

Story Dramatization and Tableau Lesson Description

In this Activity: Students will use their bodies to enact important moments within a story, first through acting out the story as it is being told and then by creating tableaus.

Literacy: Story Drama

Why?: To take a look at different characters storylines and embodiment of the story itself

Educational Benefits:

- Embodiment of a story
 - Ability to step into someone else's shoes for a second
- Interpersonal Growth (3 C's)
 - Communication
 - Collaboration
 - Compromise
- Cognitive Development
 - Enhance problem-solving skills through various view points
- Foster the sense of empathy

Activity Length: 40 minutes

Ages: Second Grade - Fourth Grade

(How)

PREPERATION:

- > Pick a story that pertains to a subject or to a subject matter the class is working with.
 - > This could be in the form of a picture book, short story, Greek myth, fable, ext.
 - > NOTE: Read through the story on your own and identify different characters, objects, and scenery students could enact.

INTRODUCTION: The teacher will need to introduce this activity to the students- so the students know that they will be jumping in and out of the story

- > Read the story out loud to the class
 - > NOTE: During this portion of the lesson students will need to be silent; only the narrators voice should be heard
- > Every time a new character, object, or scenery is mentioned have different members of the class stand up and embody the character, object, or scenery and play out the action of the words
 - > NOTE: When someone jumps in to play a specific character, they do not have to stay that character the whole time. Students should feel free to sit down whenever they want to or if you think they have been on long enough have them clear the stage
 - > It can also be helpful to have a signal to clear the stage as well
 - > NOTE: Sometimes a signal to the class will help the students know when to jump in
 - > ex. Raise a hand, point to students, emphasize your voice when something new happens

- > These signals should be established before hand
- > Once the story is done, break off into groups of three or four students and assign each group a different character from the story
- > Have each group discuss the major themes and important moments that happened during the story, pertaining to the character assigned. This can be done by story boarding, writing a list, whatever works best for the students
 - > Here are some guiding questions to give to the class:
 - > “What are key turning points for this character?”
 - > “What character does this character interact with the most?”
 - > “How does that change the character’s motivations?”
- > Have the students pick out the three most important moments for that character
- > Once the groups have decided on three moments, have them create a tableau (or frozen images with their bodies) for each moment
 - > NOTE: Three most important concepts about tableaux
 - Eye Contact:
 - Who is looking at whom?
 - Who isn’t?
 - Body Language
 - Who is facing whom?
 - Are they closed off or open to the people around them?
 - Are they hunched over or standing tall?
 - Levels
 - Who is standing?
 - Who is sitting?
 - How do those level express power?
 - > These concepts are important because you cannot use your voices to convey important information
- > Have each group present their tableaux to the class

Modification:

- > Have each student pick a character from the story you are reading
- > Have them write a letter to another character in the story
 - e.g. Persephone writing a letter to Demeter, her mother about how much she misses sunshine
- > Have the class create the underworld
 - > Create a sound scape of the underworld
 - > Have half the class embody the underworld and the other half create the sound scape