



PANTOMIME

By ANNA PORTER

In this unit, students explore how to communicate with their body by exploring elements of physicality and Pantomime. Lesson one helps students explore body awareness as well as the use of the senses and details in pantomime performance. In lesson two, students explore body language and how it is used to communicate by examining the art of flirting. Lesson three helps students create a distinct physical characterization. Lesson four introduces students to the quality of Pantomime – Consistency. In lesson five, students explore the quality of exaggeration in pantomime. In the final lesson, students prepare a pantomime story for performance.

Through this six lesson series, students will use journals, participate in class discussions and practice the elements taught by performing for their peers and as a class. Assessment tools include both informal assessment as well as a final Pantomime performance.

1 - Introduction to Pantomime

Students will warm up using a pantomime interview and a relaxation exercise. Students will go on a pantomime hike and participate in a “pretend you are walking” game at the end of the lesson.

2 - Body Language

Students will explore body language by examining the art of flirting. Body language is further examined and explored through a living museum, as well as frozen scenarios that students will create.

3 - Posture and Characterization

Students will explore characterization by examining posture and playing a version of Musical Chairs with “proper” posture. Students will also explore specific character physicality by playing a relay game where they must take on and then pass along the physical characterization of specific characters.

4 - Objects and Consistency

Students will explore the details associated with objects through a “Magic Box” activity. Students will then explore the importance of consistency in pantomime by preparing a simple action for performance. They will practice ensemble work and consistency by preparing a group task pantomime, then performing it in synchronized form.

5 - Exaggeration

Students will play with exaggerated resistance through a pantomime Tug of War and Object Toss. Students will further explore exaggerated emotion through a mirror exercise with a partner where they will progressively exaggerate an emotion physically. They will demonstrate their understanding of both exaggerated resistance and emotion by performing a short skit based on over the top soccer injuries.

6 - Pantomime Story and Performance

Students will create a simple pantomime story and prepare a pantomime for performance.

Standards Connections

National Core Arts Standards

Generate and conceptualize artistic ideas and work - Grade 6

TH:Cr1.1.6.a - Identify possible solutions to staging challenges in a drama/theatre work.

Select, analyze, and interpret artistic work for presentation - Grade 6

TH:Pr4.1.6.b - Experiment with various physical choices to communicate character in a drama/theatre work.

Generate and conceptualize artistic ideas and work - Grade 7

TH:Cr1.1.7.a - Investigate multiple perspectives and solutions to staging challenges in a drama/theatre work.

Select, analyze, and interpret artistic work for presentation - Grade 7

TH:Pr4.1.7.a - Consider various staging choices to enhance the story in a drama/theatre work.

TH:Pr4.1.7.b - Use various character objectives in a drama/theatre work.

Generate and conceptualize artistic ideas and work - Grade 8

TH:Cr1.1.8.a - Imagine and explore multiple perspectives and solutions to staging problems in a drama/ theatre work.

Select, analyze, and interpret artistic work for presentation - Grade 8

TH:Pr4.1.8.b - Use various character objectives and tactics in a drama/theatre work to overcome an obstacle.

Select, analyze, and interpret artistic work for presentation - Grade HS Proficient

TH:Pr4.1.HSI.a - Examine how character relationships assist in telling the story of a drama/theatre work.

Generate and conceptualize artistic ideas and work - High School Accomplished

TH:Cr1.1.HSII.c - Use personal experiences and knowledge to develop a character that is believable and authentic in a drama/theatre work.

Select, analyze, and interpret artistic work for presentation - Grade HS Accomplished

TH:Pr4.1.HSII.a - Discover how unique choices shape believable and sustainable drama/ theatre work.

Develop and refine artistic techniques and work for presentation - Grade 6

TH:Pr5.1.6.a - Recognize how acting exercises and techniques can be applied to a drama/theatre work.

Organize and develop artistic ideas and work - Grade 7

TH:Cr2.1.7.b - Demonstrate mutual respect for self and others and their roles in preparing or devising drama/theatre work.

