

Parts of a Story: Tableau

Fifth Grade + ELA/DRAMA

CORE SUBJECT AREA

ELA

ART FORM + ELEMENTS

Drama
Tableau

MSCCR STANDARDS

CCSS.W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally

MSCCR CREATIVE ARTS STANDARDS

TH:Cr2-5.b. Participate in defined responsibilities required to present a drama/theatre work informally to an audience

TH:Pr.4.1.b. Use physical choices to create meaning in a drama/theatre work.

DURATION

60 minutes

OBJECTIVES

TSW use tableau to present and structure a narrative text.
TSW carry out assigned roles in a theatre work.

MATERIALS NEEDED

Highlighters

VOCABULARY

Narrative
Introduction
Beginning
Middle
Ending
Conclusion
Tableau
Folk Tale
Body
Facial Expression

RECOMMENDED RESOURCES

Copies of folktales, they can be found at

https://eps.schoolspecialty.com/EPS/media/SiteResources/downloads/external/read_write_think/folktales.pdf

LESSON SEQUENCE

Introduction

- TTW use the Google Slides presentation to review/ introduce narrative writing to TS.
- TTW review with the the student that narrative writing is writing that tells a story.
- TTW use the Google Slides presentation review the different parts of a narrative (introduction, beginning, middle, ending, and conclusion) and the definitions of these different parts.

- The teacher and the the student will (TSW) use the five paintings in the Google Slides presentation to create their own narrative with an introduction, beginning, middle, ending, and conclusion.
- TSW offer suggestions for what they believe is happening in the narrative to help guide the action.

Transition

- TTW introduce the student to the concept of tableau.
- TTW tell the student that a tableau is like a painting in the sense that it captures one moment of a story in a still manner.
- TTW explain to the student that a tableau is still an image in which actors use their bodies and facial expressions to portray a particular moment of a story.
- TTW explain to the student that a tableau can be used to retell a story.
- TSW watch the video found at <https://www.youtube.com/watch?v=ujdHoFqN3VY> to see an example of other middle school student performing a tableau
- TTW explain to the student that when presenting tableau, a person uses their body and face to convey the story. TTW tell the student that they are about to practice using these elements to create a tableau.
- The teacher and the student will practice doing a whole group tableau of different situations. TTW will tell TS the situation, count to three, and the student will freeze in position and hold the position until the teacher says, “stop.”
- Examples of situations include fans at a sporting event, famous celebrity spotted by fans and photographers, and people seeing an alien spaceship.

Description

- TTW separate the students into groups of four.
- TTW distribute to each group a copy of one of the folktales found at https://eps.schoolspecialty.com/EPS/media/SiteResources/downloads/external/read_write_t_hink/folktales.pdf
- TTW explain to the student that a folktale is a type of narrative that originated in a specific culture and is passed down through generations.
- TSW randomly select a piece of paper with a part of a narrative written on it (introduction, beginning, middle, ending, or conclusion.)
- TSW read their narratives and will find the part of the narrative they selected.
- TSW highlight the part of the narrative they were assigned.
- TSW create a tableau of the part of the narrative their group was assigned.
- TSW practice their tableau, including their facial expression and body positioning.
- TSW choose one person to be the narrator who briefly tells the events of their part of the story before they get into position.
- TTW call the students in order of the events of the story to present their tableaus.
- TSW present their tableaus to the class.
- If the student identified their part of a narrative correctly, the groups should retell the narrative in the same order that it was told in the original story.

EXTENDED LEARNING ACTIVITIES

The student can come up with their own original tableaus for situations and perform them for their classmates.



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TSW guess what situation their classmates are presenting and will tell their evidence for thinking this way.

SOURCES

https://eps.schoolspecialty.com/EPS/media/SiteResources/downloads/external/read_write_think/fo_ktales.pdf

www.dramatoolkit.co.uk/drama-strategies/tableau-or-still-image

TIPS + FREQUENTLY ASKED QUESTIONS

You can use five any five painting to do the whole group narrative structure activity while introducing the lesson. Make sure they all fit together in a way that makes sense though.