

Theatre - Grade 1 Lesson 5.5 – Tableau
CALIFORNIA ARTS STANDARD(S) 1.TH:Cr1 b. Identify ways in which gestures and movement may be used to create or retell a story in guided drama experiences.
OBJECTIVES I can work with other actors, using my body, to create tableaux and retell events in a story.
VOCABULARY actor: a person who performs a role in a play or entertainment. gesture: an expressive movement of the body and limbs posture: a position the body can assume, for example, standing, sitting, kneeling, or lying down that conveys an idea, feeling or emotion plot: the story or sequence of events in something such as a novel, play, or movie scene: a part of a play or story tableau: a silent and motionless depiction of a scene created by actors, often from a picture. The plural is <i>tableaux</i>.
INSTRUCTIONAL MATERIALS - Location Cards <i>Three Billy Goats</i> story (attached)
WARM UP <i>(Engage students, access prior learning, review, hook or activity to focus the student for learning)</i> 15 minutes - Remind students of your name and review the Arts Smarts Rules and their Respectful Class Agreements. - Have the students stand in a large circle with you. Remind students of the actor's tools (voice, body and imagination) and "actor's ready" or "actor's neutral" stance (feet together, standing tall, hands by side, eyes focused). - Lead the same warm up from Lesson 1 http://sites.uci.edu/class/kindergarten/theater-kindergarten/kindergarten-theater-lesson1/
LESSON <i>(Presentation of new material, demonstration of the process, direct instruction, application of knowledge, problem solving, corrective feedback)</i> Part 1 (10 minutes) - Define tableau for the students and remind them tableau is like looking at a picture book of still images, only in theatre, these images are created by real people, called actors. (https://www.thoughtco.com/introducing-tableau-to-students-3938471 and https://www.youtube.com/watch?v=B89ZxL0kv5M) - Divide students into groups of four or five - Use location cards and tell students that they will be practicing creating tableau by using their bodies to show the location/setting that you call out - Have one group come to the front of the class or the middle of the circle

- Call out a location/setting and coach the group to form a tableau that shows what they would be doing in that place.
- Ask the audience to comment on what they see. Push for more detail in the observation. Ask: “What do you think is happening in this tableau?” “Why do you think that?” “What are the actors doing with their posture, gesture or facial expression that provides evidence of your idea?”
- Have all groups spread out in the room.
- With all groups working at the same time call out a location/setting and give the groups time to create a tableau.
- Give feedback to the groups calling out specifically what is good about the work. Be as specific as possible.
- Repeat with two more locations/settings.

Part 2 (20 minutes)

- Remind students of the tableaux work they did last lesson with “Three Billy Goats Gruff”
- Explain to students that actors both rehearse and perform. The rehearsal is when they practice what they are going to do for the audience. The performance is when they really do it. In the last lesson they rehearsed and now they will perform.
- Reintroduce the word scene. Tell students when you get to a part in the story where the tableau is to be created, you will say the word “scene”. The group assigned to that scene will get up, go to the designated space for that scene and create their tableau. Each group will move to the center of the circle and create their scene in turn as the story is read.
- The scenes are as follows:
 1. The Three Billy Goats walking toward the meadow (students can also represent the bridge).
 2. Little Billy goat meets the troll at the bridge (pleading and gobbling)
 3. Middle-size Billy Goat meets the troll at the bridge (pleading and gobbling)
 4. Largest Billy Goat and the troll (butting and knocking troll down)
 5. Three Billy Goats at end on the other side of the bridge (full and satisfied)
- Remind students to listen for the word “scene”.
- Read and perform the story “Three Billy Goats”.
- Say the lines with expression. When you get to the section where the tableau happens, get students ready to create by saying “scene”.
- Students will create tableau and freeze.
 - o Insist that the students freeze their position until the next scene in the story is read. If they are unable to hold the tableau, ask actors to freeze three seconds (count to three slowly or say one-one thousand, two-one thousand, three-one thousand), then allow them to relax while reading the next scene of the story.
- Continue reading the story until all groups have created their tableau.
- At the end have the students take a bow.

STUDENT REFLECTION *(Identify problems encountered, ask and answer questions, discuss solutions and learning that took place, did students meet outcomes?)*

Part 1 (2 minutes)

- How can you use your body to tell a story without words?
- Why is it important for actors to work together, like a team?