Organize and develop artistic ideas and work - Grade HS Accomplished

TH:Cr2.1.HSII.b - Cooperate as a creative team to make interpretive choices for a drama/theatre work.

Convey meaning through the presentation of artistic work - Grade 7

TH:Pr6.1.7.a - Participate in rehearsals for a drama/theatre work that will be shared with an audience.

Convey meaning through the presentation of artistic work - Grade 8

TH:Pr6.1.8.a - Perform a rehearsed drama/theatre work for an audience.

Common Core

Speaking and Listening

CCSS.ELA-LITERACY.CCRA.SL.1 - Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.CCRA.SL.3 - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

CCSS.ELA-LITERACY.CCRA.SL.4 - Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Language

CCSS.ELA-LITERACY.CCRA.L.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.CCRA.L.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.CCRA.L.3 - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Language

CCSS.ELA-LITERACY.L.9-10.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.9-10.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Writing

CCSS.ELA-LITERACY.W.9-10.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

California VAPA Standards (2019)

6.TH:Cr1 Generate and conceptualize artistic ideas and work

6.TH:Cr1.a - Identify possible solutions to staging challenges in a drama/theatre work.

6.TH:Pr4 Select, analyze, and interpret artistic work for presentation.

6.TH:Pr4.b - Experiment with various physical choices to communicate character in a drama/theatre work.

7.TH:Cr1 Generate and conceptualize artistic ideas and work

7.TH:Cr1.a - Investigate multiple perspectives and solutions to staging challenges in a drama/theatre work.

7.TH:Pr4 Select, analyze, and interpret artistic work for presentation.

7.TH:Pr4.a - Consider various staging choices to enhance the story in a drama/theatre work.

7.TH:Pr4.b - Use various character objectives in a drama/theatre work.

8.TH:Cr1 Generate and conceptualize artistic ideas and work

8.TH:Cr1.a - Imagine and explore multiple perspectives and solutions to staging problems in a drama/ theatre work.

8.TH:Pr4 Select, analyze, and interpret artistic work for presentation.

8.TH:Pr4.b - Use various character objectives and tactics in

a drama/theatre work to overcome an obstacle.

Prof.TH:Pr4 Select, analyze, and interpret artistic work for presentation.

Prof.TH:Pr4.a - Examine how character relationships assist in telling the story of a drama/theatre work.

Acc.TH:Cr1 Generate and conceptualize artistic ideas and work.

Acc.TH:Cr1.b - Use personal experiences and knowledge to develop a character that is believable and authentic in a drama/theatre work.

Acc.TH:Pr4 Select, analyze, and interpret artistic work for presentation.

Acc.TH:Pr4.a - Discover how unique choices shape believable and sustainable drama/ theatre work.

6.TH:Pr5 Develop and refine artistic techniques and work for presentation.

6.TH:Pr5.a - Recognize how acting exercises and techniques can be applied to a drama/theatre work.

7.TH:Cr2 Organize and develop artistic ideas and work.

7.TH:Cr2.b - Demonstrate mutual respect for self and others and their roles in preparing or devising drama/theatre work.

Acc.TH:Cr2 Organize and develop artistic ideas and work.

Acc.TH:Cr2.b - Cooperate as a creative team to make interpretive choices for a drama/theatre work.

7.TH:Pr6 Convey meaning through the presentation of artistic work.

67TH:Pr6 - Create through improvisation a drama/theatre work that will be shared with an audience.

8.TH:Pr6 Convey meaning through the presentation of artistic work.

8.TH:Pr6 - Perform a rehearsed, scripted scene from a drama/theatre work for an audience.

Florida Sunshine State Standards

Critical Thinking & Reflection

TH.912.C.1.5 - Make and defend conscious choices in the creation of a character that will fulfill anticipated audience response.

TH.912.C.2.7 - Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.

TH.912.C.2.8 - Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism.

Organizational Structure

TH.912.O.2.4 - Construct and perform a pantomime of a complete story, showing a full character arc.

TH.912.O.2.8 - Create a scene or improvisation to manipulate and challenge the conventions of the performer/audience relationship.

