



**ARTWORKS FOR SCHOOLTIME**

**2022-23 Learning Module Series 1**

to accompany the Van Wezel **Schooltime** Performance of



*TheaterworksUSA's*



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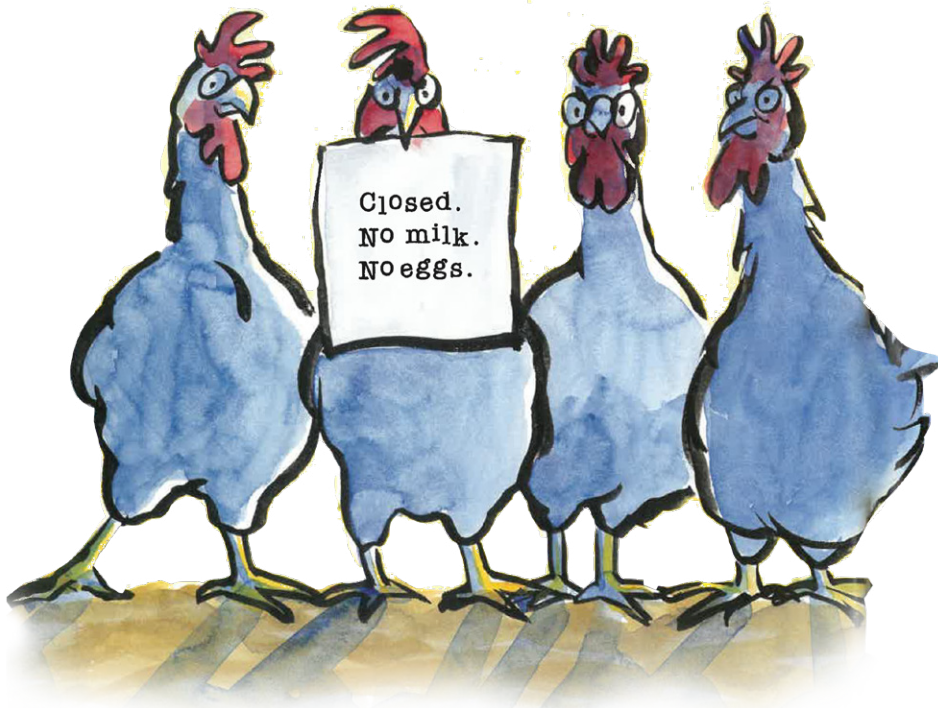
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# USING THE THEATRE SKILL OF TABLEAU TO SHOW THE BEGINNING, MIDDLE AND END OF A BOOK.

*by Laura Courter*

## GUIDING QUESTIONS

- ✿ How do we identify the beginning, middle and end of a book using illustrations?
- ✿ How do we use the skill of Tableau to show illustrations with our body, emotions, gestures, and facial expressions?

## STUDENT LEARNING INTENTIONS AND SUCCESS CRITERIA

- ✿ Today I will use the dramatic technique of Tableau to show the beginning, middle, and end of a story.
- ✿ I will know I am successful when use my body, emotions, facial expressions, and gestures to show beginning, middle and end.

## EARLY LEARNING STANDARDS:

### IV. LANGUAGE AND LITERACY

#### A. Listening and Understanding

##### 2. Increases knowledge through listening

**Benchmark a.** Identifies the main idea, some details of a conversation, story or informational text and can explicitly connect what is being learned to own existing knowledge.

**Benchmark b.** Demonstrates increased ability to focus and sustain attention, set goals, and solve dilemmas presented in conversation, story, informational text or creative play.

#### F. Emergent Reading

##### 4. Demonstrates comprehension of books read aloud

**Benchmark a.** Retells or reenacts story with increasing accuracy and complexity after it is read aloud.

**Benchmark b.** Asks and answers appropriate questions about the story (e.g., "What just happened?" "What might happen next?" "What would happen if...?" "What was so silly about...?" "How would you feel if you...?")

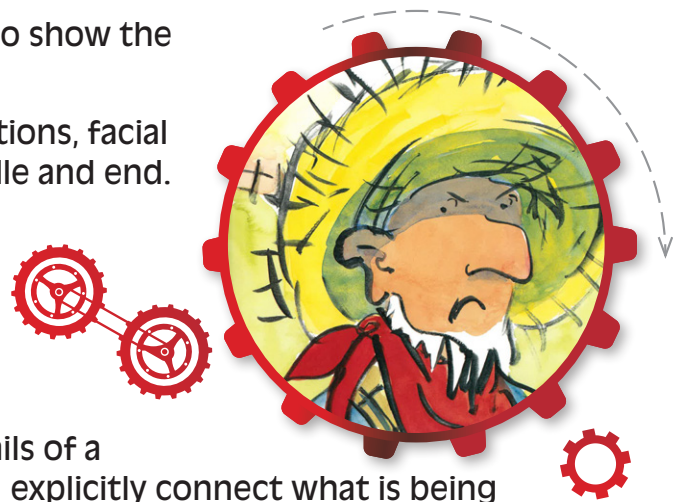
## VIII. CREATIVE EXPRESSION THROUGH THE ARTS

### C. Creative Movement

Continues to engage in individual and group movement activities to express and represent thoughts, observations, imagination, feelings, experiences, and knowledge.

