

Unit: Drama Foundations – Ensemble, Movement, and Tableau

Lesson Title: Ensemble Building

Focus Question: How can we use collaboration and focus to solve challenges together?

Lesson Objectives	Assessment Strategies
Content Objective: Students will be able to use clear communication and active listening to achieve a shared physical goal.	Performance Task: The Human Knot Criteria: The teacher is looking for students to communicate clearly, contribute to the group discussion, actively listen to all group members, and work together to achieve a shared goal Documentation: Teacher observation and exit ticket
Affective Objective: Students will show respect for others' ideas and contributions while working toward a shared goal.	Performance Task: The Human Knot Criteria: The teacher is looking for students to listen to their classmates when they speak without interruption, include all group members in the discussion and decision-making, and encourage one another throughout the process Documentation: Teacher observation and exit ticket

Related Common Core & Standards:

2C.3b. Demonstrate cooperation and teamwork to promote group wellbeing and collective efficacy

Differentiation:

Multimodal instruction – The teacher will start the class by showing a short video clip of the human knot as a model. Once in the small groups, the teacher will again talk the students through the activity while asking clarifying questions to ensure understanding.

Sensory/physical – allow students to opt out of physical touch and instead act as “problem solvers” when their group gets stuck. The teacher should also set clear communication norms (inside voices, one person speaking at a time, etc.) to avoid overstimulation.

Spatial Organization:

Open space (all chairs stacked and moved to the sides of the room), smartboard at the front of the room, bags and miscellaneous items placed by the wall

Materials Needed:

Printed exit tickets, pencils, and smartboard

PROCEDURES**Warmup (10 min)**

The teacher will start class by playing a brief video showing how the human knot is performed before moving into a physical warmup. The teacher will first lead the students through a shakeout:

1. Count 1-8 whilst shaking your right hand, then left hand, then right foot, then left foot, starting quietly with low energy.
 - a. Right hand shake - "1,2,3,4,5,6,7,8"
 - b. Left hand shake - "1,2,3,4,5,6,7,8"
 - c. Right foot shake- "1,2,3,4,5,6,7,8"
 - d. Left foot shake- "1,2,3,4,5,6,7,8"
2. Perform the sequence again, but this time count to 7.
3. Repeat this sequence, decreasing every time, until you get to 1, which should be the loudest and have the highest energy of all.

After the shakeout is completed, the teacher will lead the students through some basic stretches to loosen up their bodies.

Activity (25 min)

The teacher will split the students up into three or four small groups for the human knot:

1. The students will form a circle facing each other.
2. Each student will put their right hand into the circle and grab hands with another student across the circle from them.
3. Each student will then put their left hand into the circle and grab hands with another student across the circle from them, but not the student whose hand they are holding with their right hand.
4. Without dropping hands, the students must work together to *carefully* untangle themselves. They can do this by ducking, twisting, turning, going under or over arms and legs, etc. The exercise is complete when no hands remain in the middle of the circle, and participants form one large ring.

Once the human knot is complete, the teacher will teach the students Night Watchman, which will help them continue working as an ensemble, while also working on their focus and physicalization, which can later be applied to their tableau work.

1. Instruct the students to spread through the space and create their “statues”
2. Select one student to be the night watchman. They will walk around while the statues try to make movements without being seen
3. If the watchman sees any movement, that player is out
4. Remind the watchman that they can’t touch the statues and the statues can’t touch the watchman

If the students are struggling to pick a character to play in their statues, you can set a theme before the start of the activity. If the students need an extra challenge, try having two night watchmen.

Wrap up (10 min)

The students will return to their seats, and the teacher will lead a group discussion with the students about how they feel their group did and what, if any, strategies they used that were successful. After this, the teacher will put the exit ticket prompts on the smartboard:

In the human knot, we were focusing on working together respectfully, communicating clearly, and actively listening. With these goals in mind, please write down one grow (something you can do better next time) and one glow (something you did well) for both yourself and your group.

Unit: Drama Foundations – Ensemble, Movement, and Tableau

Lesson Title: Bringing Characters to Life – Physicality and Expression

Focus Question: How can we use our body and face to express different emotions and characters?

Lesson Objectives	Assessment Strategies
Content Objective: Students will be able to use body movement and physical expression to convey emotion, character, and action.	Performance Task: Emotion/Energy walks and Night Watchman Criteria: The teacher is looking for the students to move with clear intention, make full use of energy and space, use facial expression and gesture to match physicality, and maintain focus. Documentation: Teacher observation of student participation, including the quality of movement

Related Common Core & Standards:

TH: Pr4.1.6.b. Experiment with various physical and vocal choices to communicate character.

Differentiation:

Multimodal instruction – The teacher can use student volunteers to model emotions or different physicality styles and use emojis and gifs to help represent emotions during emotion/energy walks.

Scaffolding emotional understanding – Along with using emojis to help portray emotions, the teacher can ask students questions like, “If your body were tired, how would your arms feel?” to help form a mind-body connection.

Sensory – The teacher can split the class in half for the activities to allow for more space for movement (the students not participating can observe, which would allow for a group discussion following the activity). The teacher can also specify which areas of the room can be used for movement, and which areas are “safe” and can be used to rest if a student becomes overstimulated.

