

What's The Story?

Using Music to Inspire Tableau Performances



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In this document, you will receive:

- various handouts for supporting tableau project in your classroom
- guiding questions to drive the inquiry work around the project
- adaptable teacher and student handouts to fit your individual classroom
- direct links to each stage of the project to the creative process
- brainstorming, staging and feedback handouts for the students and teacher to collect observations throughout the whole project

In order for this project to be successful, teachers need to:

- teach the fundamentals of tableau to their students
- co-construct project success criteria with students
- monitor each stage of the process, guiding students through each step of the creative process from beginning to end
- revise, if necessary, timelines based on evidence gathered through each step of the process

This project may be used as an assessment for/as learning task (i.e. formative assessment) to gauge your students' readiness for an assessment for task (i.e. summative assessment) or as a unit final assessment task.



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Let's take your tableau work to the next level! Using the elements of drama and the creative process, you will work with your group members to design a tableau performance **inspired by a song of your choice**.

Guiding Questions for This Tableau Task:

1. How can we, as a collective group, use all steps of the creative process to create a well-rounded, well-rehearsed performance piece?
2. What elements of the song need to be reflected in my staging to communicate the story to the audience?
3. How can I use many different dramatic arts elements to highlight not only my understanding of tableau, but my group's understanding of tableau?

Non-Negotiable Elements In Performance:

The requirements for the tableau performance are as follows:

- ___ the tableau has to have a minimum of **EIGHT (8)** frozen pictures and maximum of **TWELVE (12)**
- ___ each transition needs to be clean and fit the overall mood of the performance
- ___ every actor must participate in each tableau sequence (no exits)
- ___ every actor must have a specific character with a specific gesture
- ___ the tableau has to move with the music **PLAYING in the background**
- ___ the tableau must 'go somewhere' (show character development/clear beginning, middle and end, conflict and resolution)
- ___ the tableau must have a clear setting that actors interact with
- ___ the tableau must have clear conflict that the actors **SHOW the story**
- ___ each character must have a personal prop that is interacted with In the scene
- ___ all characters must have distinct costumes that show **WHO** they are as people
- ___ the tableau must use different levels/different areas of the stage.

Steps In the Process:

Step In the Creative Process	Your Group's Task	Check-Ins
Challenging and Inspiring	Dissect What's Expected, Pick Song, Storylines, Characters	Performance Declaration Handout
Imagining and Generating	Planning Out Storyline and Thinking Through Staging	Staging Organizer
Planning and Focusing	Creating Rehearsal Plan and Goals Based on Guiding Questions	Conference With Teacher and Submission Goal Setting Sheet
Exploring and Experimenting	Exploring Storyline and Staging on Feet, Blocking	Rehearsal Log and Costume Parade
Producing Preliminary Work	Dress Rehearsal	Feedback and Goal Setting Sheet
Revising and Refining	Incorporating Feedback for Final Performance	Rehearsal Log
Presenting and Performing	Performance	Feedback Sheet
Reflecting and Evaluating	What Worked?	Success Conference

A Note About Check-Ins:

At every step of the creative process, there are check-ins that are designed to:

- gather information about your experience working on the creative team
- track your learning and progress
- provide a common place to keep all thoughts related to the process

In addition to the Check-Ins, everyday each student needs to complete a “What You Should Notice About My Work” journal entry. Journals can be constructed using:

- two to three sentences
- a voice recording of your progress today
- a picture of you in the work

This task is not meant to be time consuming. What do you really want others to know about how you participated in class today? Capture that in the log.

My Group Members:

Schedule:

Date of Costume Parade:

Date of Producing Preliminary Work (Dress Rehearsal):

Date of Performance:

Notes and Questions:

PERFORMANCE DECLARATION HANDOUT

Each student is to complete this form and keep in performance portfolio.

NOTE: *You can start at any part of this handout. If your group is interested in designing the characters first, do that. If your group is interested in designing the plot first, do that. The handout does not have to be completed in order.*

Company Name: _____

Team Members: _____

Song Choice: _____

Why Did You Pick This Song? _____

PROTAGONIST (NAME,AGE, RELATIONSHIPS, PET PEEVES, PERSONAL PROP, OTHER FACTS)	
ANTAGONIST (NAME,AGE, RELATIONSHIPS, PET PEEVES, PERSONAL PROP, OTHER FACTS)	
SUPPORTING CHARACTER 1 (NAME,AGE, RELATIONSHIPS, PET PEEVES, PERSONAL PROP, OTHER FACTS)	
SUPPORTING CHARACTER 2 (NAME,AGE, RELATIONSHIPS, PET PEEVES, PERSONAL PROP, OTHER FACTS)	
SETTING	