### D. Imaginative and Creative Play

Expresses and represents thoughts, observations, imagination, feelings, experiences, and knowledge, verbally or nonverbally, with others using a variety of objects in own environment.



## BEST STANDARDS:

ELA.K.R.1.1: Describe the main character(s), setting, and important events in a story.

ELA.K.R.3.2: Retell a text orally to enhance comprehension:

- a. Use main character(s), setting, and important events for a story

ELA.1.R.1.1: Identify and describe the main story elements in a story

ELA.1.R.3.2: Retell a text in oral or written form to enhance comprehension.

- a. Use main story elements at the beginning, middle, and end for a literary text.

ELA.2.R.1.1: Identify plot structure and describe main story elements in a literary text.

ELA.2.R.3.2: Retell a text to enhance comprehension.

- a. Use main story elements in a logical sequence for a literary text.

TH.K.S.2.1: Pretend to be a character from a given story

TH.K.S.3.2: Describe the concept of Beginning, Middle and End in stories using dramatic play.

TH.1.S.2.1: Collaborate with others to present scenes from familiar stories.

TH.1.S.3.1: Use simple acting techniques to portray a person, place, action, or thing.

TH.1.0.1.1: Demonstrate how the parts of story go together by acting out a story with Beginning, Middle, and End.

TH.2. S.2.1: Collaborate with others to perform a scene and solve challenges.

TH.2.0.2.1: Re-tell what happened in the Beginning, Middle and End of a story.

## SKILL BUILDING

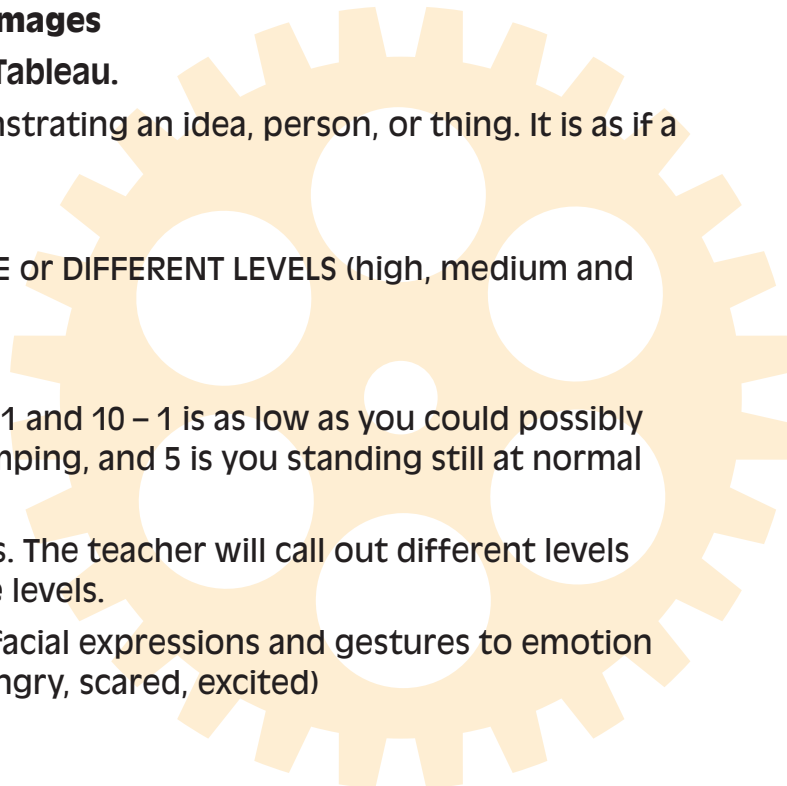
### Activity 1-Introduction to Tableau-Creating Images

✿ With students standing in a circle, introduce Tableau.

- A Tableau is a STILL IMAGE or PICTURE demonstrating an idea, person, or thing. It is as if a moment of action from a play was frozen.
- Tableaus are SILENT
- Tableaus are strong when they use MULTIPLE or DIFFERENT LEVELS (high, medium and low)

