

Notes/Reflections:

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Embodying Science • Gravity • Tableaux



Embody gravity through tableaux!

In this lesson we will begin to experiment with making a tableaux and how we can use that tool to show gravity. Students will begin to observe the effects of gravity and then use their bodies to show how that works.

Essential Question: How can we demonstrate the effects of gravity using theatrical techniques?

Process

Warm Up

- Your dog has just taken your favorite shoe. Chase after your dog to get it back. On my signal, catch your dog and take back your shoe (which is covered in slobber). What do you say?
- You are carrying two large suitcases to the airport check-in counter. On my signal, one of them bursts open, spilling the contents everywhere. Hurriedly re-pack it, apologizing to the people waiting behind you.

Gravity Tableau

- Divide the students into groups.
- Explain to students that when the teacher says, “Go!” the students will become something. When the teacher says, “Stop!” the students must freeze. The tambour may be used as a sound cue as well.
- Give two directions: GO and STOP. GO means to walk normally around the room in the drama area, by yourself, without talking. STOP means to freeze, like a statue. Let’s practice GO. 1...2...3... STOP. Now you can breathe and you can blink but every muscle in your body is focused on staying completely still. Show me with your body a frozen picture of how you look when you feel happy. 1...2...3... STOP.

In the sky we see many things.

- Have students give some ideas of what we see in the sky. Look for ideas like the moon, clouds, airplanes, birds, the sun, etc.
- Now, tell students, “When I say go, you move. When I say stop, then stop as the thing I say. Let’s try! Go...Stop Bird, Go...Stop Moon, Go...Stop Sun, Go...Stop airplane, etc.”
- Ask students whether all of those things stay in the sky all of the time. Discuss.
- “Now, I will say Go...Stop. When I hit play on my magic remote it will let you move as that thing. When I say play, you can start to move around the room as that thing.”
- As students are moving, ask them to show how they come back to the ground. How does a plane land? How does a bird land? How does the sun come to the ground?
- Discuss that the sun does not really come back down to the ground, but that it stays in the sky because the sun and moon are really in space.
- Discuss gravity
 - What is gravity? Does anyone know how it works?
 - Gravity pulls things to earth, to the ground.
 - Demonstrate with a marker, a ball, a tissue. Discuss how each falls to the ground when dropped.
- Have students show things dropping to the floor, Go...Stop...Drop.
- Now let’s look at this item. If I put it on the table it does not fall, why?
- Discuss that the table holds it up and does not let it drop, but that the legs of the table are on the floor which is what it holding the table up.
- Put the students in pairs.
- Have each pair make a tableaux of one thing holding something else up.
 - Ideas: table/book, person/hairbow, table/TV, nail/picture, bed/you, etc.

Materials

- Tambour
- Objects that can be dropped easily to demonstrate gravity (marker, book, feather, tissue, ball, etc.)

Vocabulary

Tableau

a group of models or motionless figures representing a scene from a story or from history

Classroom Tips

This lesson can be used either as an introduction to gravity or as a pre-assessment activity.

Assessment

- Teachers should observe students, watching for involvement, engagement, and effort.
- Students should accurately portray the effect of gravity on objects.

Supplemental Activity

Gravity

(sung to the tune of London Bridge)

CHORUS:

Gravity is pulling down,
Pulling down, pulling down
Gravity is pulling down
All around you!

Take a ball and toss it high
Will it stay in the sky?
Gravity will pull it down
All around you

CHORUS

Jump up high and down you’ll go
There’s a force down below
Gravity is pulling down
All around you.

Georgia Performance Standards

SCIENCE

GRADE K

- SKP3:** Students will observe and communicate effects of gravity on objects.
 - Recognize that some things, such as airplanes and birds, are in the sky, but return to earth.
 - Recognize that the sun, moon, and stars are in the sky, but don’t come down.
 - Explain why a book does not fall down if it is placed on a table, but will fall down if it is dropped.

THEATRE

GRADE K

- TAESK.3:** Acting by developing, communicating, and sustaining roles within a variety of situations and environments
- TAESK.7:** Integrating various art forms, other content areas, and life experiences, to create theatre

National Standards

SCIENCE

NS.K-4.2: As a result of the activities in grades K-4, all students should develop an understanding of:

- Properties of objects and materials
- Position and motion of objects

THEATRE ARTS

Standard 2: Acting by assuming roles and interacting in improvisations

Standard 5: Researching by finding information to support classroom dramatizations