

Unit Topic:
The Building Blocks of Theater: Tableaux

Subject Area Essential Question(s):
How and why do we tell stories?

Unit Level Essential Question(s):
How can we make a story clear to the audience?
How can we create characters?
How do we tell stories using our faces and bodies?

Goals

A: Skills

Students will be able to:

- Identify and depict the beginning, middle, and end of a simple story
- Identify and express different emotions through their facial expressions
- Identify and express different emotions through their body language
- Create characters through physical movement, gesture, and facial expression
- Identify different interpretations of a story and characters (sympathetic and unsympathetic)
- Create a series of tableaux (no text) and animated tableaux (accompanied by narrated text) that tell a simple story

MA Arts Standards:

Creating

1. Generate and conceptualize artistic ideas and work. Generate interdisciplinary design ideas that support the story and given circumstances in a theatrical work. (5-6.T.Cr.01)
2. 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)
3. Refine and complete artistic work.
 - a. Articulate how characters might move, speak, and react to support a theatrical work. (5-6.T.Cr.03.a)
 - b. Capture character dialogue and sensory details of imagined worlds and improvised stories in a script for a theatrical work. (5-6.T.Cr.03.b)

Performing

5. 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)

Schoolwide Objectives & Benchmark Skills

<p>Communicator Students display their Receptive and Expressive skills</p>	<p>Investigator Inquiry and Innovation skills are addressed through</p>	<p>Self-Directed Learner Students display their Self-Awareness skills</p>	<p>Community Steward Awareness of Others and Collaboration are</p>
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<p>throughout this introduction to physical theater skills. Students begin to observe body language and facial expression and communicate what it is they see that tells about story and character.</p>	<p>group discussions and the ability to create their own ways of telling a story or showing a character.</p>	<p>and show Responsibility during this project by being productive during rehearsal time as they work in groups to meet performance deadlines and rubrics.</p>	<p>used daily in this work. Students must balance their own ideas with the ideas of others in rehearsal and strike a balance between contribution and compromise.</p>
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<p>B: Content Knowledge</p> <p>Terminology: Tableaux Listen & respond Blocking Stage directions Stage right, stage left, upstage, downstage Sight lines Crossing Breaking character Open to the audience</p>
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<p>C: Understandings</p> <ul style="list-style-type: none"> - Students will interpret and physically represent different simple fairy tales. - Students will analyze how they knew what fairy tale was being told. - Students will explore different ways to interpret a story (poem) and characters and apply skills of facial expressions and body language to a short performance. - Students will observe and offer feedback about what made the story or characters clear or unclear. - Students will analyze and describe strengths and weaknesses of their own work. - Students will analyze and apply how simple props can aid in telling a story.

Evidence of Students' Reaching Goals:

(Ways to assess the demonstration of understanding skills, knowledge and understandings)
Students will learn basic theater terminology, and complete a short quiz.

Students will work in groups to create a short performance in 3-4 frozen tableaux, and then in 8-12 animated, narrated tableaux.

Students will present their performance to the class.

Students will verbally respond to the work they saw (strengths and constructive criticism), as well as reflect on their own work

Inquiry - and Skill-Based Teaching and Learning Ideas:

Teacher will explain and model what a tableau is at the start of the unit. Students will step in and recreate an historical event in a frozen image; other students will observe what the actors are doing and offer suggestions or changes on how to most clearly represent the event.

Students will practice facial expressions and body language through regular "Mill & Seethe" warm up activities, where all students walk silently through the space, the teacher gives a scenario or emotion, and counts down for all students to freeze in a pose representing that.

Students will begin exploring tableaux through well-known fairy tales in groups, and are challenged to "figure out" which fairy tale each small group is representing.

Students will rely highly on kinesthetic skills and expression to explore storytelling.

Students will be expressly challenged to balance "Fun" expressions with "Focused" work, as a whole class, individually, or in groups.

Key Texts and Resources:

Mill & Seethe prompts (created by teacher)
Various fairytale books