**Kanga you jump into speech and drama…. Tableaux**

**Definition: Tableau** is a French word and it means that a group of models or motionless / frozen figures representing a scene from a story or from history. In Drama a tableau uses three levels low medium and high and dynamics of deep and wide.

 **Materials needed for the lesson:** None just a group of students than can be divided into 3to 6 maximum into groups for performances.

**Learning Intentions**: Students will understand the concept of Tableau and add it to their Drama Language vocabulary. Students will understand the elements required to construct a tableau such LEVELS: low, medium and High and the elements of DEEP and WIDE. Students will understand how and when and why to use a tableau in musicals Ballets and live stage and film productions.

 **Learning Outcomes**; Students will know what a tableau is and know all the elements of it and know how to construct it and create it according to the context of a scene or theme.

Relationship with learning and others outcomes:

Bond as a group

Problem solves

 Create and put together a scene through negotiation and discussion.

Develop focusing and listening skills.

Work together to create movement and tableaux and potentially use tableaux in pantomimes and scripts

Begin to communicate information to peers using dramatization

Learn basic movements and drama language concepts such as levels tableau negative and positive spaces, stage movement,

Relate movement to stories

**Warm up**

Night at the Museum/Living statues/Weeping Angels

 (skills focus and concentration)

1. One person is the Janitor (or doctor Who) and the rest are statues (or weeping stone Angels)
2. Only the Janitor or Doc Who can move freely around the room. The statues can only move if the Janitor is not looking at them.
3. 3 The Janitors job is to catch the statues moving. The statues job is to sneak up and touch the janitor.
4. If the janitor is tapped the janitor becomes the statue and the statue becomes the Janitor.
5. If a statue is caught moving, they are now free to move and must help the janitor catch the other statues.
6. The Janitor is not allowed to touch or yell at any of the statues but may do anything else possible (within reason) to cause a statue to move.
7. The game is more fun when the Janitor or Doc Who really gets into the role.

**Positive and Negative spaces**

1 After the warm up ask the students to move around the room using their bodies to fill up as much space as possible. They should keep moving as they do this, stretching and moving to take up as much space as they possibly can.

2. Switch. Now they must make themselves as small as they possibly can and take up as little space as they possibly can and freeze.

3. Bring the group together and ask for a volunteer on stage and freeze in a position that connects to the space occupied by the first volunteer.

4. Add a third and a fourth to a maximum five.

5.The performers on stage hold their position while the audience describes what they see in what the performers have created.

6. Have the first (expansive) group sit down and discuss the concept of Positive and negative space that is occupied by a performer. NEGATIVE space is the space that is NOT OCCUPIED. POSITIVE space is the space that is occupied. They can use this together to create interesting and thoughtful Tableaux.

**Lesson Intention**; Learn all the components of a tableaux, when and where to use them. Make and perform a tableau using a picture postcard.

**Materials**: Students and a space.

**In this work shop**; Students will;

Develop drama skills **Tableaux.** Learn concepts of **high, medium, low.**

Develop **listening** skills

Develop **problem solving** and **working together as a team**

**Presentation** skills

Use stage **movement** and understand and implement **positive and negative spaces**

 Use their bodies to create physical personification of objects and places.

Follow up reflection:

1. How did it feel when you were occupying as much space as possible. Compare that feeling to how you felt when you were using as little space as possible.

2. Describe how you used positive and negative spaces to construct an image on stage. Be specific give one or two examples.

3. Who in the class provided a really good example of Positive and negative space and what did they do?

4. How can you use the idea of Positive and Negative spaces onstage to create a dynamic scene /Tableaux.

5.Write down and comments or questions not already spoken about.

 Lesson format

 FIRST CIRCLE TIME

 Students form a circle and run through a

 **WARMUP.** E.g. Physically express how you feel when you’re in your favourite place. Rest of class copies it all together.

OR

 Say your name and do an action and the rest of the group repeats the action and says “welcome Sarah” Or whatever the person’s name is.

**INTRODUCTION OF SKILLS**;

**EXPALAIN** the definition of a Tableaux. A tableau is a French word that is used in Musicals and live stage and even in the Ballet. The purpose is to use Drama Language so instead of saying “spread out” You use the technique of a tableaux. A tableau ‘s purpose is to arrange the actors or yourself in order that everybody can be seen by the audience. In a movie the camera can zoom in track alongside and do lots of shots, close up medium and long shots But on stage , the actor needs to position themselves in order that the audience will see each actor, character and their body language. Quote several examples of The Movie Grease. The car scene when one of the boys called the T birds were dancing on top of the car (High level) two skidding along side on their knees on the side of the car (medium level) and one was upside down under the car (low level)

 The elements of a Tableaux are levels of Low MEDIUM AND HIGH.