Spatial Organization:

Open space (all chairs stacked and moved to the sides of the room), smartboard at the front of the room, bags and miscellaneous items placed by the wall

Materials Needed:

Smartboard, printed exit tickets, and pencils

PROCEDURES

Warmup (10 min)

The teacher will start the class by leading the students in Lemon/Lion:

1. Scrunch your face up tight, as if you have just bitten down on a super-sour lemon, for 3 seconds. Engage all parts of your face — eyes, nose, cheeks, and mouth.
2. Open your face wide, as if you were a roaring lion, for 3 seconds. Keep your eyes wide open and try sticking out your tongue.
3. Switch between “lemon” face and “lion” face 5 times. Make your lemon face tighter and your lion face wider each time.

The teacher will then lead the students in a shakeout:

1. Count 1-8 whilst shaking your right hand, then left hand, then right foot, then left foot, starting quietly with low energy.
 - a. Right hand shake - "1,2,3,4,5,6,7,8"
 - b. Left hand shake - "1,2,3,4,5,6,7,8"
 - c. Right foot shake- "1,2,3,4,5,6,7,8"
 - d. Left foot shake- "1,2,3,4,5,6,7,8"
2. Perform the sequence again, but this time count to 7.

3. Repeat this sequence, decreasing by 1 every time, until you get to 1, which should be the loudest and have the highest energy of all.

Activity (30 min)

The teacher will instruct the students to spread out through the space and start walking at a normal pace before giving them different prompts to guide their movement (i.e., happy, sad, mad, sick, sneaky, etc). There are examples in the slides to help guide the students, but feel free to add to these as time permits. After exploring this, the teacher will work with the students on how to apply those types of physicalization to specific characters. Using the slides, the teacher will help the students identify the “characters” one would see walking around New York City. The teacher will then have half of the students sit and observe while the other half move through the space as these “characters” and vice versa. While each group is moving, the teacher can start a discussion as to what the students are seeing and how their classmates are embodying the characters. After each group has gone, the teacher will instruct the students to spread throughout the space for Night Watchman:

1. Instruct the students to spread through the space and create their “statues”
2. Select one student to be the night watchman. They will walk around while the statues try to make movements without being seen
3. If the watchman sees any movement, that player is out
4. Remind the watchman that they can’t touch the statues and the statues can’t touch the watchman

For this lesson, the teacher can start the students with the characters they identified in New York City or give small groups specific categories such as pirates, sea creatures, superheroes, etc.

Wrap up (5 min)

The teacher will pass out an exit ticket for the students to fill out with one thing they did well and one thing they can continue to work on for the next class.

Unit: Drama Foundations – Ensemble, Movement, and Tableau

Lesson Title: Tableau Basics

Focus Question: In what ways can we create a clear, meaningful tableau that communicates a moment?

Lesson Objectives	Assessment Strategies
Content Objective: Students will be able to use body position, facial expression, and spatial relationships to create a clear and meaningful tableau	Performance Task: Students will make tableaus based on Goldilocks and the Three Bears Criteria: The teacher is looking for students to use their body and face to show character and emotion, use different levels and space to tell a clear story, remain frozen and maintain focus, and work together effectively as a group Documentation: Teacher observation of student participation

Related Common Core & Standards:

TH: Pr4.1.6.a. Identify the essential events in a story or script that comprise the dramatic structure.

TH: Pr4.1.6.b. Experiment with various physical and vocal choices to communicate character

Differentiation:

Multimodal instruction – the teacher will use various photo examples to help introduce the students to tableaus and the elements needed to make them.

Scaffolding emotion and story comprehension – the teacher can have the students create tableaus of the beginning, middle, and end of the story to limit decision paralysis. The teacher can also take time to remind students to think about how emotion might affect how they look physically.

Lastly, the teacher can use a video to help present the story, which can help ELLs and neurodivergent students better comprehend the story.

Flexible participation – students can be performers in the tableaux, but if for any reason they can't, they can instead participate by giving peer feedback as to what they see, what might make it clearer, etc.

Spatial Organization:

Open space (all chairs stacked and moved to the sides of the room), smartboard at the front of the room, bags and miscellaneous items placed by the wall

Materials Needed:

Smartboard and Goldilocks story handouts

PROCEDURES

Mini Lesson: What is a Tableau? (15 min)

Using slides and photos, the teacher will introduce students to tableaux and the elements that are used to build them.

Story Time (30 min)

The teacher will then read the students an abridged version of Goldilocks and the Three Bears, which will be used to ground their tableau work for the day. Once the story has been read, the teacher will ask students to identify what the beginning, middle, and end of the story are. Once the moments are defined, the teacher will go to the beginning moment and ask the students what is needed in the tableau to tell the story of that moment effectively. Once the students have decided what is needed, the teacher will ask for volunteers to come up and create the tableau based on what they said. After the tableau has been created, the teacher should facilitate a short talk-back with the students about what they liked, what they noticed, and what they wished. After this is done, the same process should be repeated with the other two moments. If there is time left, the teacher can work with the students to identify and build tableaux of other moments from the story.

Unit: Drama Foundations – Ensemble, Movement, and Tableau

Lesson Title: Tableau Story Sequences

Focus Question: How can we use space, levels, and stillness to build a narrative arc across several images?

