**Lesson Plan Template**

<table>
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<tr>
<th><strong>PLANNING THE LESSON</strong></th>
<th><strong>Stephanie Paglia</strong></th>
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<tbody>
<tr>
<td><strong>Title of the Lesson:</strong> Working with Tableau (Intro)</td>
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<td><strong>Material:</strong> “Story about love” text, “Story about difference” text</td>
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<td><strong>Grade Level:</strong> 9 Open</td>
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<td><strong>Description of source materials:</strong></td>
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<td>• Students will create tableaux to these texts, working on techniques within tableau—establishing different levels, isolating movements and gestures, interpreting texts, synthesizing information, making decisions, committing to role, working collaboratively, expressing with the body and face</td>
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| **Background Information:** (Location of your students) |
| • Students will have played community building games (ice breakers) prior too, and will have experience collaborating with others in the class |
| • Students may have previous experiences working with tableau and body movement |
| • This lesson is to be used as an introduction or review of tableau, its purpose is to allow students to practice the techniques and dramatic elements of tableau, working on areas of improvement both individually and within groups, as well as reinforce prior knowledge and experience of tableau |
Learning Expectations: (Skills and Knowledge)

Gr.9 Open

Overall Expectations:

A. CREATING AND PRESENTING
A1. The Creative Process: use the creative process and a variety of sources and forms, both individually and collaboratively, to design and develop drama works;
A3. Presentation Techniques and Technologies: use a variety of presentation techniques and technological tools to enhance the impact of drama works and communicate for specific audiences and purposes.

B. REFLECTING, RESPONDING, AND ANALYZING
B1. The Critical Analysis Process: use the critical analysis process to reflect on and evaluate their own and others’ drama works and activities;

C. FOUNDATIONS
C1. Concepts and Terminology: demonstrate an understanding of the nature and function for drama forms, elements, conventions, and techniques, including the correct terminology for the various components;

Specific expectations:
A1.1 use a variety of print and non-print sources
A1.2 select and use appropriate forms to suit specific purposes in drama works
A1.3 use role play to explore, develop, and represent themes, ideas, characters, feelings, and beliefs in producing drama works
A3.2 use a variety of expressive voice and movement techniques to support the depiction of character
B1.1 use the critical analysis process before and during drama projects to identify and assess individual roles and responsibilities in producing drama works
B1.3 identify aesthetic and technical aspects of drama works and explain how they help achieve specific dramatic purposes
C1.1 identify the drama forms, elements, conventions, and techniques used in their own and others’ drama works, and explain how the various components are used or can be used to achieve specific purposes or effects
C1.2 use correct terminology to refer to the forms, elements, conventions, and techniques of drama
Description of Lesson/Activity:

1. **What strategies will you use to ENGAGE the students?**

   - **Tableau:** Introduction to tableau, “a moment crystallized in time, must include 3 different levels…” students will be put into groups of 3 or 4, and will create tableaus of situations prompted by the teacher. (ex. “Show me a day at the dentist…show me a night at the circus….show me a student in trouble with the principal…etc.”)

   - **Speaking in role:** Students will momentarily break out of their tableaus and create a line to speak, in role, then freeze back into tableau

2. **In what ways will the students EXPLORE the material?**

   - **Working with text:** Students will be given a short text, and in groups of 3 or 4, create different tableaux for each line of the text.

   - **Speaking in role:** Students will decide if who will be speaking the text. Will there be one narrator? Will characters read certain lines?

   - **Presentation/Performance:** Students will perform tableaux in theatre round

3. **How will you make sure that the students move beyond superficial understandings? What will you do to deepen the drama and EXTEND student response and reflection?**

   - **Final tableau:** Teacher will prompt thought provoking question, tying in the chosen text and connecting it with the students’ lives, for ex. In using the text, “This is a story about love”, teacher will ask, “What could you have done to possibly break your own mother’s heart?”

   - **Presentation/Performance:** Students will create tableau to answer this question, within the same groups. Will perform (in theatre round/voluntarily or selectively) at the end

   - **Reflection:** Students will reflect on their tableaux, discuss how tableaux and other elements of the dramatic arts can be used to express and interpret emotions, feelings and ideas without words. Discuss the power of movement, intent, commitment and creativity within the dramatic arts, and how tableau is an effective way to convey these emotions

Assessment Strategies: **How will you assess the learning expectations?**

   - **Observation:** Teacher and students will be observing group’s performances, interpretations and artistic decisions, looking more understanding, metaphors

   - **Presentation/Performance:** Students will be performing their tableaux in theatre round

   - **Peer assessment:** Groups will be asked to assess another peer group’s tableau (paired by the teacher) and create “One glow” and “One grow” for that group-an aspect from the performance that they liked, and an aspect that they could improve on

Other Notes:

- Students are welcome to bring in other poems or texts to work with (can create their own as well)