drama becomes a safe place where students grow in creativity and imagination. The Teacher Resource Manual for Junior High Drama states that Drama “fosters positive group interaction as students learn to make accommodations in order to pursue shared goals (Alberta 3)”. This skill of collaboration is especially important in the 21st century where students will be in careers where they will be expected to work with an increasingly diverse group of people.

This unit specifically chooses to explore movement in theatre through the avenue of tableaux because they are a skill that can be easily built upon and adapted for further development in other areas, such as improvisation, staging, and scene work. Not only will students learn skills that can be applied to other units in drama, they will gain experience working in groups, and presenting in front of an audience. These are skills that are applicable to other classes, but also to other areas such as future jobs.

Unit Objective and Skills

The final project will be a series of 5-6 tableaux that includes two tableaux that “come alive”. The students will need to understand tableaux, parts of a story, and have skills in movement, specifically character movement. These connect to the following skills from the junior high drama curriculum for Grade 8, under movement:

The student will be able to:

20. Extend body flexibility. **(Lesson 1, 2)**
21. Display clarity of movement and gesture. **(Lesson 1, 2, 3)**
22. Use exaggerated movement and gesture. **(Lesson 3)**
23. Plan, repeat and combine movement patterns. **(Lesson 3, 5)**
24. Plan movement for audience visibility and spatial limitations. **(Lesson 4, 5)**
25. Communicate environment, character, and situation non-verbally. **(Lesson 3, 4, 5)**

Unit Overview

Lesson Objective

Lesson Activities

Learner Expectations from Program of Studies

Lesson 1- Movement Intro

TSW in groups, create a tableau in response to teacher-given titles.

Freeze tag, Jump Turn Twizzle, Silent improvised pair scenes, Title Tableaux

Learner Expectations 20 and 21

Lesson 2- Tableaux Intro

TSW play Slideshow correctly.

Sit Stand Lean, Paint a picture, Slideshow

Learner Expectations 20 and 21

Lesson 3- Character Movement

TSW perform a short improvised scene inspired by their sculptures.

Walk with character, slow-mo tag and race, Sculptures, scenes from Sculptures

Learner Expectations 22, 23, 25

Lesson 4- Parts of a Story

TSW create a series of 3 tableaux that showcase the beginning, middle, and end of a story.

Telephone charades, discuss parts of a story, tableaux from teacher prompts, tableau series

Learner Expectations 24 and 25

Lesson 5- Tableaux Final

TSW perform a series of 5-6 tableaux with two tableaux that come alive.

Review, create groups, expectations, rehearsal, performance

Learner Expectations 24 and 25

Lesson Plan 1

Grade/Subject: Grade 8 Drama Unit: Tableau

Lesson Duration: 50 min

OUTCOMES FROM ALBERTA PROGRAM OF STUDIES	
General Learning Outcomes: To develop competency in communication skills through participation in and exploration of various dramatic disciplines.	
Specific Learning Outcomes: 20. Extend body flexibility. 21. Display clarity of movement and gesture.	
LEARNING OBJECTIVES	
<i>Students will:</i> 1. in groups, create a tableau in response to teacher-given titles.	
ASSESSMENTS	
Observations: -observe student participation	Key Questions: -are students participating? -are they working well with their group?
Written/Performance Assessments: N/A	
LEARNING RESOURCES CONSULTED	
Resource #1: Alberta Education Junior High Drama Program of Studies	
Resource #2: Junior High Drama Teacher Resource Manual	
MATERIALS AND EQUIPMENT	
-Improvisation Situations (Appendix), printed out and cut into strips in a bowl or hat (could be laminated, but not necessary)	
PROCEDURE	
Introduction (5 min.): -everyone stand in a circle -Share objective: TSW in groups, create a tableau in response to teacher-given prompts. -What is a freeze? Not just stop moving, but whole body frozen (demonstrate sloppy freeze vs. solid freeze) -Warm-up: Freeze tag. Start with one it, then can move up to two. Encourage students to freeze exactly as they were tagged, except to stick an arm out so they can be unfrozen. -play for a few minutes, change who is it a few times. -Transition: Everyone walk! Fill the space.	
Body (40 min.):	
Learning Activity #1: Jump, turn, twizzle (5 min) -have students begin walking in a circle. Call out freeze! Release with “and walk”. Practice a couple times. -Introduce Jump (jump and face centre, 90 degrees), Turn (jump and turn 180 degrees), and twizzle (jump and turn 360 degrees). For each one have students freeze and watch, then practice. Questions? Let them walk, and try a few times before introducing the next one. -once all are introduced, play for a bit with each option in. If students are getting it, can introduce the double twizzle (jump and turn 720 degrees). Note that it may take students more than one jump to get around, which is fine.	
Learning Activity #2: Silent improv pair scenes (20 min)	

-Play atom to get into groups: call out atom 1 (or whatever number) and students must get into groups of that number. Teacher makes up the difference so no one is eliminated. Do a few numbers, then end with atom 2, so everyone is in pairs.