Part 2 (3 minutes) Breathing and Mindfulness

1. **“Actors, thank you for working so hard today. You were good ensemble members as well as good audience members. I’m excited to work with you again next time!**
2. **Before we go we are going to practice a focusing exercise. As actors you need to focus to do good work. This is called three breaths. Please stand in actor neutral, 5 point position. Now close your eyes. Be quiet and notice you breathing. With your eyes closed, I want you to take in a deep breath, imagine you are smelling beautiful flowers, and then slowly let that breath out. Do that again. Take a deep breath in, and relax your mind. Breath out. One more time. Take a deep breath in, and relax your body. Breath out. Open your eyes and focus on being relaxed.**
3. **Thank you for breathing with me. Keep that sense of calm and focus as you transfer to your next class.”**

Use this “three breath” routine whenever the class needs to be refocused.

THREE BILLY GOATS GRUFF

Story

Once upon a time.....

There were three goats.....

And they were very hungry.

They could see green grass across the bridge.....

Pantomime

Raise index finger and slightly bow.

Hold up three fingers.

Rub tummy and make face as if hungry/uncomfortable.

Hold hand above eyes as if looking out and far away.

CREATE TABLEAU #1

"Let's go across the bridge" they said.....

The Little Billy Goat started across the bridge.....

A mean ugly troll lived under the bridge.....

He heard the trip trap of the Little Billy Goat.....

"Who's trip trapping across my bridge?".....

"It is I, the Little Billy Goat".....

Motion as if to follow and walk in place.

Measure "little" fingers, small body shape, walk in place.

Scowl, walk and act tough.

Cup ear as if to hear something while looking up.

Cup mouth as if shouting upward.

Measure "little fingers", small body shape, walk in place.

CREATE TABLEAU #2

"I'm going to gobble you up" said the troll.....

"Oh no, please don't eat me.....

Wait for the middle size goat, he's much bigger"....

"Be gone with you"..... off".

Then the troll heard the trip trapping of the middle-size goat.....

"Who's trip trapping across my bridge?".....

"It is I, the Middle Size Goat".....

Move hands as if eating in a disgusting manner.

Fold hands and beg.

Push hands in front of body as if to say, "Stop, Wait."

Use hands in flipping motion to "wave

Cup ear as if to hear something, and look up.

Cup mouth as if shouting upward.

Stand straight and open fingers at shoulder level.

CREATE TABLEAU #3

"I'm going to gobble you up" said the troll.....	Move hands as if eating.
"Oh no, please don't eat me.....	Fold hands and beg.
Wait for the Biggest Billy goat, he's much bigger"....	Push hands in front of body as if to say, "Stop, Wait!"
"Be gone with you"..... off".	Use hands in flipping motion to "wave
Then the troll heard the trip trapping of the biggest sized goat.....	Cup ear as if to hear something, and look up.
"Who's trip trapping across my bridge?".....	Cup mouth as if shouting upward.
"It is I, the Biggest Billy Goat".....	Stand straight and stretch arms up high.

CREATE TABLEAU #4

"I'm going to gobble you up" said the troll.....	Move hands as if eating.
"Well, come along" said the Biggest Billy Goat.....	Motion as if to follow.
Up came the mean ugly troll.....	Make climbing motion with feet and hands.
The Biggest Billy Goat knocks the troll down.....	Make horns with fingers and do head butt.
And that was the last of the mean ugly troll.....	Wave good-bye.
The Biggest Billy Goat went over to the green grass..	Stretch tall and walk in place.

CREATE TABLEAU #5

The Three Billy Goats ate and ate.....	Move hands as if grazing.
And they were very full and satisfied.....	Puff chest and cheeks, and rub tummy
Scene.....	Smile and bow



Arts Education Project



Date:	Teacher:	Classroom	Discipline: Theatre
VAPA Teacher:	Room #:	Lesson #: 1st Grade 5.5 - Tableau	
Lesson Objective(s): I can work with other actors, using my body, to create tableaux and retell events in a story.			
Key Vocabulary: actor: a person who performs a role in a play or entertainment. gesture: an expressive movement of the body and limbs posture: a position the body can assume, for example, standing, sitting, kneeling, or lying down that conveys an idea, feeling or emotion plot: the story or sequence of events in something such as a novel, play, or movie scene: a part of a play or story tableau: a silent and motionless depiction of a scene created by actors, often from a picture. The plural is <i>tableaux</i>.			
To see today's lesson, go to https://www.sandiegounified.org/aep-lessons  VAPA TRANSFORMING LIVES THROUGH THE ARTS.			