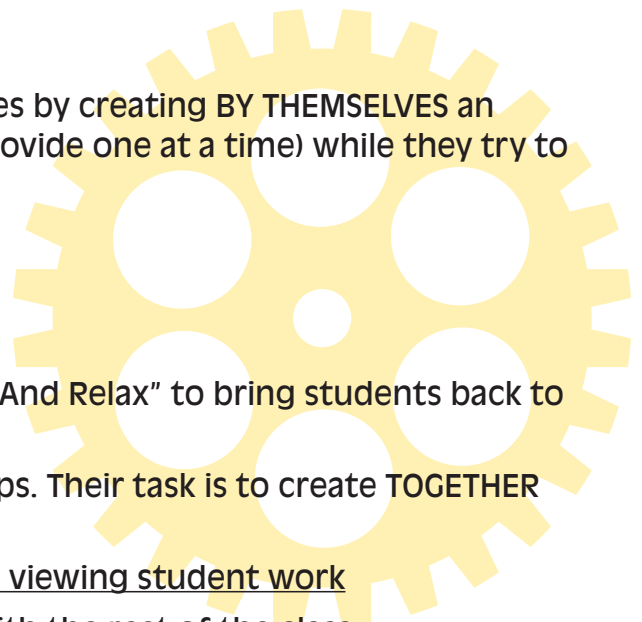
✿ Practice Multiple Levels

- Tell students to think about levels between 1 and 10 – 1 is as low as you could possibly go, 10 is as high as you could go without jumping, and 5 is you standing still at normal height.
- Have them practice showing different levels. The teacher will call out different levels (1-10) and have students demonstrate those levels.
- Have the students practice Tableau adding facial expressions and gestures to emotion words. (Happy, sad, brave, mad, surprised, angry, scared, excited)



## ✿ Practicing Tableau

- Instruct students to practice individual still images by creating **BY THEMSELVES** an image/picture of the prompt of the following (provide one at a time) while they try to use different levels.
  - How are you feeling today?
  - A tree
  - A cup of tea
- Count “1, 2, 3 Freeze!” to create the tableau. Use “And Relax” to bring students back to neutral.
- Have them find a partner or put the class in groups. Their task is to create **TOGETHER AND WITHOUT TALKING** a Fountain or an Elephant
  - Review respectful audience behavior before viewing student work
  - Have student groups share their Tableaux with the rest of the class
  - If working in pairs, three or four pairs can show their work at the same time



## MAIN ACTIVITY

### ✿ Read the book-*Click, Clack, Moo*

- Preview with the children that they will be asked to identify beginning, middle and end after we read the book
- After reading, ask the students to recall what happened in the beginning, middle and end.

### ✿ Introduce the illustrations (Attachments 1-4)

- Look at Attachment 1: The Beginning
  - Who is the character? Look at his facial expressions. How is he feeling?
  - Show Farmer Brown in a Tableau.
  - Count “1, 2, 3 Freeze! And Relax” as students perform their Tableau.
  - This may done as a group or as an individual activity.
- Look at Attachment 2A: The Middle
  - Who are the characters? What are the characters doing?
  - Using your body, facial expression and gestures show the cows in a Tableau.
- Look at Attachment 2B: The Second Middle
  - Who are the characters? What are they doing?
  - Using your body, facial expressions and gestures show the hens in Tableau.
- Look at Attachment 3: The end
  - Who are the characters? What are they doing?
  - Using your body, facial expressions and gestures show the cows and hens in a Tableau.



- ✿ Split students into four groups. Each group will make a Tableau of one of the four events in the story (beginning, middle, second middle, end).
  - Give them two minutes to figure out their tableau.
  - Show each tableau in order.
  - End with a full-class tableau of the story (all groups reprise their tableau at the same time).



**Review the Purpose:**

- ✿ Today:
  - You learned about the acting skill of Tableau.
  - You applied the skill to illustrations from a book.
  - You showed Beginning, Middle and End by using illustrations.



**Exit Ticket:**

- ✿ (for older children) Write a sentence about what happened in beginning, middle and end.
- ✿ (for younger children) Draw a picture of something that happened in Beginning, something from the Middle and something from the end.



# ATTACHMENT 1

## The Beginning



Farmer Brown has a problem.  
His cows like to type.  
All day long he hears  
Click, clack, **MOO**.  
Click, clack, **MOO**.  
Clickety, clack, **MOO**.

# ATTACHMENT 2A

## The Middle

The cows were growing impatient with the farmer. They left a new note on the barn door.



"No eggs!" cried Farmer Brown. In the background he heard them.

Click, clack, **moo**.  
Click, clack, **moo**.  
Clickety, clack, **moo**.





# ATTACHMENT 2B

## The Second Middle



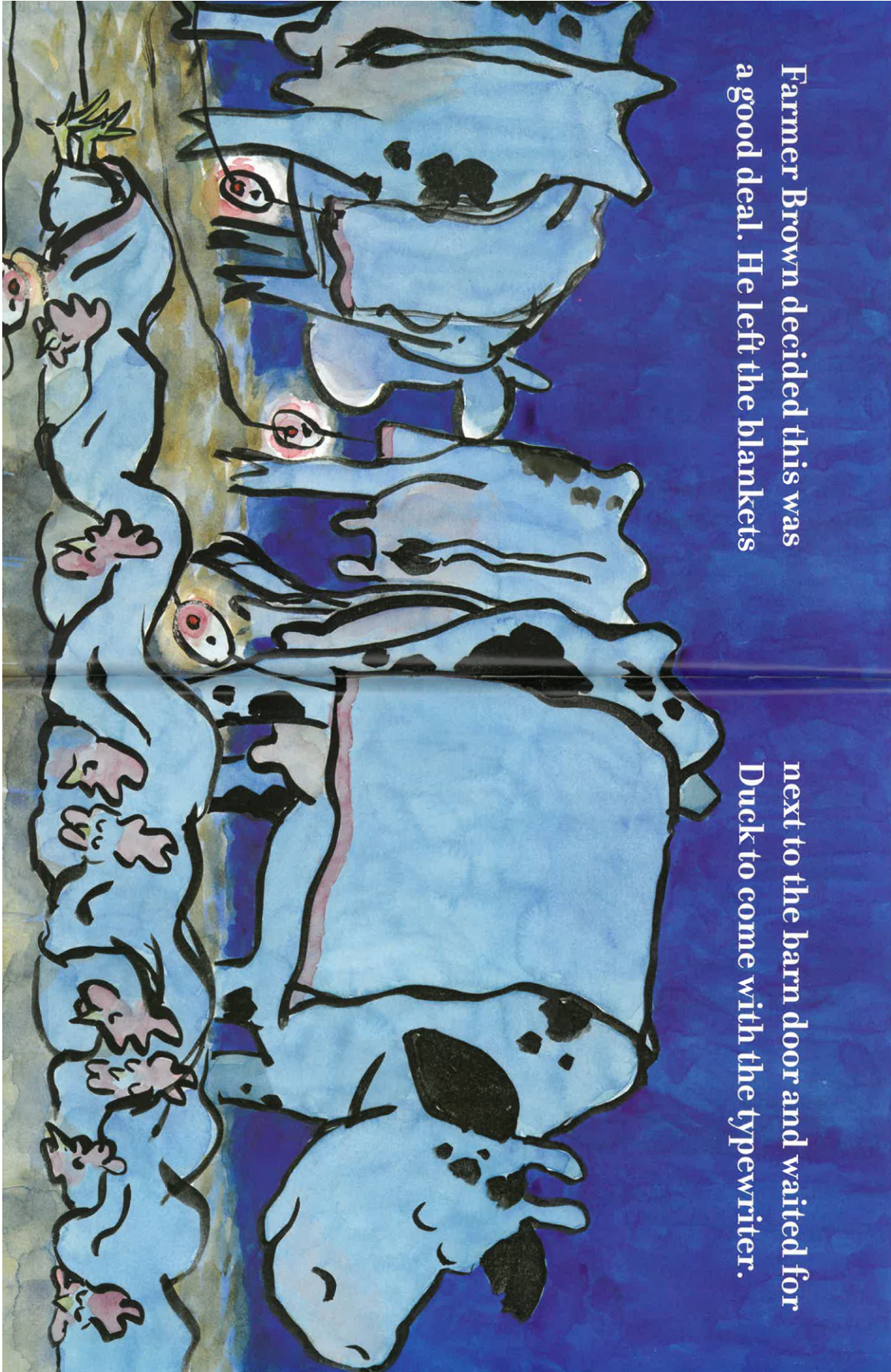
“No milk today!” cried Farmer  
Brown. In the background, he  
heard the cows busy at work:

Click, clack, **MOO**.  
Click, clack, **MOO**.  
Clickety, clack, **MOO**.

# ATTACHMENT 3 The End

Farmer Brown decided this was  
a good deal. He left the blankets

next to the barn door and waited for  
Duck to come with the typewriter.





# SHOWING PROBLEM AND SOLUTION THROUGH PANTOMIME

by Laura Courter

## GUIDING QUESTIONS

- How do we identify the problems and solutions in a book?
- How do we use the skill of Pantomime to show problems and solutions with our body, emotions, gestures, and facial expressions?



## STUDENT LEARNING INTENTIONS AND SUCCESS CRITERIA

- Today I will use the dramatic technique of Pantomime to show the problems and solutions presented in a story.
- I will know I am successful when use my body, emotions, facial expressions, and gestures to show the problems and solutions found in the book.

## EARLY LEARNING STANDARDS:

### IV. LANGUAGE AND LITERACY

#### A. Listening and Understanding

##### 2. Increases knowledge through listening

- **Benchmark a.** Identifies the main idea, some details of a conversation, story or informational text and can explicitly connect what is being learned to own existing knowledge.
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## VIII. Creative Expression Through the Arts

### C. Creative Movement

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### D. Imaginative and Creative Play

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## BEST STANDARDS:

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**ELA.K.R.3.2:** Retell a text orally to enhance comprehension: a. Use main character(s), setting, and important events for a story

**ELA.1.R.1.1:** Identify and describe the main story elements in a story

**ELA.2.R.1.1:** Identify plot structure and describe main story elements in a literary text.

**ELA.2.R.3.2:** Retell a text to enhance comprehension.

a. Use main story elements in a logical sequence for a literary text.

**TH.K.S.2.1:** Pretend to be a character from a given story

**TH.1.S.2.1:** Collaborate with others to present scenes from familiar stories.

**TH.1.S.3.1:** Use simple acting techniques to portray a person, place, action, or thing.

**TH.2. S.2.1:** Collaborate with others to perform a scene and solve challenges.

## SKILL BUILDING

### ✿ Review the skill of Pantomime:

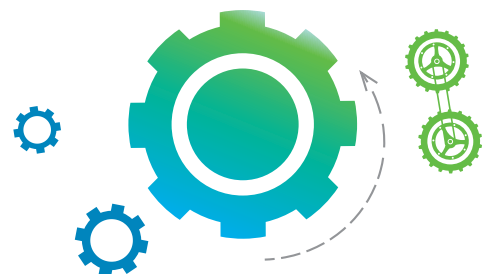
- Explain to the students that a Pantomime is an “action without words”. To perform a successful Pantomime, they need to use their bodies and add gestures and facial expressions.

### ✿ Review knowledge and meaning of “problem”

- Ask students to identify a problem at school. Discuss a solution to that problem.

### ✿ To practice Pantomime, perform some quick Pantomimes that present a problem and remind students to use facial expressions and gestures. After each Pantomime ask the students “What was the problem?” and “What was the solution?”

- Attempting to open a door that is stuck.
- Eating a bowl of something disgusting
- Buying new shoes
- Firefighter putting out a fire
- Cleaning your room
- Having a picnic and a thunderstorm happens



- Out for a walk and a thunderstorm happens
- Open a birthday present and it's not what you wanted
- ✿ Ask the students what they can tell you about a farm. Who lives on a farm?
- ✿ Show the pictures of the farm animals and have the students make the sound of the animal as you show the pictures. Show the pictures one by one and discuss with the students the characteristics of each animal: How does it move, what does it eat?
- ✿ Take suggestions and have a volunteer student pantomime the suggested characteristics. Switch up the volunteer for each animal.

## MAIN ACTIVITY

- ✿ Read the book-*Click, Clack, Moo*
- ✿ Preview with the students that they will be asked to identify problems and solutions in the book
- ✿ After reading, discuss with the students the problems they noticed in the book
  - The cows and hens were cold and wanted electric blankets.
  - Farmer Brown's problems:
    - The cows found an old typewriter and sent him a note.
    - The cows refused to give milk.
    - The hens would not lay eggs.
- ✿ What were the solutions?
  - The cows and hens traded the typewriter for electric blankets.
  - Farmer Brown gave the cows and hens electric blankets.
- ✿ Show each of the problems and solutions in a Pantomime. (Call out "3,2,1 Action" as the students show their pantomimes). The Pantomimes may be done with the whole group OR divide the class in half and have one half show the cows and one half show the hens, etc.
  - Show the cows being cold!
  - Show the hens being cold!
  - Show the cows typing the note.
  - How did Farmer Brown feel?
  - What did Farmer Brown do?
  - What happened? (Duck delivered a note to exchange the typewriter)
  - Show the cows and hens sleeping under their blankets.
- ✿ What was the last problem in the book? (Duck wanted a diving board at the pond.)
- ✿ Show the solution in a final pantomime.



## REVIEW THE PURPOSE:

- ⚙ Today:
  - You learned about the acting skill of Pantomime.
  - You applied the skill to a book recognizing problems and solutions.
  - You showed the problems and solutions in Click, Clack, Moo by using pantomime.

## EXIT TICKET:

- ⚙ Write a sentence about the last problem in the book (the pond was boring) and the solution (they got a diving board).
- ⚙ Draw a picture of the final solution in the book: Duck jumping off the diving board.

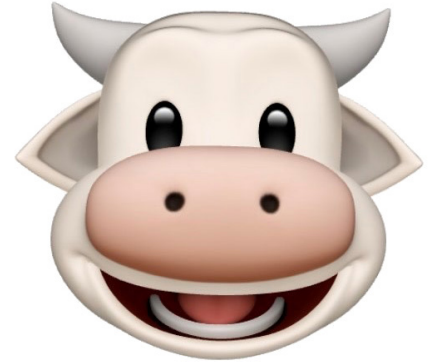




# COLLABORATION FROM FARM TO STAGE

by Logan Gabrielle Schulman

Just like those chilly cows needed to work together with the chickens and the Farmer to reach a good solution for everyone, in the art of the theatre, everyone has to work together to tell a story, which requires communication and collaboration.



## STANDARDS

**DA.1.0.3.Su.b:** Respond to directions.

**TH.1.0.1 :** Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.

**TH.1.0.2 :** The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.

**TH.1.S.3.1:** Use simple acting techniques to portray a person, place, action, or thing.

## CASEL Competencies

Self-Management, Social Awareness, Healthy Relationship, and Responsible Decision Making

## LEARNING INTENTIONS/SUCCESS CRITERIA

Today I will use drama and mindful techniques to relate to another person's thoughts and feelings, so that we can work together to tell a story. I will look and listen to learn about the parts of the stage, and to learn how to use them effectively with my collaborators to tell a story.

## GOALS

Once I know the parts of a stage, I can direct and act, and if I listen to my partners and they listen to me, I can feel like an equal collaborator in any of these roles.



## GUIDING QUESTIONS

- ⚙️ What is Communication? How do we use it/Why ?
- ⚙️ What is Collaboration? How do we use it/Why ?
- ⚙️ What does a Director do? Is that all?
- ⚙️ What does an Actor do? Is that all?