-explain that each group will improv a short (1-2 minute) scene from the suggestion they pull out of the hat, but it will be completely non-verbal. Go around and have each pair pull out a scenario (use the improv scenarios- see Appendix). Give them one minute to quickly discuss.

-Sit half the pairs down, and watch the other half perform all at once. Encourage students to freeze to show they are finished. Afterwards discuss what was happening in each scene, and then switch.

-If there is time or they need more practice, can put all the suggestions back and repeat with each group pulling out a new scenario.

Learning Activity #3: Title tableaux (15 min)

-play a quick round of atom again, this time end with atom 4

-have them sit in their groups, discuss what is a tableau? (a frozen picture that tells a story)

-Explain that the teacher will give a prompt or title, and the students will have 2 minutes to come up with a tableau that could work with that title. Questions? (have a student repeat instructions back)

-Give the prompt, then give 2 minutes to prepare. Give a one minute warning.

-Once time is up, have them all practice together. Teacher counts down from 5 to get them into position, then they hold their positions.

-Then sit half the groups down and look at half at once. Discuss what is happening, and what works in each picture (facing audience, levels, character expression, tells a story, etc.)

-Tableaux Prompts: The Wind, Hunger, The Big Game, The Thief, The Spy, The Barnyard, Jealousy, Anger

Closure (5 min.):

-Have students walk around the room. Once they are walking, encourage them to stretch. Have them stretch with a partner and share their definition for a tableaux.

-Call students back to sitting in a circle. Have someone share their definition for tableau. Have someone demonstrate the difference between a good freeze and a sloppy freeze.

-Thank everyone for their hard work! Continue to work with tableaux tomorrow, particularly what makes a good tableau?

Reflection:

Lesson Plan 2

Grade/Subject: Grade 8 Drama Unit: Tableau

Lesson Duration: 50 min

OUTCOMES FROM ALBERTA PROGRAM OF STUDIES	
General Learning Outcomes: To develop competency in communication skills through participation in and exploration of various dramatic disciplines.	
Specific Learning Outcomes: 20. Extend body flexibility. 21. Display clarity of movement and gesture.	
LEARNING OBJECTIVES	
<i>Students will:</i> 1. play Slideshow correctly.	
ASSESSMENTS	
Observations: -observe student participation	Key Questions: -are students participating well? -have students grasped the basic concepts of tableaux?
Written/Performance Assessments: -checklist for Slideshow	
LEARNING RESOURCES CONSULTED	
Resource #1: Alberta Education Junior High Drama Program of Studies	
Resource #2: Junior High Drama Teacher Resource Manual	
MATERIALS AND EQUIPMENT	
-checklist	
PROCEDURE	
Introduction (5 min.): -Warm-up: TV tag. First have every student think of five TV shows. One person is it. To be “safe”, students must squat down and make a square with their arms (like a TV) and say the name of a TV show. Show names can be used only once by anyone. If a show is repeated, that person isn’t safe and can be tagged. -Transition: call students back to sit in the audience. -Objective-today at the end we play slideshow! -Yesterday we looked at communicating meaning non-verbally, how? (Tableaux!). What is a tableaux? (a frozen picture that tells a story) Today we want to look at what makes an effective tableau, including visibility and levels.	
Body (40 min.): Learning Activity #1: Paint a Picture (13 min) -one student starts by going out and taking a frozen position, and stating “I’m a _____” (eg: chair, goalie, tree, really anything). Others go out and become other objects or people who could be in that scene, always stating what they are. Try to get the whole class involved. -once the scene is complete, the scene can come alive for a short time with movement, sound effects and maybe a bit of talking. -play a few different pictures. Learning Activity #2: Sit, stand, lean (12 min) -break students into groups of 3, and space around the room.	