Lesson Objectives	Assessment Strategies
Content Objective: Students will be able to apply principles of space, levels, and stillness to create a sequence of tableaux that clearly communicate a narrative arc.	Performance Task: Students will make tableaux based on Beauty and the Beast Criteria: The teacher is looking for students to use their body and face to show character and emotion, use different levels and space to tell a clear story, remain frozen and maintain focus, and work together effectively as a group Documentation: Teacher observation

Related Common Core & Standards:

TH: Cr2.1.6.b. Collaborate to devise a drama or theater work.

Differentiation:

Scaffolding emotion and story comprehension – the teacher can have the students create tableaux of the beginning, middle, and end of the story to limit decision paralysis. The teacher can also take time to remind students to think about how emotion might affect how they look physically. Lastly, the teacher can use a video to help present the story, which can help ELLs and neurodivergent students better comprehend the story.

Spatial Organization:

Open space (all chairs stacked and moved to the sides of the room), smartboard at the front of the

room, bags and miscellaneous items placed by the wall

Materials Needed:

Smartboard and Beauty and the Beast story handouts

PROCEDURES

Story time (20 min)

The teacher will start the class by reading an abridged version of Beauty and the Beast, which will be used to ground their tableau work for the day and for the final presentation. Once the story has been read, the teacher will show video clips of three different moments from the movie that the students will be in charge of recreating. Once the moments have been shown, the teacher will split the students into small groups to start their work.

Rehearsal, Presentations, and Group Discussion (25 min)

In their groups, the students will work together to make tableaux for all three moments. The teacher will rotate throughout the groups to help guide them and answer any questions.

Unit: Drama Foundations – Ensemble, Movement, and Tableau

Lesson Title: Tableau Story Sequences Contd.

Focus Question: How can we use space, levels, stillness, and intentional transitions to build a narrative arc across several images?

Lesson Objectives	Assessment Strategies
Content Objective: Students will be able to apply principles of space, levels, stillness, and intentional transitions to create a sequence of tableaux that clearly communicate a narrative arc.	Performance Task: Students will make tableaux based on Beauty and the Beast Criteria: The teacher is looking for students to use their body and face to show character and emotion, use different levels and space to tell a clear story, remain frozen and maintain focus, incorporate intentional and focused transitions, and work together effectively as a group Documentation: Teacher observation

Related Common Core & Standards:

TH: Cr2.1.6.b. Collaborate to devise a drama or theater work.

TH:Cn11.2.6.a. Analyze two different versions of a drama or theater work to determine differences and similarities.

Differentiation:

Scaffolding emotion and story comprehension – the teacher can have the students create tableaux of the beginning, middle, and end of the story to limit decision paralysis. The teacher can also take time to remind students to think about how emotion might affect how they look physically. Lastly, the teacher can use a video to help present the story, which can help ELLs and neurodivergent students better comprehend the story.

Spatial Organization:

Open space (all chairs stacked and moved to the sides of the room), smartboard at the front of the room, bags and miscellaneous items placed by the wall

Materials Needed:

Smartboard, Beauty and the Beast story handouts, printed tableau moments, student rehearsal checklist, tableau moment forms, and pencils

PROCEDURES**Mini Lesson Review (10 min)**

The teacher will start the class by reintroducing the students to tableaux and the elements needed to make them. The teacher should model each element for the students and, if needed, ask for student volunteers to help facilitate this. During this, the teacher should also take a few minutes to discuss how we can use intentional transitions between our tableaux to create story sequences.

Group Rehearsal (5 min)

The teacher will then send students back into their small groups to review and finalize their tableau moments from the previous class.

Presentations and Group Discussion (15 min)

The groups will then come back together to present one tableau from their sequence (the teacher's choice; all groups will present the same moment). After each group presents, the teacher and the other students will work briefly with each group (2 mins) to tweak the tableau and make it clearer. After all the groups have presented, the teacher will facilitate a discussion about what similarities and differences the students saw between the tableaux and how different tableaux can be true to the same moment.

Paperwork and Group Rehearsals (15 min)

The teacher will then hand out a student rehearsal checklist and a tableau moment form to each group and discuss with them how to use each, the different roles to be filled, and the instructions for their final presentations before sending them back into their small groups. The teacher will go around and give each group 3 slips of paper that will tell them which moments from Beauty and the Beast they will be making tableaux of for the final presentation. By the end of the class, each group should have selected their director and stage manager, assigned all roles for all three

tableaux, and completed their tableau moment form. Time permitting, the students should start rehearsing their first tableau moments.

Unit: Drama Foundations – Ensemble, Movement, and Tableau

Lesson Title: Rehearsal Workshop

Focus Question: How can we use rehearsal time to strengthen our focus and collaboration and make sure each tableau clearly communicates our story?

Lesson Objectives	Assessment Strategies
Content Objective: Students will be able to use rehearsal time to refine their tableau sequences, demonstrating increased ensemble focus, cooperative problem-solving, and the ability to adjust physical choices to make each tableau clear and expressive for an audience.	Performance Task: Group rehearsals for their final tableau sequence performances Criteria: The teacher is looking for students to use their body and face to show character and emotion, use different levels and space to tell a clear story, remain frozen and maintain focus, incorporate intentional and focused transitions, work together effectively as a group, and use rehearsal time efficiently. Documentation: Teacher checklist for each group

Related Common Core & Standards:

TH:Cr2.1.6.b. Collaborate to devise a drama or theater work.