Skills, Techniques & Processes

TH.912.S.2.8 - Strengthen acting skills by engaging in theatre games and improvisations.

TH.912.S.3.2 - Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.

TH.912.S.3.3 - Develop acting skills and techniques in the rehearsal process.

North Carolina Essential

Standards

Beginning High School Standards - Communication

B.C.1.1 - Use non-verbal expression to illustrate how human emotion affects the body and is conveyed through the body.

B.C.2.1 - Use improvisation and acting skills, such as observation, concentration, and characterization in a variety of theatre exercises.

Intermediate High School Standards - Communication

I.C.1.1 - Use non-verbal expression to illustrate how human motivations are prompted by physical and emotional needs.

I.C.2.1 - Use improvisation and acting skills, such as observation, concentration, and characterization, to demonstrate given situations.

I.C.2.2 - Interpret scenes through formal and informal presentations.

Intermediate High School Standards - Culture

I.CU.2.1 - Understand theatre etiquette that is appropriate for a variety of theatrical spaces, styles, and genres.

Proficient High School Standards - Communication

P.C.1.1 - Use non-verbal expression and physical self-awareness to communicate movement elements and characterization, including size, weight, and rate of movement.

P.C.1.3 - Create original works, such as monologues, scenes, or performance pieces.

Advanced High School Standards - Communication

A.C.1.1 - Use non-verbal expression and physical self-awareness to communicate movement elements and characterization, including differentiation between multiple characters.

Advanced High School Standards - Culture

A.CU.1.2 - Exemplify a variety of theatrical forms, such as puppetry, musical theatre, and pantomime, from Non-Western cultures and a variety of historical periods through the creation of theatrical works.

A.CU.2.2 - Integrate conventions and structures of theatre when creating formal or informal theatre productions.

Texas Essential Knowledge and Skills for Theatre Arts

MS 117.211 LI - Foundations: Inquiry and Understanding

C.1.B - expand body awareness and spatial perceptions using mime.

C.1.E - identify theatrical vocabulary and terminology, including basic anatomy of theatre spaces.

MS 117.211 LI - Critical evaluation and response

C.5.A - identify and apply audience etiquette at all performances.

MS 117.212 LII - Creative Expression: performance

B.2.D - create stories collaboratively and individually that have dramatic structure.

MS 117.212 LII - Critical evaluation and response

B.5.A - understand and demonstrate appropriate audience etiquette at various types of performances.

MS 117.213 LIII - Foundations: Inquiry and Understanding

B.1.B - explore preparation and warm-up techniques.

B.1.C - create expressive movement and mime to define space and characters.

B.1.E - apply knowledge of theatrical vocabulary and terminology.

MS 117.213 LIII - Critical evaluation and response

B.5.A - understand and demonstrate appropriate audience etiquette at various types of live performances.

HS 117.315 LI - Foundations: Inquiry and Understanding

C.1.B - develop and practice theatre preparation and warm-up techniques.

C.1.C - develop and practice stage movement techniques such as mime, pantomime, stage combat, Laban, Lecoq, or Viewpoints consistently to express thoughts, feelings, and actions non-verbally.

HS 117.315 LI - Creative Expression: performance

C.2.E - employ physical techniques consistently to express thoughts, feelings, and actions non-verbally.

HS 117.315 LI - Critical evaluation and response

C.5.C - offer and receive constructive criticism of peer performances.

HS 117.316 LII - Foundations: Inquiry and Understanding

C.1.A - develop and practice theatre warm-up techniques.

C.1.B - develop and practice stage movement techniques consistently to express thoughts, feelings, and actions non-verbally.

HS 117.316 LII - Creative Expression: performance

C.2.E - develop physical techniques consistently to express thoughts, feelings, and actions non-verbally.

HS 117.316 LII - Critical evaluation and response

C.5.C - offer and receive constructive criticism of peer performances.

HS 117.317 LIII - Foundations: Inquiry and Understanding

C.1.A - apply theatre preparation and warm-up techniques effectively.

C.1.B - experiment with stage movement.

HS 117.318 LIV - Foundations: Inquiry and Understanding

C.1.B - devise and model stage movement.

Alberta, Canada

Improvisation Drama 10

- 10 - demonstrate appropriate rehearsal methods
- 13 - communicate meaning without words
- 26 - use body language to add physical dimensions and depth to a character
- 32 - sustain a character throughout a scene or exercise
- 9 - use appropriate stage directions

Acting Drama 30

- 20 - physicalize character through selected and economical movement and gesture
- 22 - display appropriate character relationships with all other characters in a scene

Movement Drama 10

- 10 - demonstrate focus, concentration and energy in all movement and gesture
- 23 - demonstrate non-verbally the who, what, where, why and when of a story

Junior Goal II Objectives

develop the body and voice as tools of communication
explore specific techniques demanded by various dramatic forms

Junior Goal III Objectives

develop awareness of various conventions of theatre

Junior Orientation

- demonstrate a willingness to take calculated and reasonable risks
- demonstrate trust by becoming comfortable, physically and emotionally, with others
- focus concentration on one task at a time
- generate imaginative and creative solutions to problems
- listen effectively
- meet deadlines and follow through on individual and group commitments
- move in a variety of ways
- offer and accept constructive criticism, given specific guidelines, with a desire to improve
- recognize the purposes of and participate in warmup activities
- share ideas confidently with others
- show awareness of story sequence
- support positivity the work of others
- work cooperatively and productively with all members of the class in pairs, small groups and large groups

Movement Level I - Beginning

- 13 - control focus and energy in movement and gesture
- 2 - demonstrate awareness of personal and shared space
- 6 - use proper posture
- 7 - demonstrate awareness of his or her own body and its movement potential
- 8 - display increased freedom of movement

Movement Level II - Intermediate

- 22 - use exaggerated movement and gesture
- 25 - communicate environment, character and situation nonverbally

Movement Level III - Advanced

- 28 - coordinate movement and movement patterns with other students

Improvisation/Acting Level I - Beginning

- 12 - make logical choices within the boundaries of situation and character
- 7 - use stage vocabulary: stage areas, body positions and crosses
- 8 - demonstrate appropriate rehearsal behaviours and routines
- 9 - communicate a clear beginning, middle and end in spontaneous and planned scenes

Improvisation/Acting Level II - Intermediate

- 15 - use the body and body language to enhance characterization
- 20 - enter and exit in character
- 21 - sustain a character throughout an exercise or scene

Junior Goal I Objectives

- develop a positive self-image
- develop a sense of responsibility and commitment
- develop self-confidence
- develop self-discipline
- develop the ability to initiate, organize and present a project within a given set of guidelines

develop the ability to interact effectively and constructively in a group process

develop the ability to offer and accept constructive criticism
develop the willingness to make a decision, act upon it and accept the results

extend the ability to explore, control and express emotions
extend the ability to think imaginatively and creatively
strengthen powers of concentration

Senior Goal 1 Objectives

extend physical and vocal capabilities
extend the ability to concentrate
increase self-confidence
increase self-discipline

Orientation Drama 10

concentrate on the task at hand
demonstrate effective use and management of time
demonstrate self-discipline, self-direction and a sense of responsibility
listen to self and others
offer and accept constructive criticism with a desire to progress
share ideas confidently
solve problems imaginatively and creatively
work cooperatively and productively

British Columbia (2018)

GRADE 6 - ARTS - Exploring and creating

Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play

Intentionally select and apply materials, movements, technologies, environments, tools, and techniques by combining and arranging artistic elements, processes, and principles in art making

GRADE 6 - ARTS - Reasoning and reflecting

Research, describe, interpret and evaluate how artists (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, techniques, and environments in the arts

GRADE 6 - ARTS - Communicating and documenting

Express, feelings, ideas, and experiences through the arts
Take creative risks to express feelings, ideas, and experiences

GRADE 7 - ARTS - Exploring and creating

Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play

Intentionally select and apply materials, movements, technologies, environments, tools, and techniques by combining and arranging artistic elements, processes, and principles in art making

