

Facilitation Guide

Strike a Pose

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Activity Summary:

Tableau is a game style theatre strategy that supports comprehension of text.

Pose, when analyzing an illustration or tableau, is the biggest bang for your buck in terms of gathering information. Body language speaks volumes without words.

This strategy asks students to replicate poses from illustrations or to strike a pose of their own creation in relation to a story or prompt.

Why the Arts:

Tableau embodies learning by visually representing data to make it more understandable and actionable, facilitating a deeper understanding of concepts and insights.

Assessment:

Formative: Questions asked after each tableau is performed.

Summative: [Tableau Assessment](#) that includes drawing and writing.

Lesson Connections:

Grade 6, Module 2 – Any lesson where cementing understanding of the narrative, any lesson in the module where students are analyzing illustrations because tableau brings illustrations to life.

Lesson 14 – the example used in this lesson outline aligns to the pages covered in Lesson 14.

Connection to Module Goals/EOM Task:

This game supports understanding of archetypes, and/or the stages of the hero's journey.

Standards Alignment:

ELA:

RL.6.1 – Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.6.5 – Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

Arts:

TH:Pr4.1.6.b – Experiment with various physical choices to communicate character in a drama/theatre work.

TH:Re7.1.6.a. – Describe and record personal reactions to artistic choices in a drama/theatre work.

Facilitation Guide

Strike a Pose

[Google Slides](#)

Brain Targeted Teaching Considerations:

BT1 – Emotional Climate:

Today, we are going to be using our bodies to express characters and emotions. We may look silly, we may look scary or we may look absolutely ridiculous. However, we are always respectful and kind to all of our brave actors. Some students are painfully shy. You know who they are. To support them, one option is to be their 'stand in'. This means, they turn into your personal director where the student is directing your body pose, position and facial expressions in the tableau. This way, they can still make theatrical decisions and complete their assessment.

BT2 – Physical Environment:

There needs to be a designated stage space.

You can mark out a rectangle with tape on the floor.

You can say the stage is right here in front of the screen.

Other Considerations:

Teacher Background:

Teachers need to be willing to use their body to create different poses and facial expressions.

Recommended Student Materials:

[Tableau Assessment](#)

Accessibility Notes:

Facilitation Guide

Strike a Pose

[Google Slides](#)



Steps for Implementation:

Learning Targets - (T1)

I can use my body and facial expression to communicate character and emotion to tell a story.

I can collaborate with others to create a tableau to show key moments in a story.

Materials

Excerpts from The Odyssey or Ramayana OR Illustrations from The Odyssey or Ramayana

Space for Movement

Emotional Considerations - (T7)

Today, we are going to be using our bodies to express characters and emotions. We may look silly, we may look scary or we may look absolutely ridiculous. However, we are always respectful and kind to all of our brave actors.

Some students are painfully shy. You know who they are. To support them, one option is to be their 'stand in'. This means, they turn into your personal director where the student is directing your body pose, position and facial expressions in the tableau. This way, they can still make theatrical decisions and complete their assessment.

1. Hook

Write or project the word 'pose' on the board.

- Ask: **What does it mean to pose?** (A pose is body positioning and facial expression. It can communicate character or emotion.)

Invite 2 students to the front of the room to Strike A Pose.

- Ask: **What can we learn from just a pose? (T3)**

2. Mini Lesson

Write or Project the word tableau on the board.

Ask about the word meaning. (Tableaux is a frozen story scene from a story made with people's bodies).

Show examples of tableaux.

Here is a [video](#) that describes how to do tableaux.

Here is a [video](#) to use as a very high quality exemplar.

Steps for Implementation:

3. Guided Practice

Select a scene with action and project it on the board.

Ask: (T3)

- What is happening?
- Who is involved?
- What emotions are present?

Invite volunteers to embody the characters. Focus on pose and facial expression.

Discuss What made this tableau effective?

4. Independent Practice - (T2, T5)

Divide class into small groups of 3-4.

Provide them with a scene to reenact and give them time to rehearse their tableau.

The slides use the scene from the Odyssey covered in Lesson 14.

From the Odyssey (p. 106-107):

The gods were watching him. Looking down from the heights of Mount Olympus, they saw him on Calypso's island. His misery touched the heart of Athene, the goddess with the flashing eyes.

"Father Zeus," she said, "Odysseus has always worshipped you. Why are you so unkind to him?"

"I haven't caused his troubles," Zeus replied. "They come from Poseidon, the earth shaker. He is taking revenge for the blinding of his son the Cyclops."

"Odysseus has suffered enough!" Athene said passionately.

"He has," said Zeus. And now Poseidon is busy on the other side of the world. Let us decide on how to send Odysseus home."

Athene already had a plan. "Send Hermes to Calypso," she said. "Order her to let Odysseus go - and to help him on his way."

"Very well," said Zeus. And he called Hermes over to give him the message.

5. Share

Have each group share their tableau with the rest of the class guessing what scene from the story they are representing. To welcome each group to the stage and to celebrate their bravery, audience applause is necessary. (T7)

The prompt the teacher can say is: Applause, please!

After each tableau ask questions regarding the content and/or the art form. (T4)

Facilitation Guide

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[Google Slides](#)



Steps for Implementation:

Ask:

- What do you think is happening?
- What pose stood out to you and why?
- What emotion or idea did you see?

Ask:

- Where is the action?
- Do we see levels?
- Do we see expression?
- Do we see a story?

Reflect

As an [assessment](#) for learning, students can complete the following reflection questions: (T4)

- Draw your pose.
- What pose did you choose to use today in your tableau?
- What did it communicate?