TH:Pr4.1.6.b. Experiment with various physical and vocal choices to communicate character.

Differentiation:

Story comprehension – if needed, the teacher can re-present the story at the beginning of the class so students can reacquaint themselves with the material

Multimodal instruction – the teacher can put the rubric for the final presentations on the smartboard while students rehearse for their reference

Structured rehearsal time – the teacher can put a visual timer on the smartboard so students know how much time they have left to rehearse, which can help neurodivergent students with time management.

Spatial Organization:

Open space (all chairs stacked and moved to the sides of the room), smartboard at the front of the room, bags and miscellaneous items placed by the wall

Materials Needed:

Smartboard, printed teacher checklists, student rehearsal checklists, tableau moment forms, and pencils

PROCEDURES

Warm up (10 min)

The teacher will start the class by leading the students in a shakeout:

1. Count 1-8 whilst shaking your right hand, then left hand, then right foot, then left foot, starting quietly with low energy.
 - a. Right hand shake - "1,2,3,4,5,6,7,8"
 - b. Left hand shake - "1,2,3,4,5,6,7,8"
 - c. Right foot shake- "1,2,3,4,5,6,7,8"
 - d. Left foot shake- "1,2,3,4,5,6,7,8"
2. Perform the sequence again, but this time count to 7.
3. Repeat this sequence, decreasing by 1 every time, until you get to 1, which should be the loudest and have the highest energy of all.

Group Rehearsals (35 min)

After warming up, the teacher will put the rubric for the final presentations on the smartboard and talk through it with the students. If they have no questions, the teacher will tell the students to get with their groups from the prior class. The teacher will then give each group three pieces of paper, which denote the moments from Beauty and the Beast they will be working on. Each group will then take the rest of the class to rehearse their moments for the final presentations

during the next class. The teacher will rotate through the groups to help guide them and answer any questions they have. While with each group, the teacher will fill out a checklist based on the rubric, so that each group will know where they stand in terms of preparation for the final presentations.

Unit: Drama Foundations – Ensemble, Movement, and Tableau

Lesson Title: Rehearsal Workshop Contd.

Focus Question: How can we use rehearsal time to strengthen our focus and collaboration and make sure each tableau clearly communicates our story?

Lesson Objectives	Assessment Strategies
Content Objective: Students will be able to use rehearsal time to refine their tableau sequences, demonstrating increased ensemble focus, cooperative problem-solving, and the ability to adjust physical choices to make each tableau clear and expressive for an audience.	Performance Task: Group rehearsals for their final tableau sequence performances Criteria: The teacher is looking for students to use their body and face to show character and emotion, use different levels and space to tell a clear story, remain frozen and maintain focus, incorporate intentional and focused transitions, work together effectively as a group, and use rehearsal time efficiently. Documentation: Teacher checklist for each group

Related Common Core & Standards:

TH:Cr2.1.6.b. Collaborate to devise a drama or theater work.

TH:Pr4.1.6.b. Experiment with various physical and vocal choices to communicate character.

Differentiation:

Story comprehension – if needed, the teacher can re-present the story at the beginning of the class so students can reacquaint themselves with the material

Multimodal instruction – the teacher can put the rubric for the final presentations on the smartboard while students rehearse for their reference

Structured rehearsal time – the teacher can put a visual timer on the smartboard so students know how much time they have left to rehearse, which can help neurodivergent students with time management.

Spatial Organization:

Open space (all chairs stacked and moved to the sides of the room), smartboard at the front of the room, bags and miscellaneous items placed by the wall

Materials Needed:

Smartboard, printed teacher checklists, student rehearsal checklists, tableau moment forms, and pencils

PROCEDURES

Warm up (10 min)

The teacher will start the class by leading the students in a shakeout:

1. Count 1-8 whilst shaking your right hand, then left hand, then right foot, then left foot, starting quietly with low energy.
 - a. Right hand shake - "1,2,3,4,5,6,7,8"
 - b. Left hand shake - "1,2,3,4,5,6,7,8"
 - c. Right foot shake- "1,2,3,4,5,6,7,8"
 - d. Left foot shake- "1,2,3,4,5,6,7,8"
2. Perform the sequence again, but this time count to 7.
3. Repeat this sequence, decreasing by 1 every time, until you get to 1, which should be the loudest and have the highest energy of all.

Group Rehearsals (35 min)

After warming up, the teacher will put the rubric for the final presentations on the smartboard and talk through it with the students. If they have no questions, the teacher will tell the students to get with their groups from the prior class. The teacher will then give each group three pieces of paper, which denote the moments from Beauty and the Beast they will be working on. Each group will then take the rest of the class to rehearse their moments for the final presentations

during the next class. The teacher will rotate through the groups to help guide them and answer any questions they have. While with each group, the teacher will fill out a checklist based on the rubric, so that each group will know where they stand in terms of preparation for the final presentations.

Unit: Drama Foundations – Ensemble, Movement, and Tableau

Lesson Title: Final Presentations

Focus Question: What can we do to ensure our audience understands the story presented in our tableau sequence?