GRADE 7 - ARTS - Reasoning and reflecting

Research, describe, interpret and evaluate how artists (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, techniques, and environments in the arts

GRADE 7 - ARTS - Communicating and documenting

Express, feelings, ideas, and experiences through the arts
Take creative risks to express feelings, ideas, and experiences

GRADE 8 - ARTS - Exploring and creating

Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play

Intentionally select and apply materials, movements, technologies, environments, tools, and techniques by combining and arranging artistic elements, processes, and principles in art making

GRADE 8 - ARTS - Reasoning and reflecting

Describe, interpret and evaluate how artists (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, techniques, and environments to create and communicate ideas

Develop, refine ideas, and critically appraise ideas, processes, and technical skills in a variety of art forms to improve the quality of artistic creations

GRADE 8 - ARTS - Communicating and documenting

Experience, document, choreograph, perform, and share creative works in a variety of ways

Take creative risks to express feelings, ideas, and experiences

GRADE 9 - DRAMA - Exploring and creating

Take creative risks to experience and express thoughts, emotions, and meaning

GRADE 9 - DRAMA - Reasoning and reflecting

Receive, offer, and apply constructive feedback

GRADE 9 - DRAMA - Connecting and expanding

Collaborate through reciprocal relationships during creative processes

GRADE 10 - DRAMA - Explore and Create

Create dramatic works with an intended audience in mind

Develop performance skills in a variety of contexts

Explore and create dramatic works to express ideas and emotions

Explore dramatic works through presentation or performance

Improvise and take creative risks to express meaning

GRADE 10 - DRAMA - Reason and reflect

Apply feedback to develop and refine ideas

Describe, analyze, and respond using drama-specific language

GRADE 10 - DRAMA - Connect and expand

Demonstrate respect for self, others, and the audience

GRADE 11 - DRAMA - Explore and Create

Create dramatic works for an intended audience

Create, rehearse, and refine dramatic works through collaborative and individual presentation or performance

Develop a repertoire of dramatic skills and techniques through presentation or performance

Explore and create dramatic works to express ideas, meaning, and emotions

Improvise and take creative risks using imagination, exploration, and inquiry

GRADE 11 - DRAMA - Reason and reflect

Demonstrate awareness of self, others, and audience

Receive and apply constructive feedback to develop and refine ideas

GRADE 11 - DRAMA - Connect and expand

Demonstrate awareness of self, others, and audience

GRADE 12 - DRAMA - Explore and Create

Develop a repertoire of dramatic skills, vocabulary, and techniques through presentation or performance

Develop dramatic works for an intended audience

Improvise and take creative risks using imagination, exploration, and inquiry

GRADE 12 - DRAMA - Reason and reflect

Receive, provide, and apply constructive feedback to refine dramatic works

Use self-reflection and awareness of audience to refine ideas

GRADE 12 - DRAMA - Communicate and document

Experience and express emotions through dramatic conventions

GRADE 12 - DRAMA - Connect and expand

Demonstrate respect for self, others, and audience

Ontario, Canada

Grades 9 & 10 - Foundations - Responsible Practices

C.3.2 - identify and apply the skills and attitudes needed to perform various tasks and responsibilities in producing drama works (e.g., use active listening and cooperative problem-solving skills; practise punctuality; use tact in suggesting changes and improvements; demonstrate willingness to accept criticism and build consensus)

C.3.3 - demonstrate an understanding of theatre and audience etiquette, in both classroom and formal performance contexts (e.g., as a performer: show willingness to take direction and behave appropriately towards other actors; as a viewer: demonstrate respect for performers and other audience members by paying attention, not interrupting or talking, and applauding when appropriate)

Grades 9 & 10 - Foundations - Concepts and Terminology

C.1.2 - demonstrate an understanding of and use correct terminology to refer to the forms, elements, conventions, and techniques of drama, with a focus on ensemble drama works (e.g., chorus, protagonist, ingénue, supporting role, act, scene, climax, resolution, improvisation, mask, freeze-frame image)