
Tableaux With Transitions Level 1

Teacher's Notes

Theory (Knowledge/Understanding)

- The student demonstrates limited understanding of the fictional circumstances of the drama. The student is engaged in the role in a limited way.
- The student executes the transition from creature to villager with limited effectiveness. Facial expressions and body language are not incorporated sufficiently to portray the emotions of the characters.

Thinking/Inquiry

not applicable

Communication

- The student uses the tableaux and expressive movement to communicate contrasting points of view with limited effectiveness. The inner thoughts and feelings of the creature and the villagers cannot be clearly discerned or differentiated.

Creation (Application)

- The student explores the roles with limited concentration and commitment. The student does not focus steadily on the freeze position in the tableaux. The student shows limited commitment to the role, showing more of self than of the character in the drama.

Comments/Next Steps

- To improve, the student needs to become involved in the role to a greater degree. The student should be encouraged to use facial expressions and body language to portray the inner life of the characters.

Tableaux With Transitions Level 2

Teacher's Notes

Theory (Knowledge/Understanding)

- The student demonstrates some understanding of the fictional circumstances of the drama. The student stays in role with some consistency and uses some facial expressions and body language.
- The student executes the transition with some use of expressive movement. The student is tentative in assuming a tableau position and in moving through the transition. There is some differentiation in what is presented in the two tableaux.

Thinking/Inquiry

not applicable

Communication

- The student uses the tableaux and expressive movement to communicate the contrasting points of view with some effectiveness. The student shows some skills in communicating divergent points of view and communicates the inner thoughts and feelings of the characters to some degree.

Creation (Application)

- The student explores the roles with some concentration and commitment. The student holds a frozen position in the tableaux to some extent. However, the student's focus and concentration is somewhat inconsistent. There is evidence of some commitment to the role, although the student shifts between himself or herself and the role to some extent.

Comments/Next Steps

- To improve, the student should use the circumstances of the drama to develop the role more fully. The use of stronger contrasting images in the tableaux would help to communicate the different points of view and attitudes of the creature and the villagers.

Tableaux With Transitions Level 3, Sample 1

(boy in yellow shirt)

Teacher’s Notes**Theory (Knowledge/Understanding)**

- The student demonstrates considerable understanding of the fictional circumstances of the drama through his embodiment of the pain of the creature and the aggression of the villager.
- The student executes the transition with considerable use of expressive movement. This can be seen in the change from submission to confrontation throughout the transition. The student slowly moves out of the tableau of the creature and assumes the confrontational stance of the villager with considerable effectiveness.

Thinking/Inquiry

not applicable

Communication

- The student uses the tableaux and expressive movement with considerable effectiveness. The contrasting points of view of creature and villager are clearly communicated. The difference in perspective is clearly portrayed in the two tableaux.

Creation (Application)

- The student explores the roles with considerable concentration and commitment, as demonstrated in the artistic choices he has made. This is evident in the intensity and commitment with which he moves forward into the stance of the villager.

Comments/Next Steps

- To improve, this student might consider highlighting the contrasting emotions, ideas, and points of view.
- Facial expressions could be used more effectively to convey emotion.

Tableaux With Transitions Level 3, Sample 2

(boy in long-sleeved grey shirt)

Teacher’s Notes**Theory (Knowledge/Understanding)**

- The student demonstrates considerable understanding of the fictional circumstances of the drama. There is physical tension in his upper body, and his arm is fully extended as he portrays the fictional life of the creature.
- The student executes the transition with considerable use of expressive movement. He links the two contrasting images of defence effectively, demonstrating body control and awareness of others throughout the transition.

Thinking/Inquiry

not applicable

Communication

- The student uses the tableaux and expressive movement to communicate the contrasting points of view with considerable effectiveness. He communicates his message of protection, from both points of view, through his facial expressions and physical stance.

Creation (Application)

- The student explores the roles with considerable concentration and commitment. He is fully absorbed in both roles.

Comments/Next Steps

This student would benefit from working on varying his use of levels (high, middle, low) and from making his images “bigger” so that his intent is magnified and clearer to the viewer.