**Role play;** The teacher uses role play to **act out a character** to create a setting of scene where students will respond but doing actions to fit into the scene BUT it’s introducing the skills **Low medium and high.**

Students are sitting in a circle teacher is in the middle

Role Play one Teacher Role plays character Wicked step sister

**Low level**

Teacher; ”Oh you disgusting Cinderellas and Cindafellas! I’m going to the Ball and I’m having this wonderful red dress made! And OH!!!!! I’ve dropped the pins on the floor” Teacher then instructs students to get down on the floor displaying LOW LEVEL and pick up the pins. Then after few moments says Now go back to the circle. Then teacher says What level did you do? Student unanimously say ‘LOW level”.

 Role play 2 same Low level

Teacher “Oh Ckikey hey you Cobbers I’m Steve Irwin from the Australian Wildlife Park Remember me? A sting ray stuck me in the chest. I’ve just dropped in to say Hi! Oh Crickey I thing I see a bunch of crocks coming my way!!”

Teacher instructs students to go down low level and act out being crocodiles snapping at his heels.

 After a few moments teacher instructs students to return to circle. Repeats What level was that Student s reply LOW LEVEL Make sure the students reply in unison.

**Medium level** same sequence.

Role play 1. Teacher; “Oh You disgusting Cinderella and Cinderfellas, I’m the wicked step sister and I’m going to the ball and the trouble is they only serve small things like oeuvres and I’m always hungry. Please set the table medium level with; cakes turkey, roast lamb jelly, ice cream, and…”

Teacher instructs students to act this out then after they do go back to circle and ask student what level as that? They respond medium level

Role plays 2 Teacher; “ Gidday I’m Steve Irwin and welcome to my wild life park and Oh Bindy is doing a great job running da joint . Lookin’ good mate. Oh Crickey there’s a bunch of roos hopping my way!”

Teacher instructs students via body language to hop like a kangaroo medium level. Student act this out. Teacher asks what level was that students reply “Medium level”.

**High level**

Role play one .Teacher says to class; Cinderalla has had enough of this step sister so she decides to leave her mark. She gets a spray can and sprays her name on the ceiling. Instruct students to role play spraying their name on the ceiling. Teachers again asks what level students replies High level

Role play 2; Teacher explains that there’s a time warp travel back to Jurassic park and you’ve transported to Jurassic park and you’re a Diplodocus long neck plant eating dinosaur and that your eating and straining your neck ( use arms to raise as the long neck extended ( to the top of the trees to eat the foliage of the tree tops.

Teacher asks what level students reply High levrl.

Students eturn to sit in circle and techer calls out three students to the centre and paces them one behind each other on sitting as low kneeling behind as medium and standing behind as high. Then teacher asks stuents to unanimously call out the levels as she points to the lev els.

Teacher explains that in a tableau there are LEVELS. But there is also DEPTH and WIDTH

 Teacher instructs that on this line up there is depth its not a straight line but there needs to be width and instructs 2 students to go wider keeping their designated levels and places them wider to show; three levels, depth and width. Teacher says now we have a tableau. Students return to circle.

Introduction of skills is completed.

Instructions of Task to display organised and perform Tableau using a Picture postcard. Explain what a postcard is due to face book and Instagram students might not know what it is. Key point is that it’s usually a picture of a place.

Tell students to choose a significant place. E.g. Eiffel tower. Big Ben The twin towers, Sydney harbour bridge, Bondi beach WITH surfers and coast guard and shark, Egyptian sphynx or Pyramids etc. Chose a significant place.

 Put students into groups of 3-6 maximum and instruct them to; First CHOOSE A PLACE then work out the levels and what goes into the picture to construct the scene with their bodies using all of the elements they’ve just learnt.

**Demonstration;** Sydney harbour bridge with some students’ prior which is recommended to display the concept but then students can’t use that one or need to vary it. E.g.; Two students standing apart two hands touching to make an arch high level. Boat going through depicting medium level and shark low level remember depth and width placings.

**Creation**; Students given 10 mins to problem solve, negotiate and construct a place.

**Performance**

Students instructed to stay in their groups and create an audience. One group is selected by the teacher to gather at the side of the stage designated area.

Teacher instructs each performer to have a number 1.2.3.4. etc and when the techer calls out the number the students will go to centre stage and position themselves int their designated position and level . Teacher will call out all the numbers till all student are present and frozen in a tableau on stage.

 Teacher will then instruct the audience to unanimously ask WHERE ARE YOU? and unanimously performers will respond e.g. Egypt Pyramids or where ever. Rehearse these questions and how to respond. Students need to be organised together to ask the question answer together.

Group returns to audience and next group goes through the same process of number calling step by step and presentation.

 **Audience skills: (**Instruct students before they perform of audience skills)

 No talking when peers perform.

 May critique at end if they achieved the task skills with only constructive criticism feedback no put downs.

 No eating drinking

 Sit respectfully and give full attention to performers with no wandering around.

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