## WARM UP

1) Discuss with students that on a theatre stage there are different areas or zones, and knowing where and what those zones are helps everyone—especially actors and directors—to build a story together using a shared vocabulary.

Next, establish a “stage” where the students have enough room to move around, and where they are facing the instructor. Explain that moving forwards towards the instructor on the “stage” means the students are moving **Downstage**, and if they move backwards away from the instructor they are moving **Upstage**. Explain that if the students move to their left (while facing the instructor) they are moving **Stage Left**, and if they move to their right, they are moving **Stage Right**. Try these a few times.

2) Participants learn about the parts of the stage by playing a combined variation on the games Four Corners and Favorites.

### **Beginning with Upstage and Downstage:**

You will provide simple questions such as: “If you like chocolate ice cream, move **Downstage**; and if you like vanilla ice cream move **Upstage**! Go!” and “If you like pineapple on your pizza go **Upstage**, and if you don’t like pineapple on your pizza, go **Downstage**!” etc.

### **Adding Stage Left and Stage Right:**

After repeating this preference game a reasonable number of times to ensure they understand **Upstage** and **Downstage**, next have the students form a single-file line in the middle of the space, facing the instructor, and explain again that, for the students, the left side of the stage is **Stage Left**, and the right side of is **Stage Right**; repeat the preference questions having students going to different sides for what they like or don’t like using the terminology of **Stage Left** and **Stage Right**. After it’s clear they’re getting it, explain that **Center stage** is right in the middle, and play a couple rounds of the preference game having students start at **Center stage**, and move to **Downstage Left** (DSL), **Downstage Right** (DSR), **Upstage Left** (USL), and **Upstage Right** (USR) for their preferences (ie. Favorite places to vacation: City, Beach, Countryside, Visiting a Place You’ve Never Been; Favorite sports; Genres of anything, etc.).



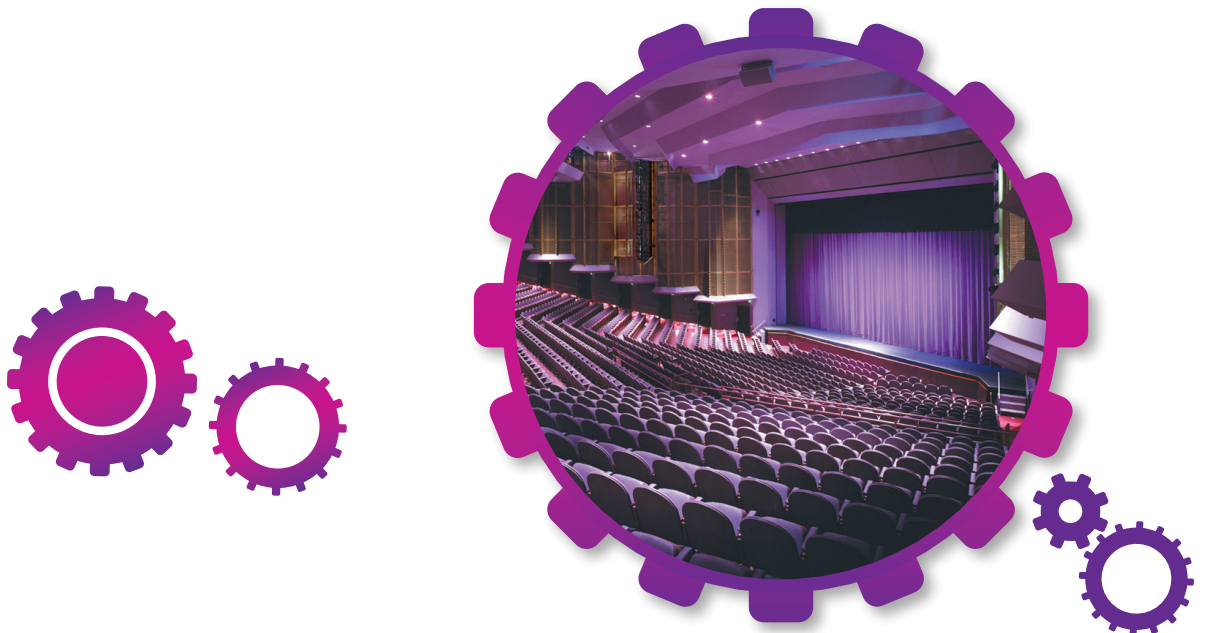


## MAIN ACTIVITY

Assign students into two or three groups: Chickens, Cows, and Farmers. Ask how each of these groups might behave, and once you've all worked out together how Chickens, Cows, and Farmers behave, instruct students that they behave like the characters they've been assigned. Then using the same terminologies of **USL**, **USR**, **DSL**, **DSR**, and **Center**, give directions: ie. "All Chickens and Cows to **Downstage Left**, all Farmers to **Upstage Right**, etc.) Have fun with this, the students may get confused about where to go, but they will be invested, and will surely have a good time playing and learning the regions of the stage in the chaos of farm animals and farmers. After playing this game for a while you can switch up who is in what group for added zaniness. And finally, it's important that students who are interested get a chance to "direct" as well, by telling the different groups where to go.