Lesson Objectives	Assessment Strategies
<p>Content Objective:</p> <p>Students will be able to present a polished tableau sequence that demonstrates focus, collaboration, and clear storytelling through the purposeful use of body, space, levels, and transitions, and will be able to reflect on how these principles contributed to their storytelling.</p>	<p>Performance Task:</p> <p>Final presentations</p> <p>Criteria:</p> <p>The teacher is looking for students to use their body and face to show character and emotion, use different levels and space to tell a clear story, remain frozen and maintain focus, incorporate intentional and focused transitions, and work together effectively as a group.</p> <p>Documentation:</p> <p>Final teacher rubric for each group and student rubric for self-assessment</p>

Related Common Core & Standards:

TH: Pr6.1.6.a. Devise a theatrical experience and present it informally to an audience.

TH: Re9.1.6.a. Use supporting evidence and criteria to evaluate a drama or theater work.

Differentiation:

Structure – post a presentation schedule so students know when they are presenting and discuss how presentations will run (transitions, start cues, etc.)

Language help – have posted sentence starters on the smartboard to facilitate peer feedback

Spatial Organization:

Chairs spread out in two rows, smartboard at the front of the room, bags and miscellaneous items placed by the wall

Materials Needed:

Printed student rubrics, printed teacher rubrics, and pencils

PROCEDURES**Warm up (5 min)**

The teacher will start the class by leading the students in a shakeout:

1. Count 1-8 whilst shaking your right hand, then left hand, then right foot, then left foot, starting quietly with low energy.
 - a. Right hand shake - "1,2,3,4,5,6,7,8"
 - b. Left hand shake - "1,2,3,4,5,6,7,8"
 - c. Right foot shake- "1,2,3,4,5,6,7,8"
 - d. Left foot shake- "1,2,3,4,5,6,7,8"
2. Perform the sequence again, but this time count to 7.
3. Repeat this sequence, decreasing by 1 every time, until you get to 1, which should be the loudest and have the highest energy of all.

Final Presentations and Group Discussion (40 min)

Each group will be given 5 minutes to meet and review their tableaux from the previous class.

The teacher will then bring the class back together to start the final presentations. Each group will present, and then the teacher and students will briefly give peer feedback on what they liked, what they noticed, and what they wished.

Unit: Drama Foundations – Ensemble, Movement, and Tableau

Lesson Title: Final Presentations

Focus Question: What can we do to ensure our audience understands the story presented in our tableau sequence?

Lesson Objectives	Assessment Strategies
Content Objective: Students will be able to present a polished tableau sequence that demonstrates focus, collaboration, and clear storytelling through the purposeful use of body, space, levels, and transitions, and will be able to reflect on how these principles contributed to their storytelling.	Performance Task: Final presentations Criteria: The teacher is looking for students to use their body and face to show character and emotion, use different levels and space to tell a clear story, remain frozen and maintain focus, incorporate intentional and focused transitions, and work together effectively as a group. Documentation: Final teacher rubric for each group and student rubric for self-assessment

Related Common Core & Standards:

TH: Pr6.1.6.a. Devise a theatrical experience and present it informally to an audience.

TH: Re9.1.6.a. Use supporting evidence and criteria to evaluate a drama or theater work.

Differentiation:

Structure – post a presentation schedule so students know when they are presenting and discuss how presentations will run (transitions, start cues, etc.)

Language help – have posted sentence starters on the smartboard to facilitate peer feedback

Spatial Organization:

Chairs spread out in two rows, smartboard at the front of the room, bags and miscellaneous items placed by the wall

Materials Needed:

Printed student rubrics, printed teacher rubrics, and pencils

PROCEDURES**Warm up (5 min)**

The teacher will start the class by leading the students in a shakeout:

1. Count 1-8 whilst shaking your right hand, then left hand, then right foot, then left foot, starting quietly with low energy.
 - a. Right hand shake - "1,2,3,4,5,6,7,8"
 - b. Left hand shake - "1,2,3,4,5,6,7,8"
 - c. Right foot shake- "1,2,3,4,5,6,7,8"
 - d. Left foot shake- "1,2,3,4,5,6,7,8"
2. Perform the sequence again, but this time count to 7.
3. Repeat this sequence, decreasing by 1 every time, until you get to 1, which should be the loudest and have the highest energy of all.

Final Presentations and Group Discussion (15 min)

Each group will present, and then the teacher and students will briefly give peer feedback on what they liked, what they noticed, and what they wished. The teacher can then facilitate a brief talk-back about what we learned from the unit.

Wrap up (10 min)

The teacher will then pass out student versions of the final rubric for the students to self-assess their work from this unit and the final presentations. This, along with the final rubric graded by the teacher, will be used to assign a final grade for the presentations

Appendix Of Materials

Goldilocks and the Three Bears Written Story Handout – Lesson 3

Once upon a time, there were three bears who lived together in a cozy little house in the woods. There was Papa Bear, who was big and strong; Mama Bear, who was gentle and kind; and Baby Bear, who was small and cheerful.

One morning, they made a pot of porridge, but it was too hot to eat, so they decided to take a walk in the forest while it cooled down.

Not far away, a young girl named Goldilocks was walking through the forest. She saw the bears' house and became curious. She knocked on the door, but no one answered. Without thinking much of it, Goldilocks opened the door and stepped inside.

On the table, she saw three bowls of porridge, and since she was very hungry, she decided to eat it. She tried the first bowl, Papa Bear's, but it was too hot. Then she tried the second bowl, Mama Bear's, but it was too cold. Finally, she tried the third bowl, Baby Bear's, and it was just right, so she ate it all up.

After eating, Goldilocks felt tired and looked for a place to sit. She tried Papa Bear's big chair, but it was too hard. She tried Mama Bear's chair, but it was too soft. Then she tried Baby Bear's little chair, and it was just right, until it broke under her weight!

Feeling even more tired, Goldilocks went upstairs to rest. She tried Papa Bear's big bed, but it was too high and hard. She tried Mama Bear's bed, but it was too soft and low. Then she tried Baby Bear's bed, and it was just right. Goldilocks laid down and fell fast asleep.

Soon after, the three bears returned home from their walk. Papa Bear looked at his bowl and said, "Someone's been eating my porridge!" Mama Bear said, "Someone's been eating my porridge, too!" Baby Bear cried, "Someone's been eating my porridge — and it's all gone!"

Then they saw their chairs. Papa Bear growled, "Someone's been sitting in my chair!" Mama Bear said, "Someone's been sitting in my chair, too!" And Baby Bear shouted, "Someone's been sitting in my chair — and they broke it!"

They went upstairs and saw their beds. Papa Bear rumbled, "Someone's been sleeping in my bed!" Mama Bear said, "Someone's been sleeping in my bed, too!" Baby Bear gasped, "Someone's been sleeping in my bed — and she's still there!"

Goldilocks woke up and saw the three bears staring at her. She was so frightened that she jumped out of bed and ran out of the house as fast as she could, and the bears never saw her again.

Beauty and the Beast Written Story Handout – Lesson 4

Once upon a time, in a faraway land, a young prince lived in a grand castle. Although he had everything he wanted, he was selfish and unkind. One night, an old beggar woman came to the castle and offered him a single rose in exchange for shelter from the cold. The prince laughed at her and refused. She offered the rose a second time, and when he turned her away, the woman suddenly transformed into a beautiful enchantress.

Seeing that he had no love or goodness in his heart, she punished him and turned him into a hideous Beast by placing a spell on the castle and everyone inside. The servants became enchanted objects, a clock, a teapot, a candlestick, and more. The enchantress gave the Beast a magical rose. If he could learn to love another person and earn their love in return before the last petal fell, the spell would be broken. If not, he would remain a beast forever.

In a small village nearby, there lived a young woman named Belle. She loved books and dreamed of adventure beyond her little town. Many villagers thought she was odd, but Belle didn't mind.

A local hunter, Gaston, admired her beauty and decided she should be his wife. Gaston was handsome but rude and selfish. One day, he arranged a big public proposal in front of the whole town, but Belle stood her ground, firmly refused, and walked away, leaving Gaston shocked and angry.

Belle's father, Maurice, was an inventor. One night, while traveling to show off his latest creation, he got lost in the forest. Wolves chased him, and he stumbled upon the Beast's castle. The enchanted servants welcomed him, but when the Beast found him inside, he became furious and locked Maurice in the dungeon.

When Belle discovered her father was missing, she followed his trail to the castle. She begged the Beast to let her father go and offered to take his place as his prisoner. The Beast agreed, and Maurice was set free.

At first, Belle was frightened and lonely. The Beast was short-tempered, and his manners were terrible. But as time passed, they began to see past their differences. The enchanted objects Lumière, Cogsworth, and Mrs. Potts helped them get along, and made Belle feel more welcome, throwing her an elaborate banquet dinner with a performance.

One night, Belle decided to explore the castle and ventured into the forbidden west wing. There, she found an enchanted rose. Unknown to her, the beast had followed, and in his anger, he lashed out, causing Belle to run away into the forest. Wolves surrounded her, and she tried to fight them off. Just when it seemed hopeless, the Beast appeared and fought the wolves to protect Belle. She helped him back to the castle and cared for his wounds, and from that moment on, their friendship began to grow.

They spent time together reading, talking, and exploring the castle. The Beast showed Belle his magnificent library, and they began to understand each other truly.

Meanwhile, Gaston was furious that Belle still refused to marry him. When Belle's father tried to warn the villagers about the Beast, Gaston saw his chance. He told everyone Maurice was crazy, saying he would only "help" if Belle agreed to marry him. Hearing this, Maurice decided to save Belle on his own.

After a night of dancing, the Beast gave Belle an enchanted mirror so she could see her father, but when she saw him, he was lost in the woods. The Beast decided to allow Belle to go and find her sick father and sent the mirror with her.

Back in the village, a mob appeared outside of Belle and Maurice's house to take him to the asylum. Belle begged Gaston to stop them, but Gaston told her he would only if she agreed to marry him. To prove Maurice was not crazy, Belle used the mirror to show the mob the Beast. Gaston rallied the townsfolk and led the angry mob to attack the castle. The villagers fought the enchanted objects while Gaston found the Beast. Finding him on the rooftop, they fought, but the Beast, deciding to show mercy, refused to kill Gaston. Gaston attacked again, stabbing the Beast before falling to his death.

Belle rushed to the wounded Beast. As he lay dying, she whispered through tears, "I love you." At that moment, the last rose petal fell, and the spell was broken.

The Beast transformed back into the prince, the servants became human again, and the castle became filled with light and music. Belle and the prince danced together, finally happy and free.

Beauty and the Beast Tableaux Presentation Moments – Lesson 5

1. **The Prince Turns Away the Enchantress** – A young prince lives in a grand castle filled with riches. One stormy night, an old beggar woman comes to his door, asking for shelter and offering a single rose in return. The proud prince, judging her by her appearance, mocks her and turns her away.
2. **The Enchantress Reveals Herself and Curses the Prince** – The old woman transforms into a beautiful and powerful enchantress. She tells the prince that his heart is cold and cruel. As punishment, she turns him into a terrifying Beast, and his servants become enchanted household objects. She leaves behind the magical rose that will mark the time he has left to find true love.
3. **Belle Walks Through the Village** – In a small nearby village, Belle walks through the streets with her book in hand. She greets people kindly, but the townsfolk whisper and gossip about her. They think she's strange because she loves reading and dreams of adventure instead of focusing on marriage or village life.
4. **Gaston Boasts in the Tavern** – At the local tavern, Gaston, the most admired man in town, shows off his strength and good looks. The villagers cheer him on while his sidekick LeFou sings his praises. Gaston enjoys the attention and decides he will marry Belle, simply because he believes she's the most beautiful girl in town.
5. **Gaston Proposes to Belle** – Gaston visits Belle's house with flowers, expecting her to accept his proposal immediately. He boasts about his looks, strength, and plans for their future. But Belle refuses, explaining that she wants more than a shallow life in the village. Gaston is humiliated and furious as the villagers watch in shock.
6. **Maurice Gets Lost in the Woods** – Belle's father, **Maurice**, sets out on a journey to show his new invention at a fair. On the way, he loses his path in the dark forest. Cold and frightened, he is surrounded by howling wolves and searches desperately for a safe place to stay.

7. **Maurice Enters the Castle** – Maurice finds an enormous castle and steps inside to escape the storm. The enchanted servants Lumière, Cogsworth, and Mrs. Potts secretly watch him, curious and excited to see a visitor after so many lonely years. They offer him warmth and tea.
8. **The Beast Confronts Maurice** – The Beast storms into the room, furious to find a stranger in his castle. His anger echoes through the halls as he accuses Maurice of trespassing. Despite Maurice's pleas, the Beast throws him into the dungeon.
9. **Belle Arrives at the Castle** – When Belle discovers that her father is missing, she follows his trail through the forest until she reaches the castle gates. She bravely enters the castle, calling for her father, unaware of the danger inside.
10. **Belle Trades Places with Maurice** – Belle finds Maurice locked in the dungeon. She begs the Beast to let him go, offering to take his place instead. The Beast agrees, freeing Maurice and locking Belle inside. Though frightened, Belle stands tall and promises to keep her word.
11. **“Be Our Guest” Banquet** – That night, the enchanted servants are thrilled to have someone new in the castle. They prepare a spectacular dinner for Belle, complete with music, dancing, and magic. Candles, plates, and teapots join in the show, singing “Be Our Guest” as Belle laughs and enjoys the feast for the first time since her arrival.
12. **Belle Explores the Forbidden West Wing** – Curious, Belle wanders through the castle and discovers the West Wing, a dark, mysterious area the Beast warned her never to enter. Inside, she finds the magical rose glowing under glass — and realizes it is deeply important to him. The Beast catches her there and roars in anger.

- 13. The Beast Loses His Temper** – The Beast shouts at Belle for disobeying him. Frightened and hurt, Belle runs from the castle, fleeing into the snow-covered woods. The Beast, realizing he has gone too far, follows her in regret.
- 14. The Wolves Attack** – In the forest, a pack of wolves surrounds Belle. She tries to fight them off but is nearly wounded. Suddenly, the Beast appears and battles the wolves, saving her life. Though he wins, he is badly wounded and collapses in the snow.
- 15. Belle Cares for the Beast** – Belle brings the injured Beast back to the castle and tends to his wounds. They argue at first but slowly begin to understand one another. Belle thanks him for saving her, and the Beast begins to show kindness and patience.
- 16. The Ballroom Dance** – As time passes, Belle and the Beast grow closer. One evening, the servants prepare a grand ballroom dinner. The Beast, now gentle and shy, invites Belle to dance. They move gracefully across the floor, the moment they both begin to realize they have fallen in love.
- 17. Gaston Rallies the Villagers** – Back in the village, Gaston becomes jealous when Belle defends the Beast. He twists her words and convinces the villagers that the Beast is a dangerous monster. Fueled by fear and pride, Gaston forms a mob to attack the castle.
- 18. The Mob Marches to the Castle** – Carrying torches and weapons, the angry villagers march toward the castle, chanting “Kill the Beast!” as the enchanted objects prepare to defend their home.
- 19. Confrontation at the castle** – The battle begins. The enchanted objects spring to life, fighting off the villagers with clever tricks. On the castle tower, Gaston and the Beast face each other in a fierce fight. The Beast refuses to kill Gaston, showing mercy — but Gaston attacks again and falls to his death.

20. Belle Weeps Over the Beast – Belle rushes to the wounded Beast’s side. She cradles him in her arms, tears falling as she confesses, “I love you.” The last petal of the rose drops as the Beast takes his final breath.

21. The Beast Transforms – Suddenly, golden light fills the air. The Beast rises as the spell is broken. Before Belle’s eyes, he transforms back into a handsome prince. The castle and servants return to their human forms, and Belle and the prince embrace, their love having saved them all.

