

Lesson Plan	
<b>Subject:</b> Drama	<b>Date:</b>
<b>Unit Plan:</b> Improvisation	<b>Facilitator:</b> Lemar Archer
<b>Topic:</b> Tableau	<b>Duration:</b> 1 ½ hours
<b>Materials/Resources:</b>	
<b>Focus Question:</b> How to use my voice and body as a versatile instrument of communication expression and interpretation?	
<b>Attainment Target:</b> At the end of the lesson students use voice and body as means of creative expression and effective communication to tell a story.	
<b>Learning Objectives:</b> By the end of the lesson students should be able to: <ol style="list-style-type: none"> <li>1. Demonstrate their knowledge of stage picture/tableaus be participating in tableau activities.</li> <li>2. Carry out dramatic story with using tableau</li> </ol>	
Lesson Development:	
<b>Engage</b> Describe how the teacher will capture students' interest.	<b>Quick Check In: How are you feeling emotionally at this moment? Use sound and movement to demonstrate.</b>  <b>Warm Up (10 minutes):</b>  <p style="text-align: center;"><b>Freeze &amp; Justify</b></p> <b>Procedure:</b> <ol style="list-style-type: none"> <li>1. Actors walk around the space, constantly changing the shapes of their bodies, exploring unusual poses (consider adding instrumental music to help their imagination)</li> <li>2. The leader at any point can call out "Freeze!" at which point all the actors freeze in their current pose.</li> <li>3. The leader calls out a name and asks them to "Justify" their pose. For instance, a kid posed with their arm raised high above their head might be "cleaning cobwebs from the ceiling" or</li> </ol>

	<p>“raising his hand in a classroom” or “playing basketball and just threw and 3 pointers”.</p> <p>4. It is the actor’s job to imagine a situation in which their pose makes sense.</p> <p>5. After the leader asks about 3 or 4 kids to Justify, unfreeze everyone and let them walk around again, posing and contorting some more. Repeat!</p> <p style="text-align: center;"><b>Group shapes</b></p> <p>This is a simple game but it needs co-operation. Ask students to walk around the room, using all the space and trying not to bump into each other. Once this is established call out a shape, which the whole class must form. Start with a circle as this is easy. Other useful shapes include:</p> <ul style="list-style-type: none"> <li>■ a triangle,</li> <li>■ a square,</li> <li>■ a diamond,</li> <li>■ any capital letter,</li> <li>■ a star (5 points),</li> <li>■ an umbrella.</li> </ul> <p>The whole class must make one shape between them, as though it were to be viewed from the air. Between making shapes ask them to walk steadily as before using all the space in the room.</p>
<p><b>Explore</b> Describe what hands-on/minds-on activities students will be doing</p>	<p style="text-align: center;"><b>Complimentary Statues</b></p> <p><b>IN PERSON CHANGES:</b></p> <ul style="list-style-type: none"> <li>• The “leader” will stand up and use their whole body to strike a pose- it can be either in a circle or standing in front of the class.</li> <li>• Everyone will pose around the leader to create the picture.</li> </ul> <p><b>VARIATIONS:</b></p> <ul style="list-style-type: none"> <li>• Have the teacher name an emotion and the group will pose based off of the emotion! The name can then be why they are feeling this way (ex. They all make a sad pose, and the name is “Dropped Ice Cream”.)</li> </ul> <p><b>NOTES:</b></p> <ul style="list-style-type: none"> <li>• This is NOT a competitive game. We are working together to create a big pose, not trying to outdo each other!</li> <li>• Make sure to pay attention and comment on everyone’s poses- not just the leader’s pose! If you’re teaching this</li> </ul>

	<p>over zoom, you can type comments in the chat as well as say comments out loud.</p> <p>Playground Beach Party</p>
<p><b>Explain</b> List higher order thinking questions which the teacher will use to solicit students' explanation and help them justify their explanation.</p>	<p>The teacher, through a guided discussion and questioning, the class will discuss what they have learnt and discovered from the activities done. (5 minutes)</p> <p>The discussion will entail: What they learnt or discovered from the games What were some of the challenges you faced? How did the activity help you to learn about someone else? etc. What surprised you? What did you learn about...</p> <p>Tableau is a theatrical technique in which actors freeze in poses that create a picture of one important moment in the play. In a tableau, participants make still images with their bodies to represent a scene. Sometimes, in the theatre, the curtain rises, and all the actors onstage are frozen in poses that create a compelling stage picture.</p> <p><b>Tableau Excellence</b> Actors... ...remain still or frozen. ...remain silent. ...pose with energy. ...pose with expression. ...keep their concentration. ...pose at different levels. ...choose poses that communicate the tone and mood of the text.</p> <p><b>BREAK (5minutes)</b></p>
<p><b>Elaborate</b> Describe how students will develop a more sophisticated understanding of the concept.</p>	<p><b>Add a Freeze</b></p> <p>This game works as a great warm up for more extensive improvisations.</p> <ol style="list-style-type: none"> <li>1. Get the students into pairs.</li> <li>2. Student A must create a pose (a frozen image with his or her body).</li> <li>3. Student B must then, without thinking about it too much, create their own pose that compliments Student A's pose. For example, Student A may have posed doing a karate</li> </ol>

	<p>chop, and student B may then freeze in a scared/defensive pose.</p> <ol style="list-style-type: none"> <li>Student A then unfreezes and creates a new pose that compliments Student B's pose that they are still holding.</li> <li>This then continues in the same way until you feel the group begin to tire. I have noticed that it works very well with high-school kids and older.</li> </ol>
<p><b>Evaluate</b> How will students demonstrate that they have achieved the lesson objectives?</p>	<p>DVD Game</p> <p>Split your group up into three. It doesn't matter about the size of each group.</p> <p>Instruct each group to come up with three poses or "statues" which portray a story.</p> <p>The three poses should represent the beginning, middle and end of a story.</p> <p>Give each group around 5 minutes to prepare.</p> <p>Get the class to reform and let each group perform.</p> <p>Then get the rest of the class to explain what the story (DVD) was about.</p> <p><b>Tip:</b> give both the group performing and those guessing positive feedback if they are successful.</p> <p>Closing: Today I discovered that _____</p> <p>My favourite part of today's lesson was _____ because _____</p>