## REFLECTION:

- ✿ What was it like to act? /to direct?
- ✿ Did we communicate clearly?  
Did communicating help us to collaborate and work together?
- ✿ What did you like most about working together to tell the story?





# WHOSE BLANKETS ANYWAY?

by Logan Gabrielle Schulman

## LEARNING INTENTIONS/SUCCESS CRITERIA

Today I will use drama techniques, math, and social emotional learning to understand the importance of counting and sharing. I will look, listen, and participate to learn the importance of counting.

## GUIDING QUESTIONS

- ✿ Why is it important to share?
- ✿ Why is it hard to share?
- ✿ How does counting help us to know how much we have? And how much we can give away?



## STANDARDS

**MA.K.NSO.1** : Develop an understanding for counting using objects in a set.

**MA.K.AR.1** : Represent and solve addition problems with sums between 0 and 10 and subtraction problems using related facts.

**MA.1.NSO.2** : Develop an understanding of addition and subtraction operations with one- and two-digit numbers.

**MA.K.DP.1** : Develop an understanding for collecting, representing and comparing data.  
**HE.K.CE.1.1** Define and give examples of kindness and caring.

**PE.K.C.2** : Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.

**ENDURING UNDERSTANDING 1 TH.K.S.1** : The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

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## MATERIALS



**For Warm Up:** Objects which can be referred to as “blankets” (wash cloths, tissues, tissue paper, etc.)

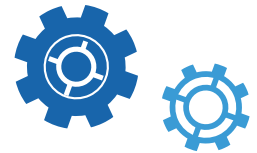
**For Main Activity:** Signs made using the Attachment images and popsicle sticks or tongue depressors as handles. And painters tape or some method of marking out two “Farms” (rectangles large enough for 4-10 children to stand in) on the floor.



## WARM UP\*

- ⚙️ A discussion on why the Farmer didn't want to share his blankets with the cold cows even though he had so many? What happens when he does? (The answer: Because it means he then has fewer blankets than before.) So, why is it important that he shares them? - Let's start by counting blankets (count up through wherever your students can, or based on how many "blankets" you have to use — probably no further than 20.)
- ⚙️ Now that we've counted blankets, what happens if you give "your neighbor" (or "your cows" in keeping with the play's narrative) 1? How many do you have left? What if you give your neighbor/cows 5? 10? (Play with numbers here based on the mathematics skill level of your students.)

*\*Alternate Warm Up for older students (Grade 1+) at end of document; economics-focus. Main Activity\*\**



- ⚙️ **To Students:** "Now, what if you decided to share animals with a farm next door so you could both hang out with these friendly cows and chickens? Let's have a Farmer Brown and a Farmer Green."
- ⚙️ **For Teacher:** Once two Farmers are chosen, each with their designated respective farms on different sides of the activity area, give the remaining students each a cow/chicken sign (on the front is a cow, on the back is a chicken).
- ⚙️ Explain that there is a shared pasture in between the farms where students can remain until they're needed on either side.
- ⚙️ Then begins a game where the Farmers and the Animals will all be working counting to ensure the right numbers of animals in the right places as called out by the Instructor. Students will need to communicate with one another and show the right image on their signs in order to make the numbers work.
- ⚙️ The instructor will keep the game moving by first slowly, and then more quickly as the game continues, shouting out how many cows and chickens both farms need: "Farmer Brown needs two chickens and three cows!" / "Farmer Green needs four chickens and four cows!" / "Farmer Brown needs three chickens and three cows!" etc. — making sure to give the Farmers enough time to count and make sure the right numbers of animals have arrived. The Farmers can give a signal (like a thumbs up) when the number of animals is right.
- ⚙️ Students can take turns being the Farmer and animals, and to get even more creative the instructor can ask students to act out the animals' characteristics. - For a very slightly more challenging variation of the game, and depending on the number of students, the "cow/chicken" signs can be made to have just one character, rather than both, in order to catalyze more frenetic student movement back and forth between farms.

*\*Alternate Main Activity for older students (Grade 1+) at end of document; economics-focus.*

# REVIEW

- ✿ Today I learned about why sharing is important, even when it's hard
- ✿ Sharing is hard because, when we give things away it means we have less, BUT it's more important to share what we have than to just have more counting is helpful when we are determining how much we have of something and how much we can share

## WRAP UP/EXIT TICKET

Discuss one thing you can share that you own? Who will you share it with? Do you have more than one? If you share it, how much will you have left?

### Alternate Extensions with an Early Economics Focus (Grade 1+)

## ALTERNATE STANDARDS

SS.1.E.1.Su.f Recognize when there is not enough of something (scarce resource).

SS.1.E.1.2 Define opportunity costs as giving up one thing for another.

SS.1.E.1.In.f Recognize that when there is not enough of something (scarce resource), people need to make choices, such as sharing, saving, or doing without.

SS.1.E.1.1 Recognize that money is a method of exchanging goods and services.

MA.1.NSO.2: Develop an understanding of addition and subtraction operations with one- and two-digit numbers.

