

ARTS IMPACT LESSON PLAN

Theater and Math Infused Lesson

Spatial Relationships in Tableau

Author: Rachel Atkins Grade Level: Pre-Kindergarten



Enduring Understanding

Positional words can describe and show relationships between numbers, shapes, and all kinds of people, animals, and things.

Lesson Description (Use for family communication and displaying student art)

Students identify positional words and show those positional relationships with a chair. They name characters (people, animals, and/or objects) that have relationships, and then show those connections through positional relationships with a partner in tableaux.

Learning Targets and Assessment Criteria

Target: Identifies positional words.

Criteria: Names words that describe a physical/spatial relationship.

Target: Identifies characters that have relationships.

Criteria: Names specific people, animals, and/or objects that are connected to one another.

Target: Identifies and shows position of objects and/or bodies in a tableau.

Criteria: Places body in a specific spatial relationship to an object or another actor; names the selected position.

Vocabulary	Materials	Learning Standards
<p><u>Arts Infused:</u> Position Spatial Relationship</p> <p><u>Math:</u> Positional Words: Above Behind Below Beside Far In In front Near Out Over Under</p> <p><u>Arts:</u> Action Character Statue Tableau</p>	<p>Museum Artworks or Performance</p> <p>Seattle, WA Book-It Theater Seattle Children’s Theatre</p> <p>Tacoma, WA Broadway Center for the Performing Arts</p> <p>Materials White board or chart paper & markers; Chairs; Class Assessment Worksheet</p>	<p>WA State Arts Grade Level Expectations <i>For the full description of each WA State Arts Grade Level Expectation, see: http://www.k12.wa.us/Arts/Standards</i></p> <p>1.1.1 Concepts: Character 1.2.3 Skills and Techniques: Character Development 1.2.4 Skills and Techniques: Role-play 1.2.1 Skills and Techniques: Acting 1.4.1 Audience Skills 2.1.1 Creative Process 2.2.1 Performance Process 2.3.1 Responding Process 4.2.1 Connection between Theater and Math</p> <p>Early Learning Guidelines (Pre-K – Grade 3) <i>For a full description of Washington State Early Learning and Child Development Guidelines see: http://www.del.wa.gov/development/guidelines/ (Age 4-5) 6. Learning about my world: Math: Correctly use position words (such as beside, under, inside, etc.) to describe objects. Arts: Join in creative dramatics, storytelling, puppetry, and pretend play.</i></p> <p>Common Core State Standards (CCSS) in Math <i>For a full description of CCSS Standards by grade level see: http://www.k12.wa.us/CoreStandards/Mathematics/default.aspx</i> K.G.1 Describe the relative position of objects using terms like beside, inside, next to, above, below, under; uses and responds to positional words.</p> <p>CCSS Mathematical Practices MP.4. Model with mathematics. MP.7. Look for and make use of structure.</p>

ICON KEY:

 = Indicates note or reminder for teacher

 = Embedded assessment points in the lesson

Pre-teach

Optional: Create lists of positional words and characters with relationships.

Lesson Steps Outline

Day One

1. Introduce the concept of positional words. Guide students to brainstorm a list of positional words.

 Criteria-based teacher checklist: Names words that describe a physical/spatial relationship.

2. Guide students to show positional words with a chair.

 Criteria-based teacher checklist: Places body in a specific spatial relationship to an object; names the selected position.

Day Two

1. Define the word “relationship” – the way two or more people or things are connected. Guide students to brainstorm a list of characters (human, animal, and/or objects) who have relationships.

Criteria-based teacher checklist: Names specific people, animals, and/or objects that are connected to one another.

2. Lead the “Statue” exercise using the list of characters brainstormed in step 1. Guide students in using their whole bodies – arms, legs, head and spine – and faces to show the character.

Criteria-based process assessment: Makes the shape of a character.

3. Introduce the concept of tableau.

4. Guide students to create tableaux and show positional words with a partner.

Criteria-based teacher checklist: Places body in a specific spatial relationship to another actor.

5. Guide students to create their own character relationship tableaux using positional words.

Criteria-based teacher checklist: Places body in a specific spatial relationship to another actor; names the selected position.

6. Sit students in circle. Guide reflection.

Criteria-based reflection: Discusses making a tableau.

LESSON STEPS

Day One

1. Introduce the concept of positional words. Guide students to brainstorm a list of positional words.

- *A positional word tells us where someone or something is placed in space, or in relationship to someone or something else. "In" is a positional word. What is the opposite of in? Yes, "out" is also a positional word.*
- *What are some other positional words? (Above/below, near/far, beside, over, under, in front, behind, etc.)*
- *Positional words can be used in math and everyday life. You could tell someone if a square was behind or next to another square, or if the number 10 was near or far away from the number 1.*

Criteria-based teacher checklist: Names words that describe a physical/spatial relationship.

2. Guide students to show positional words with a chair.

- *We can use our bodies to show a lot of these positional words. I'm going to give each of you a chair to work with in your own space. When I call out a positional word, use your chair to show me that position or relationship. Make a statue with your face and body when you get into the position.*
- *Show me beside your chair, behind your chair, under your chair, etc.*
- *Is there just one way to be beside your chair? Can you think of another way to use your face and body beside your chair?*
- *Now choose your favorite positional word and make a statue in that relationship to your chair. When I tap your shoulder, tell me what your position is.*



There are three different opportunities in the lesson to assess this criterion. You only need to record one assessment per student. Based on your students, choose the best time to assess this criterion.

Criteria-based teacher checklist: Places body in a specific spatial relationship to an object; names the selected position.