PLOT OF TABLEAU SCENE

STAGE IN THE STORY	WHAT HAPPENS (USE POINT FORM NOTES)
INTRODUCTION	
SOMETHING HAPPENS THAT CHANGES EVERYTHING	
WHAT'S THE NEW PROBLEM	
WHAT'S THE PLAN	
WHAT CAUSES THE PLAN TO NOT HAPPEN	
OH NO! IT SEEMS LIKE ALL IS LOST	
NOPE - NOT ALL IS LOST. WHAT'S THE NEW PLAN	
PROBLEM IS GOING TO BE FINALLY SOLVED BY DOING... (OR NOT DOING...)	
FINAL RESOLUTION	

How Does Your Tableau Connect To The Message in the Song?: _____

Anything Else To Mention? _____

STAGING ORGANIZER

Using stick figures, draw your tableau scenes and transitions. Underneath each scene, **write a short caption** explaining the scene and **the lyrics and/or timestamp** of where this scene occurs in the song (e.g. Beginning is 0.00 to 0.15 before lyrics start).

Each student is to complete this form and keep in performance portfolio.

Remember: You can have a minimum of nine tableau scenes and a maximum of twelve tableau scenes. If you need to have an additional scenes, please include them in this chart by splitting the box in half or using another piece of paper.

STAGE IN THE STORY	WHAT HAPPENS ON STAGE	Lyrics In Song	Anything Else To Mention
TRANSITION FROM BACKSTAGE TO FIRST IMAGE			
INTRODUCTION			
TRANSITION			
SOMETHING HAPPENS THAT CHANGES EVERYTHING			

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STAGE IN THE STORY	WHAT HAPPENS ON STAGE	Lyrics In Song	Anything Else To Mention
TRANSITION			
WHAT'S THE NEW PROBLEM			
TRANSITION			
WHAT'S THE PLAN			
TRANSITION			

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STAGE IN THE STORY	WHAT HAPPENS ON STAGE	Lyrics In Song	Anything Else To Mention
WHAT CAUSES THE PLAN TO NOT HAPPEN			
TRANSITION			
OH NO! IT SEEMS LIKE ALL IS LOST			
TRANSITION			
NOPE - NOT ALL IS LOST. WHAT'S THE NEW PLAN			

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STAGE IN THE STORY	WHAT HAPPENS ON STAGE	Lyrics In Song	Anything Else To Mention
TRANSITION			
PROBLEM IS GOING TO BE FINALLY SOLVED BY DOING... (OR NOT DOING...)			
TRANSITION			
FINAL RESOLUTION			
TRANSITION FROM FINAL IMAGE TO OFFSTAGE			

CONFERENCE AND GOAL SETTING SHEET

Each student is to complete this form and keep in performance portfolio.

At your conference, you and your group will be required to:

- talk about your plot and characters
- talk about your group's schedule and plan for using rehearsal time effectively
- state your three goals: one for rehearsal, one for working collaboratively with other people, one for performance

Also at your conference, you will be required to comment on the essential questions of this task, and how your group is attempting to answer each question:

1. How can we, as a collective group, use all steps of the creative process to create a well-rounded, well-rehearsed performance piece?
2. What elements of the song need to be reflected in my staging to communicate the story to the audience?
3. How can I use many different dramatic arts elements to highlight not only my understanding of tableau, but my group's understanding of tableau?

GOAL FOR REHEARSAL	GOAL FOR WORKING IN COMPANY	GOAL FOR PERFORMANCE

What Resources Do You Need To Be Successful With Costume Parade?

Brainstorming Notes For Conference (Include Scheduling Details):

PERFORMANCE FEEDBACK GUIDE

COMPANY NAME: _____

Exercise	Approaching	Demonstrating	Exceeding	Notes/Next Steps
Each tableau scene clearly demonstrates the plot/storyline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Each transition is clear and doesn't distract from the main storyline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Each character has a distinct character trait, costume and prop	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Character relationships, objectives and tactics are clear	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Performance is well performed with proper dramatic and staging technique	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Company was ready to perform when it was the company's turn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

The moment in the performance that I will remember is....

Something that confused me in the scene was....

If I was in this group, my next step would be...

Anything else to mention to this group?

Each student is to complete this form and keep in performance portfolio.

After analyzing all of the feedback, what are your top three priorities for your final rehearsal:

PRIORITY NUMBER ONE	PRIORITY NUMBER TWO	PRIORITY NUMBER THREE

Does your group need any additional resources to help achieve success in your final rehearsal?

WHAT DO YOU WANT OTHERS TO NOTICE?