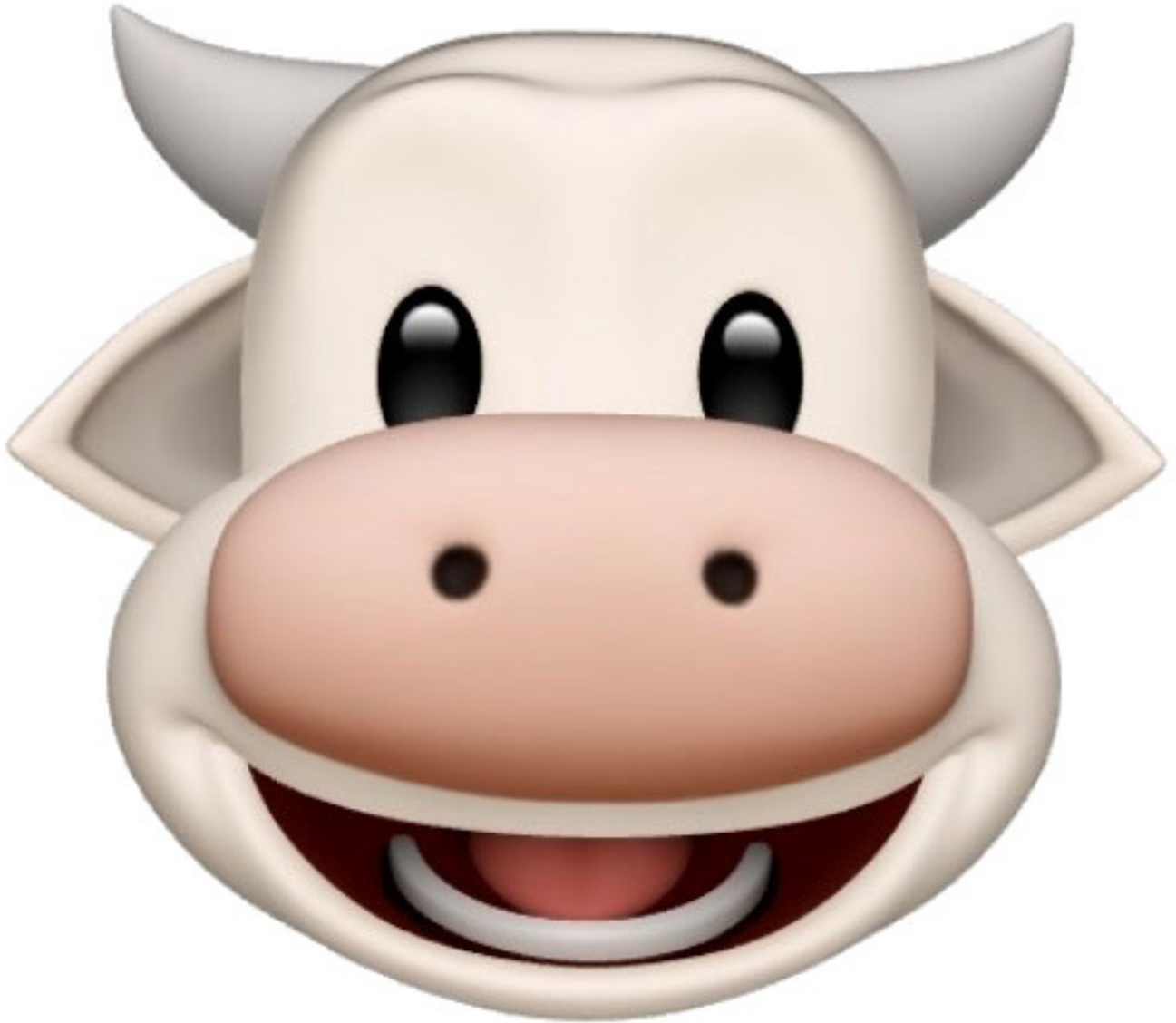
## ALTERNATE WARM UP

- ✿ Have a discussion on why the farmer didn't want to share his blankets with the cows even though he had so many.
- ✿ What happens when he does? (The answer of course is: Because it means he then has fewer blankets than before.)
- ✿ So why is it important that he shares them?
- ✿ When someone has something we want, what do we do to get them to give it to us? We use money to buy and sell goods!

## ALTERNATE MAIN ACTIVITY

- ✿ Involves small groups of 2-3 students being given \$10 in Fun Money. The Fun Money will allow students to buy props (think images you can print out from the internet or objects in your class) listed for \$2, \$3, \$5, and \$10, respectively. Have fun giving each item different prices, and feel comfortable making a few really cool prop items \$10 to entice students to spend it all, and then learn from that experience.
- ✿ Students will then have 10 minutes to make up a 2 minute story, with a beginning, middle, and end, using the items they have purchased.
- ✿ After everyone has made their stories they will each share them with the class.
- ✿ After the sharing give students another chance to buy new items with \$10 new Fun Money but this time restrict what is available, and instruct students that they will have to share certain props with another group when it is their time to perform.

# ATTACHMENT 1



**ATTACHMENT 2**