Day Two

1. Define the word “relationship” – the way two or more people or things are connected. Guide students to brainstorm a list of characters (human, animal, and/or objects) who have relationships.

- *A relationship is the way two or more people or things are connected.*
- *Let’s start with you. Who are some people you have a relationship with? Your parents, your baby sister, your dog, your teacher, etc.*
- *Now let’s look around our classroom. Can you see any relationships here? Table and chair, ceiling and floor, door and wall, etc.*
- *Are there any other relationships we can think of? Let’s think about some of the things we’ve been learning about. (e.g. bee and flower, car and garage, squirrel and tree, etc.)*



Criteria-based teacher checklist: Names specific people, animals, and/or objects that are connected to one another.

2. Lead the “Statue” exercise using the list of characters brainstormed in step 1. Guide students in using their whole bodies — arms, legs, head, and spine — and faces to show the character.

- *Let’s practice using our faces and bodies to show the characters we’ve named. Is the baby in high space or low space? What about a tree?*
- *How can you use your whole body to turn into a table?*
- *What facial expression would a bee have if it were stinging someone? How about when it is sucking delicious nectar from a flower?*
- *Work in your own space without touching or bumping into anyone else. No voices — just focus on facial expression and body movements.*

Criteria-based process assessment: Makes the shape of a character.

3. Introduce the concept of tableau.

- *In theater, when we put two statues together, it’s called a tableau. A tableau (singular, pronounced ta-blow) is a frozen stage picture that shows the relationship between those characters.*
- *We can use positional words to describe some of those relationships. Last time, you made tableaux (plural, also pronounced “ta-blow”) with your chairs. Today we are going to make tableaux by working with a partner.*

4. Guide students to create tableaux and show positional words with a partner.

▣ Arrange students in two lines, standing next to a partner, or give each pair a space to work in, and label the partners A and B.

- *Let's start by practicing some positional words. Make a statue with your body near your partner.*
- *Make a statue with your body far from your partner.*
- *Make a statue with your body beside your partner.*
- *Make a tableau with the A partner above the B partner and the B partner below the A partner.*
- *Now make a different tableau with the A partner below and the B partner above.*
- *Now let's add our character relationships. If the A partner is a car and the B partner is a garage, what could their positions or relationship be? The car might be in the garage. Make a tableau where the car is in the garage. Use your whole face and body to show your character. Now switch parts.*
- *Is there another relationship these two characters could have? Maybe the car is out of the garage. Make a tableau where the car is out of the garage.*
- *Let's show some other character relationships by using our position words. Make a tableau of a squirrel under a tree.*



▣ If necessary, continue naming which partner should play which character and/or have pairs switch roles to play both parts before moving on to next tableau.

- *What action is the squirrel doing under the tree? Maybe looking or digging for acorns. Squirrels, use your whole face and body to show what you are doing under the tree.*
- *Actions can also help show the positions and relationships. What kind of relationship can you show between a kid and his/her dog? Maybe the dog is in front and the kid is behind because they are taking a walk. Show me a tableau of that relationship.*
- *Maybe the kid and dog are beside each other because the kid is feeding the dog and the dog is eating. Show me a tableau of that relationship.*

☑ Criteria-based teacher checklist: Places body in a specific spatial relationship to another actor.

5. Guide students to create and perform their own character relationship tableaux using positional words.

- *I'm going to give you all a pair of characters who have a relationship. With your partner, decide what these characters are doing and what your positions will be in relationship to each other. Make a tableau to show me those characters and their positions.*

▣ Have pairs create their tableaux simultaneously or one at a time.

- *When I tap your shoulder, tell me who you are and what your position is. For example, "I'm the parent above the baby."*

☐ Alternatively, have pairs show tableaux to audience and have audience identify positions.

☑ Criteria-based teacher checklist: Places body in a relationship to another actor; names a selected position.

6. Sit students in circle. Guide reflection.

- *When you were in your tableau, how did you figure out which position to choose?*
- *Could your two characters have been in a different position? What would that show?*

☑ Criteria-based reflection: Discusses making a tableau.

ARTS IMPACT LESSON PLAN Theater and Math Infusion

Pre-Kindergarten Lesson: *Spatial Relationships in Tableau*

CLASS ASSESSMENT WORKSHEET

Disciplines	MATH/THEATER	THEATER	MATH/THEATER		Total 4
Concept	Positional Words	Relationships	Tableau Relationships		
Students	Names words that describe a physical/spatial relationship.	Names specific people, animals and/or objects that are connected to one another.	Places body in a specific spatial relationship to an object or another actor.	Names the selected position.	
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					
16.					
17.					
18.					
19.					
20.					
Total					
Percentage					

What was effective in the lesson? Why?

What do I want to consider for the next time I teach this lesson?

What were the strongest connections between theater and math?

Teacher: _____

Date: _____

THEATER AND MATH LESSON: *Spatial Relationships in Tableau*

Dear Family:

Today your child participated in an **Arts and Math** lesson. We talked about and used our bodies to show different kinds of spatial relationships.

- We identified positional words like above/below, near/far, in front/behind/beside.
- We identified relationships between people, animals, and objects like parent/child, table/chair, squirrel/tree, owner/pet.
- We used positional words to create tableaux (frozen stage pictures) with chairs and with partners that showed different relationships between people, animals and objects.

At home, you could identify spatial relationships between the people, animals, and objects you see around you. You could also look at family photos or picture book illustrations, identify the spatial relationships, and even recreate them in your own tableaux.

Enduring Understanding

Positional words can describe and show relationships between numbers, shapes, and all kinds of people, animals, and things.