- Explain that students are going to work on an improv scene, but at all times in the scene one actor must be standing, one sitting, and one leaning. Provide three chairs for each group.
- Teacher will provide prompts, and all groups will play at once. Encourage them to make it visually dynamic and move around, always remember the sit stand lean rule.
- Improv prompts: Two friends meeting for lunch, and they get in a disagreement with the waiter/waitress. A teenager explaining to their parents why they broke curfew. Three students working in the library on a project. Three strangers waiting for the bus (and it is windy, very hot, it starts to rain, etc).
- Do two or more depending on how the groups are doing. If they are enjoying the game, could have the rest of the group sit down and watch 30 seconds-1 minute of each other group.

Learning Activity #3: Slideshow (15 min)

- Call students back to the audience.
- Why did we play that game? How does it relate to making an effective tableau? (levels!)
- What else makes a good tableau (think about where the audience is, a solid freeze, facial expression, exciting character stance)
- Explain that we are going to practice making good tableau with the game slideshow. 5 or 6 can play at once, and everyone must play eventually! Might have to play 3 or 4 times.
- One person tells the story of a vacation they went on (real or fictional). The rest of the group becomes the pictures as the narrator describes them.
- Play until everyone has had the chance to participate. Encourage interesting pictures using the skills discussed.

Closure (5 min.):

- have students walk around the space. Encourage students to stretch. Stretch with a partner and share an element of an effective tableau. Switch partners and share another.
- call students back to the circle. Thank them for their hard work. Next day more on movement as it relates to character.

Reflection:

Assessment Tools

Lesson 2- Play Slideshow

Student Name	Understands tableaux (ie played Slideshow correctly)
John	Yes
Jack	No
Etc...	

Lesson 3- Scenes from sculptures

Student Name	Created character movement that differed from their normal movement
John	Yes
Jack	No
Etc...	

Lesson 4- Set of three tableaux

Student Name	Tableau series had beginning, middle, and end
John	Yes (all 3)
Jack	2 (out of 3)
Etc...	

Lesson 5- Longer tableau series

	3	2	1
Character	Student vividly portrayed character through face and body.	Student clearly portrayed character through face and body.	Student unclearly portrayed character through face and body.
Parts of a story (beginning, middle, and end)	Story contains all three parts and flows smoothly.	Story is missing one part or is unclear.	Story is unclear throughout and shows no story arc.
Staging of Tableaux	Tableaux are dynamic , with multiple levels and thought for audience's viewing angle.	Tableaux use several levels to adequate effect, with occasional viewing angle problems.	Tableaux are staged more or less flat , with little or no thought to audience viewing angle.
Performance skills	Student displays solid freezes and well-rehearsed transitions throughout.	Student mostly displays solid freezes, with some choppy transitions .	Student displays sloppy freezes with choppy transitions throughout.

Total: /12

Bibliography

Alberta Education Curriculum Support. *Junior high school teacher resource manual: drama.*

Edmonton: Alberta Education, 1989. 3. Print.

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Young University, 2006. Web. 4 Feb. 2013. <<http://tedb.byu.edu/>>.

Appendix- Improvisation Situations

By: Bryn Fairclough (from <http://tedb.byu.edu/unit/show?id=26>)

A Restaurant customer is complaining to his waiter about a hamburger he ordered.

Two friends are looking at the basketball team cut list that is posted on the door of the school gym.

The security guard in a jewellery store stops a customer and asks to look in his jacket pocket.

Two patients are waiting in a dentist's waiting room.

Two painters are painting a room.

Two students are in the library working on a research paper together.

A woman is in a nail salon having her nails done by a manicurist.

A teenager who has been grounded is attempting to sneak out of the house. Just as he is about to leave his parent walks in the room.

A parachuting instructor is about to give a student the signal to make the first jump.

A homeowner answers his front door and finds a door to door vacuum cleaner salesman.

Two Students are waiting outside the principal's office because they have been in a fight.

A singer and his piano accompanist are discussing the possibility of including some new songs in their act.

Two construction workers are building the foundation for a house when they discover a treasure chest.

A Doctor wants to inject his patient with a string pain killer, the patient is in extreme pain.

A police officer sees an adult trying to break into a locked car.

Two people on the sidewalk simultaneously reach for a 20\$ bill lying on the ground.

A teenager with a radio that is blaring loud rock music sits down on a bus near an elderly person.

Two friends are lying out on the beach.

You are saying goodbye to someone you love at the airport.

A prisoner in jail is talking to a jailor.

You are a foreign exchange student staying at the home of a family that speaks no English. This is your first dinner together.

A gym teacher holding a folded piece of paper runs into one of his students in the hall.

Two friends are at a party when they notice the time. It is way past their curfew.

A supermarket cashier notices another cashier stealing money from the register.