Student Rehearsal Checklist – Lesson 5

- ☐☐☐ Everyone is using strong body shapes that match their character, and our facial expressions show emotion or intention.
- ☐☐☐ We are using different levels (high, medium, low) in our tableaux, and everyone is visible to the audience.
- ☐☐☐ We are using the entire stage space.
- ☐☐☐ Everyone is keeping their eyes, body, and energy focused and remaining in character.
- ☐☐☐ Everyone in the group is contributing ideas, helping make decisions, and working together respectfully.
- ☐☐☐ Our transitions are silent and purposeful (not rushed or messy).
- ☐☐☐ Our story flows clearly from beginning to end.
- ☐☐☐ We've practiced our full sequence at least twice.
- ☐☐☐ Everyone knows their starting and ending positions and any cues for transitions.
- ☐☐☐ We feel confident, focused, and ready to perform!

Tableau Moment Form – Lesson 5

Use this form to help you keep track of which moments you will be creating tableaux for and record what each group member's role will be in each. There may not be enough roles for each group member to be a performer in each tableau, but each group member must perform in AT LEAST one tableau. Before beginning, please choose one member from your group to be the director and one to be the stage manager. The director will be in charge of leading the creative process, planning blocking and transitions, and making sure the story is clear. The stage manager will be in charge of filling out this form and the rehearsal checklist, tracking transitions and cues, and keeping the group focused and on task.

Group:

Director:

Stage Manager:

Moment:

[illegible]

Moment:

[illegible]

Moment:

[illegible]

Teacher Observation Checklist – Lesson 6

Category	✓(+/-)	Observation Notes / Feedback
Characterization (Face & Body) Students use expressive facial and body choices to show clear characters and emotions.		
Use of Levels and Space Students use the stage area effectively, with balanced compositions and clear visibility for the audience.		
Focus Students maintain stillness, concentration, and character throughout each tableau.		
Ensemble Collaboration Group works cooperatively, listens to one another, and supports shared storytelling.		
Transitions Transitions are smooth, connected, and help tell the story clearly.		

Teacher Rubric Final Presentations – Lesson 8 and 9

Group:

Criteria	Emerging (1)	Proficient (2)	Excellent (3)
Characterization (Face & Body)	Characterization is unclear or inconsistent. Limited use of facial expression or body shape to show character or emotion.	Characterization is mostly clear. Facial expression and body are used to communicate character and emotion with some consistency.	Characterization is clear, detailed, and expressive. Facial expressions and body shapes strongly convey emotion, role, and story.
Use of Levels and Space	Limited use of levels and stage space. Most performers remain in similar positions; the composition lacks visual variety.	Uses a range of levels and stage space to create visual interest. Some variety in placement and spacing between characters.	Strong and intentional use of levels and space enhances storytelling. Clear composition choices create a dynamic and visually balanced tableau.
Focus	Focus is inconsistent; students break character, move unnecessarily, or appear distracted.	Focus is mostly maintained; brief moments of distraction do not take away from the overall presentation.	Focus is strong and consistent. Each student maintains character, stillness, and concentration throughout the entire presentation.
Ensemble Collaboration	Limited teamwork or awareness of group composition. Students work more as individuals than as an ensemble.	Demonstrates group awareness and coordination. Ensemble generally works well together, though some moments feel disconnected.	Ensemble works seamlessly together with a strong awareness of one another. Every member supports the story and maintains balance and unity throughout.
Transitions Between Tableaux	Transitions are unclear, rushed, or lack purpose. The story is hard to follow between images.	Transitions are clear and functional, showing some thought in movement and pacing. The story is mostly easy to follow.	Transitions are smooth, intentional, and expressive. Movements between tableaux enhance the story and show excellent ensemble coordination.

Total: /15

Notes:

Student Self-Assessment Rubric – Lesson 8 and 9

Name:

Class:

I've got it!	Criteria	I'm still working on...
	<u>Characterization</u> I can use my facial expressions and body shapes to create clear, detailed, and expressive characters that tell the story.	
	<u>Levels and Space</u> I can use different levels and spaces purposefully to tell a dynamic story.	
	<u>Focus</u> I can maintain focus and remain still and in character throughout the entire presentation.	
	<u>Ensemble Collaboration</u> I can work together with my group to support the storytelling throughout.	
	<u>Transitions</u> I can use clear, purposeful, and expressive transitions between the tableaux to help tell the story.	

Student Exit Ticket

Name:

Class:

Date:

*A **glow** is something you or your group did well. A **grow** is something you or your group can keep working on.*

One **glow** for yourself:

One **grow** for yourself:

One **glow** for your group:

One **grow** for your group:

Unit Slides

https://www.canva.com/design/DAG09Ki4q6Q/4yI4DhvoLmsaa6Dv5MZn8w/edit?utm_content=DAG09Ki4q6Q&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

Beauty and the Beast Character Sheet

https://www.canva.com/design/DAG26YsuSuM/xlkGdzUNADYeUdXp0mjEXA/edit?utm_content=DAG26YsuSuM&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

Translated Documents

https://docs.google.com/document/d/1U0Fx_oIfO4TRQn1GuxydkC8upRFz0jtzyhs260PnoEA/edit?usp=sharing