

The Water Cycle Tableau

4TH GRADE STANDARDS

[ARTS.TH: Pr5.1.4.a](#) Preparing standard: Practice selected exercises that can be used in a group setting for drama/theatre work.

I can practice exercises used in a group setting.

[ARTS.TH: Pr6.1.4.a](#) Performance standard: Share small group drama/theatre work with peers as audience.

I can share small group drama with peers as my audience.

[ARTS.TH: Re7.1.4.a](#) Reflecting standard: Identify artistic choices made in a drama/theatre work through participation and observation.

I can identify artistic choices through participation and observation.

SCI.E.4.9A.1 Develop and use models to explain how the sun's energy drives the water cycle. (e.g., evaporation, condensation, precipitation, transpiration, runoff, and groundwater).

I can develop models of the water cycle.

Process

We have been studying the water cycle in science. In order to make an art connection, I allowed each three person group, while practicing social distancing, to create and perform the water cycle as a tableau. A tableau is a graphic description or representation of something. Each group identified movements that could go along with the water cycle. They demonstrated the movement and froze for their pictures to represent the water cycle. Each group had to explain why they chose that representation.

1. Evaporation - when the water gets warm enough it moves into the air
2. Condensation - the water gets colder as it rises through the air, and when it cold enough, it forms clouds
3. Precipitation - as clouds fill up with water they become heavy, and then the water drops in the clouds begin to fall back to the ground
4. Transpiration - plants absorb water and release excess moisture as water vapor through openings in their leaves
5. Runoff - when precipitation lands on Earth, gravity continues to pull in downward as surface runoff and collects in bodies of water like ponds, river, lakes, and oceans
6. Groundwater - other water seeps down below the surface and flows underground between soil particles and rock layers

Not only did they perform their tableau, but they wrote a reflection including the following: the parts of the water cycle they chose, how they demonstrated that part of the cycle and why, what a tableau means to them, what they liked about this activity, and what they would change with this activity. They completed a checklist to make sure all of the above mentioned parts were covered.