Tableaux With Transitions Level 3, Sample 3

(girl in pale blue)

Teacher's Notes

Theory (Knowledge/Understanding)

- The student demonstrates considerable understanding of the fictional circumstances of the drama, particularly in her portrayal of the villager's need for protection.
- The student executes the transition with considerable use of expressive movement. She uses her whole body expressively and moves with fluidity, control, and purpose into her final position.

Thinking/Inquiry

not applicable

Communication

- The student uses the tableaux and expressive movement to communicate the contrasting points of view with considerable effectiveness. Her choice of levels, spatial relationships, and point of focus contribute to clear communication in both tableaux.

Creation (Application)

- The student explores the roles with considerable concentration and commitment. Her artistic choices, concentration, and point of focus make the creature very vivid for the viewer. We see what she sees.

Comments/Next Steps

- To improve, this student might consider moving into her first tableau character (the creature) more smoothly and using her body to portray the creature with greater emotion.
- This student might consider using different levels (high, middle, low) in her portrayal of both of these characters.

Tableaux With Transitions Level 4, Sample 1

(girl in yellow shirt)

Teacher's Notes

Theory (Knowledge/Understanding)

- The student demonstrates a high degree of understanding of the fictional circumstances of the drama. She draws from deep within herself to slowly and deliberately reveal the thoughts and feelings of the creature.
- The student executes the transition with extensive use of expressive movement. She executes a seamless transition as she bridges the two contrasting images with controlled movement and emotional intensity.

Thinking/Inquiry

not applicable

Communication

- The student uses the tableaux and expressive movement to communicate the contrasting points of view with a high degree of effectiveness. The transformation effectively communicates the solitude of the creature in contrast to the community of the villagers.

Creation (Application)

- The student explores the roles with a high degree of concentration and commitment. She is intensely focused as indicated by her facial expressions and changing body tensions.

Comments/Next Steps

- To improve, this student might consider using more of her body (e.g., her legs) more effectively in creating the creature.
- Similarly, she might use her right hand more dramatically in her depiction of the frightened villager.

Tableaux With Transitions Level 4, Sample 2

(girl in blue silk blouse)

Teacher’s Notes**Theory (Knowledge/Understanding)**

- The student demonstrates a high degree of understanding of the fictional circumstances of the drama. She uses the context of the drama to personalize the creature’s circumstances. In role as the creature, she both holds back and reaches out, creating a powerful image.
- The student executes the transition with extensive use of expressive movement. The transformational qualities captured in her hand movements are particularly impressive.

Thinking/Inquiry

not applicable

Communication

- The student uses the tableaux and expressive movement to communicate the contrasting points of view with a high degree of effectiveness. The student’s complex depiction of the creature, including both a holding back and a reaching out, contrasts dramatically with the flight of the villager.

Creation (Application)

- The student explores the roles with a high degree of concentration and commitment. She clearly sustains the role of the creature through the first half and adopts the role of the villager with equal concentration and commitment.

Comments/Next Steps

- This student would benefit from a greater use of facial expression to match her strong images.

Tableaux With Transitions Level 4, Sample 3

(girl in long-sleeved blue shirt)

Teacher’s Notes**Theory (Knowledge/Understanding)**

- The student demonstrates a high degree of understanding of the fictional circumstances of the drama. She is clearly involved in the themes and issues, and her personal understanding is conveyed in the dramatic choices she has made.
- The student executes the transition with extensive use of expressive movement. Her movement transition into the creature tableau effectively portrays the mood and mystery of the creature’s environment.

Thinking/Inquiry

not applicable

Communication

- The student uses the tableaux and expressive movement with a high degree of effectiveness to communicate a response to threat from both points of view (creature and villager). Although the characters in the two tableaux are dramatically contrasted, similar emotions are communicated with a high degree of effectiveness.

Creation (Application)

- The artistic choices that the student made in exploring the roles demonstrates a high degree of concentration and commitment. She incorporates the feelings and attitudes of both perspectives through her facial expressions and full body extension.

Comments/Next Steps

- This student could focus on more complex character development.