Step In the Creative Process	WHAT DO YOU WANT OTHERS TO NOTICE?
Challenging and Inspiring	
Imagining and Generating	
Planning and Focusing	
Exploring and Experimenting	

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Step In the Creative Process	WHAT DO YOU WANT OTHERS TO NOTICE?
Producing Preliminary Work	
Revising and Refining	
Presenting and Performing	
Reflecting and Evaluating	

SUCCESS CONFERENCE PLANNING SHEET

Each student is to complete this form and keep in performance portfolio.

At your conference, you and your group will be required to:

- talk about the difference between the dress rehearsal and performance
- talk about how your group used your rehearsal time and fulfilled its goals
- state what you would change, adapt and keep in the creative process moving forward

Also at your conference, you will be required to comment on the essential questions of this task, and how your group is attempting to answer each question:

1. How can we, as a collective group, use all steps of the creative process to create a well-rounded, well-rehearsed performance piece?
2. What elements of the song need to be reflected in my staging to communicate the story to the audience?
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CHANGE IN THE PROCESS FOR NEXT TIME	ADAPT NEXT TIME FOR THE PROCESS	KEEP IN THE PROCESS FOR NEXT TIME

BRAINSTORMING AND PLANNING NOTES:

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RUBRIC FOR PERFORMANCE

CRITERIA	LEVEL 4+ (90%-100%)	LEVEL 4 (80-89%)	LEVEL 3 (70-79%)	LEVEL 2 (60-69%)	LEVEL 1 (50-59%)	INCOMPLETE (Below 50%)
KNOWLEDGE <i>Demonstrates knowledge and understanding of collaboration, feedback and tableau conventions.</i>	-with a proficient degree of effectiveness through use of rehearsal time, incorporation of feedback and use of dramatic conventions	-with a high degree of effectiveness through use of rehearsal time, incorporation of feedback and use of dramatic conventions	-with considerable effectiveness through use of rehearsal time, incorporation of feedback and use of dramatic conventions	-with some effectiveness through use of rehearsal time, incorporation of feedback and use of dramatic conventions	-with limited effectiveness through use of rehearsal time, incorporation of feedback and use of dramatic conventions	- <i>did not achieve expectations</i>
WHAT DOES THIS LOOK LIKE/SOUND LIKE? WRITE UNDERNEATH CRITERIA						
THINKING <i>Demonstrates use of planning and processing skills through making plot, character and staging choices.</i>	-with a proficient degree of effectiveness through use of critical thinking, using all steps of the creative process to analyze rehearsal, feedback and performance decisions	-with a high degree of effectiveness through use of critical thinking, using all steps of the creative process to analyze rehearsal, feedback and performance decisions	-with considerable effectiveness through use of critical thinking, using all steps of the creative process to analyze rehearsal, feedback and performance decisions	-with some effectiveness through use of critical thinking, using all steps of the creative process to analyze rehearsal, feedback and performance decisions	-with limited effectiveness through use of critical thinking, using all steps of the creative process to analyze rehearsal, feedback and performance decisions	- <i>did not achieve expectations</i>
WHAT DOES THIS LOOK LIKE/SOUND LIKE? WRITE UNDERNEATH CRITERIA						

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CRITERIA	LEVEL 4+ (90%-100%)	LEVEL 4 (80-89%)	LEVEL 3 (70-79%)	LEVEL 2 (60-69%)	LEVEL 1 (50-59%)	INCOMPLETE (Below 50%)
COMMUNICATION <i>Expresses and organizes ideas through use of dramatic conventions.</i>	-with a proficient degree of effectiveness, demonstrating clear and effective communication to get message across in rehearsal, feedback and performance contexts	-with a high degree of effectiveness, demonstrating clear communication to get message across in rehearsal, feedback and performance contexts	-with considerable effectiveness, demonstrating communication to get message across in rehearsal, feedback and performance contexts	-with some effectiveness, demonstrating inconsistencies in communication to get message across in rehearsal, feedback and performance contexts	-with a limited degree of effectiveness, demonstrating unclear and/or lack of communication to get message across in rehearsal, feedback and performance contexts	- <i>did not achieve expectations</i>
WHAT DOES THIS LOOK LIKE/ SOUND LIKE? WRITE UNDERNEATH CRITERIA						
APPLICATION <i>Makes connections to learning by transferring knowledge and skills to rehearsal, feedback and performance concepts.</i>	-with a proficient degree of effectiveness, applies concepts from class to rehearsal, feedback and performance situations	-with high effectiveness, applies concepts from class to rehearsal, feedback and performance situations	-with considerable effectiveness, applies concepts from class to rehearsal, feedback and performance situations	-with some effectiveness, applies concepts from class to rehearsal, feedback and performance situations	-with a limited effectiveness, applies concepts from class to rehearsal, feedback and performance situations	- <i>did not achieve expectations</i>
WHAT DOES THIS LOOK LIKE/ SOUND LIKE? WRITE UNDERNEATH CRITERIA						

Notes: