



freeze tag tableau

Table of Contents

OVERVIEW	3
INDIVIDUAL FREEZE TAG	4
SMALL GROUP FREEZE TAG	5
SENTENCE STARTERS	6
FREEZE TAG APPLICATIONS.....	7
PLANNING FORM EXAMPLE	14
PLANNING FORM.....	15
PLANNING FORM.....	16
FREEZE TAG SOUNDTRACK.....	17

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John F. Kennedy Center for the Performing Arts.
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FREEZE TAG TABLEAU

OVERVIEW

Freeze Tag Tableau is a beginning tableau application. Freeze Tags allow for students to acclimate to tableaus that are more structured and have more of a performance feel than One-Minute Challenges. Freeze Tags also provide the teacher with an entry point to become comfortable taking on the role of director.

Freeze Tag Tableaus are different than One-Minute Challenges because they require students to become more introspective and empathetic through the use of language. They also offer more sequenced structure than a One-Minute Challenge.

This strategy also acts as an effective assessment for student learning and can be directly connected to state standards of learning.



INDIVIDUAL FREEZE TAG

STEP BY STEP

Context

1. Describe or explain the specific subject matter content.
2. Ask students to close their eyes and imagine a body position and expression (statue) that would demonstrate the content.

Creation

3. Invite one student to the center of the tableau space to become the statue they just envisioned.
4. Invite another student to physically connect to the first student, and remain connected, making his/her statue using a higher or lower physical level. Students are not expected to stay frozen during this process- but they should remain at the physical level of their statue)
5. Invite a third student to connect with either the first or second student, choosing a different physical level than the student they are connected to.
6. Continue this process until all students are part of the tableau. (Avoid making a straight line. Have students use all areas of the space: foreground, middle ground, background.)
7. Call "1-2-3 Freeze." Have the students remain motionless in the tableau for five seconds and then call "relax and unfreeze."

Deepening the Experience

8. Ask students to invent a title for the tableau. Rehearse having the entire group recite the title.
9. Call "1-2-3 Freeze" again, and with a hand clap, cue students to recite the title in unison. Then call "Unfreeze" or "Relax."
10. Give the students time to create a line that describes who they are, what they are feeling, or what they are doing in the tableau. (*See Sentence Starters p.6.)
11. Call "1-2-3 Freeze" again, and with a hand clap, cue students to recite the title in unison. Then, one by one, tap up to 5 students on the shoulder as a cue for them to recite their lines.
12. With a hand clap, cue students to recite the title in unison and then call "relax and unfreeze."

*Music can be used as a soundtrack to establish and reinforce the mood.

SMALL GROUP FREEZE TAG

STEP BY STEP

1. Establish small groups.
2. Present criteria for tableau. (Subject/sentence starters)
3. Groups create sentence.
4. Groups decide how to recite sentence. (Everyone says *something*, everyone does not say *everything*.)
5. Groups create tableau.
6. Groups revise and rehearse tableau using different levels and connecting physically with each other.
7. Connect all small group tableaus in a sequence and create a title.
8. Rehearse how the entire class can recite the title with expression and emotion.
9. Perform the tableau using this procedure:
 - Freeze
 - Music plays
 - Recite title (whole class)
 - Each small group recites their lines in pre-determined sequence
 - Recite title (whole class)
 - Relax (unfreeze)
10. Reflect with the whole class on what went well and what could be improved or changed.

SENTENCE STARTERS

Sentence Starters guide students' thoughts and perspectives in a Freeze Tag.

Sentence Starters can be:

- created to directly align with state standards
- differentiated for various levels of learning
- designed for assessment
- structured from simple (knowledge) to complex (synthesis)

Sentence Starters are most effective when they:

- offer 2-5 choices
- are bulleted, numbered, or written in varying colors for easy reference
- remain posted and are easy to see and read

FREEZE TAG APPLICATIONS

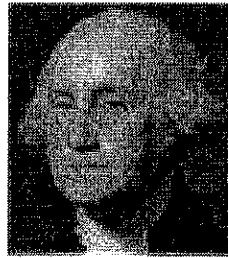
(All examples from the Virginia Standards of Learning)

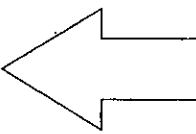
KINDERGARTEN

History

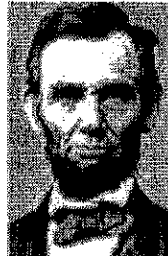
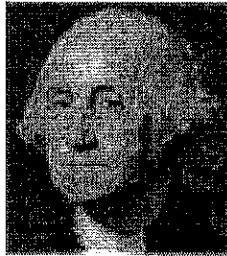
- K.1 The student will recognize that history describes events and people of other times and places by
- identifying examples of past events in legends, stories, and historical accounts of Pocahontas, George Washington, Betsy Ross, and Abraham Lincoln;

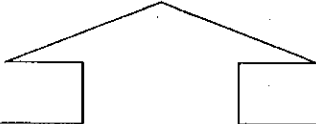
Title: **GEORGE WASHINGTON**



- 
1. I am the...
 2. I am famous for...
 3. I hope...

Title: **FAMOUS PEOPLE**



- 
1. I am... I am the...
 2. I am... I am famous for...
 3. I am... I hope...

Choose one and then a sentence to finish.

FREEZE TAG APPLICATIONS

KINDERGARTEN

Civics

- K.8 The student will demonstrate that being a good citizen involves
- a) taking turns and sharing;
 - b) taking responsibility for certain classroom chores;
 - c) taking care of personal belongings and respecting what belongs to others;
 - d) following rules and understanding the consequence of breaking rules;
 - e) practicing honesty, self-control, and kindness to others.

Title: **CITIZENSHIP**

1. Honesty means...
2. Kindness means...
3. Self-Control means...

Title: **CITIZENSHIP**

A GOOD CITIZEN...

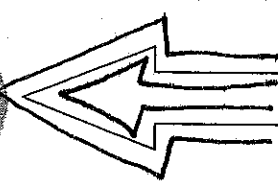

K.6

Economics

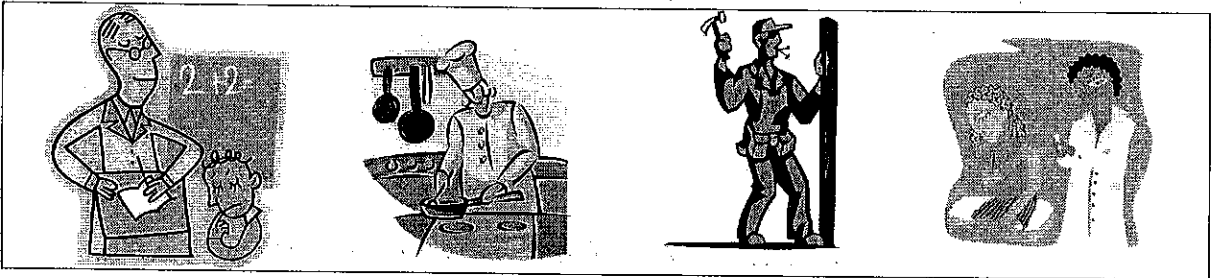
The student will match simple descriptions of work that people do with the names of those jobs.

parts
→ show life cycle

Title: **I am a Doctor**



1. I work in a...
2. I help people...
3. I am important because...



FREEZE TAG APPLICATIONS

KINDERGARTEN

Economics

K.7

The student will

- a) identify the difference between basic needs (food, clothing, and shelter) and wants (things people would like to have);

I need...

Title: **Needs and Wants**

I want...

GRADE ONE

Geometry

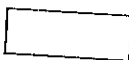
1.15

The student will describe the proximity of objects in space (*near, far, close by, below, above, up, down, beside, and next to*).

1.17

The student will identify and describe objects in his/her environment that depict plane geometric figures (triangle, rectangle, square, and circle).

We spy a



in the room.

It is

1. BESIDE...
2. NEXT TO...
3. CLOSE BY...
4. BELOW.....

soundabound.com

plant need
because _____

Tables - frozen
picture with your
body.

perspectives
begin by closed

FREEZE TAG APPLICATIONS

GRADE ONE

Science

Life Processes

- 1.4 The student will investigate and understand that plants have life needs and functional parts and can be classified according to certain characteristics.

Key concepts include

- needs (food, air, water, light, and a place to grow);
- parts (seeds, roots, stems, leaves, blossoms, fruits); and
- characteristics (edible/non-edible, flowering/non-flowering, evergreen/deciduous).

Title: **Plants Need...**

Plants need _____ because _____

Title: **PLANTS**

- Plants need...
- Plants have parts like...
- Some plants are...

GRADE TWO

Science

Interrelationships in Earth/Space Systems

- 2.6 The student will investigate and understand basic types, changes, and patterns of weather. Key concepts include

- temperature, wind, precipitation, drought, flood, and storms; and
- the uses and importance of measuring and recording weather data.

Title: **Weather**

- Temperature is...
- Wind can...
- Precipitation is...

Title: **Weather**

- A drought causes...
- Floods happen...
- Storms are...

FREEZE TAG APPLICATIONS

GRADE TWO

Reading

- 2.9 The student will demonstrate comprehension of information in reference materials.
- Use a table of contents.
 - Use pictures and charts.
 - Use dictionaries and indices.

Title: Reference Materials

- A table of contents tells us...
- Pictures and charts in a book tell us...
- An index in a book tells us...

Economics

- 2.7 The student will describe the differences between natural resources (water, soil, wood, and coal), human resources (people at work), and capital resources (machines, tools, and buildings).

Title: Types of Resources

- Natural resources...
- Human resources...
- Capital resources...

Civics

- 2.11 The student will identify George Washington, Abraham Lincoln, Susan B. Anthony, Helen Keller, Jackie Robinson, and Martin Luther King, Jr. as Americans whose contributions improved the lives of other Americans.

Title: Famous Americans

- George Washington helped Americans by...
- Abraham Lincoln helped Americans because...
- Susan B. Anthony helped Americans because...
- Helen Keller helped Americans because...
- Jackie Robinson helped Americans because...
- Martin Luther King Jr. helped Americans because...

FREEZE TAG APPLICATIONS

GRADE THREE Geometry

- 3.18 The student will analyze two-dimensional (plane) and three-dimensional (solid) geometric figures (circle, square, rectangle, triangle, cube, rectangular solid [prism], square pyramid, sphere, cone, and cylinder) and identify relevant properties, including the number of corners, square corners, edges, and the number and shape of faces, using concrete models.

Title: Two-Dimensional Figures

1. We are a square. We have...
2. We are a triangle. We have...
3. We are a circle. We have...

Title: Three-Dimensional Figures

1. We are a sphere. We have...
2. We are a cone. We have...
3. We are a cylinder. We have...

Living Systems

- 3.5 The student will investigate and understand relationships among organisms in aquatic and terrestrial food chains. Key concepts include
- a) producer, consumer, decomposer;
 - b) herbivore, carnivore, omnivore; and
 - c) predator and prey.

Title: Living Systems

1. Producers are...
2. Herbivores are...
3. Predators are...

FREEZE TAG APPLICATIONS

GRADE FIVE

(This example from the Virginia PROGRAM OF STUDY)

HISTORY STRAND:

- analyze the extent to which exploration, inventions, art, language, math, and government of past societies have influenced contemporary American society

Title: **The Past's Influence**

1. Exploration...
2. Inventions...
3. Art...
4. Language...
5. Math...
6. Government...

Earth Patterns, Cycles, and Change

- 5.7 The student will investigate and understand how the Earth's surface is constantly changing. Key concepts include
- a) the rock cycle including identification of rock types;
 - b) Earth history and fossil evidence;
 - c) the basic structure of the Earth's interior;
 - d) plate tectonics (earthquakes and volcanoes);
 - e) weathering and erosion; and
 - f) human impact.

Title: **Earth's Surface**

The Earth's surface is constantly changing because...

PURPOSE:

Front load Pre-Assessment Deepen Understanding Post-Assessment

UNIT/TOPIC OF STUDY: Civics/Famous Americans

STANDARD(S):

PLANNING FORM: EXAMPLE

- 2.11 The student will identify George Washington, Abraham Lincoln, Susan B. Anthony, Helen Keller, Jackie Robinson, and Martin Luther King, Jr. as Americans whose contributions improved the lives of other Americans.

TYPE:

- Individual Small Group

SETTING THE STAGE:

Listed on the board are the names of four Americans whose contributions improved the lives of other Americans. Select one of the names. Close your eyes and imagine ONE of the things that person did that improved the lives of others and how. Imagine how you will create a statue that shows that contribution.

MUSIC *America The Beautiful*

TITLE: *Famous Americans: Improving Lives*

SENTENCE PROMPTS:

1. George Washington contributed to our country by...
2. Helen Keller changed lives by...
3. Martin Luther King Jr. improved the lives of others by...
4. Susan B. Anthony helped people by...

PLANNING FORM

PURPOSE:

Front load Pre-Assessment Deepen Understanding Post-Assessment

UNIT/TOPIC OF STUDY: _____

STANDARD(S):

TYPE:

Individual Small Group

SETTING THE STAGE:

MUSIC _____

TITLE: _____

SENTENCE PROMPTS:

1. _____

2. _____

3. _____

PLANNING FORM

PURPOSE:

Front load Pre-Assessment Deepen Understanding Post-Assessment

UNIT/TOPIC OF STUDY: _____

STANDARD(S):

TYPE:

Individual Small Group

SETTING THE STAGE:

MUSIC _____

TITLE: _____

SENTENCE PROMPTS:

1. _____
2. _____
3. _____

FREEZE TAG SOUNDTRACK

The iMix "Sean's Classroom Soundtrack" has been published in the iTunes Music store at:

<http://phobos.apple.com/WebObjects/MZStore.woa/wa/viewIMix?id=201070200>



Sean's Classroom Soundtrack

Playlist Notes: Teachers in my Tableau course--This mix provides songs of various moods for background tableau music!

1 Mixes
Sean's classroom playlist

small group freeze tag:

— created with small groups brought together to create a whole

Ex: South Carolina
History
Geography
Economic
Famous Citizens
Landmarks.

Herbivores are
Omnivores are
Carnivores are

} science
don't

Small groups
~~Producers~~
(Consumers)
Producer

~~Maple~~
~~The Flash~~

K5 History
Famous People
I am the
I am famous for
I hope....

I show respect.....
respect looks like

A good citizen is
A good citizen isn't
A good citizen doesn't.....

I

Honesty means
Kindness means
courageous means.