Teacher Angel Borths developed this unit when she was looking for lessons to teach the basics of pantomime in the classroom.

This unit culminates in a finished product for performance, either for peers, or for theatre festivals. The rubrics and written work for this unit take planning and preparation for performance into account. The exercises can be pulled out and used independently, but work best when used to build toward a finished product. You can also pull the ground plan and stage directions lesson plans to use with playwriting or directing lessons.

1 - Defining Pantomime
To define pantomime, build a working class definition then introduce the pantomime concept through class games.

2 - Details of Pantomime
To recognize the importance of details in pantomime and practice pantomime details.

3 - Ground Plans & Stage Directions
To learn how ground plans and stage directions can be used for pantomime.

4 - Rehearsal Day 1
To apply knowledge toward a pantomime performance.

5 - Rehearsal Day 2
To apply knowledge toward a pantomime performance.

6 - Pantomime First Showing
To apply knowledge toward a pantomime performance.

7 - Pantomime Fix Day 1
To apply feedback and make revisions.

8 - Pantomime Fix Day 2
To apply feedback and make revisions.

9 - Pantomime Final Showing
To apply knowledge through performance.
Standards Connections

British Columbia, Canada

**Drama 8**
- demonstrate the unique ability of drama to unify a diverse group

**Drama 10**
- compare their own thoughts, feelings, and beliefs with those of others
- demonstrate trust in self and others through class activities and individual and ensemble performances
- use subtlety and nuance in expressive communication
- defend choices made in problem solving
- define and use criteria to assess and evaluate the work of self and others
- make reasoned choices with the boundaries of the dramatic situation
- negotiate and compromise to solve group problems
- choose appropriate physical and vocal expressions to enhance drama
- make movement choices to create a specific effect
- apply vocal and physical techniques to create role and character
- suspend disbelief to create drama
- use observation, focus, and listening skills to create and sustain intriguing characters with integrity
- apply stage vocabulary and theatrical conventions to dramatic forms
- demonstrate a commitment to the team approach in rehearsal and performance

**California VAPA Standards (2001)**

**GRADE EIGHT - 2.0 CREATIVE EXPRESSION**
- 2.2 - Creation/Invention in Theatre - Perform character-based improvisations, pantomimes, or monologues, using voice, blocking, and gesture to enhance meaning.

**GRADE EIGHT - 1.0 ARTISTIC PERCEPTION**
- 1.1 - Development of the Vocabulary of Theatre - Use the vocabulary of theatre, such as ensemble, proscenium, thrust, and arena staging, to describe theatrical experiences.

**GRADE SEVEN - 2.0 CREATIVE EXPRESSION**
- 2.3 - Creation/Invention in Theatre - Create characters, environments, and actions that exhibit tension and suspense.

**GRADE 9-12 PROFICIENT - 1.0 ARTISTIC PERCEPTION**
- 1.2 - Comprehension and Analysis of the Elements of Theatre - Document observations and perceptions of production elements, noting mood, pacing, and use of space through class discussion and reflective writing.

**GRADES 9-12 ADVANCED - 5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS**
- 5.1 - Connections and Applications - Create projects in other school courses or places of employment, using tools, techniques, and processes from the study and practice of theatre, film/ video, and electronic media.

**GRADES 9-12 ADVANCED - 4.0 AESTHETIC VALUING**
- 4.2 - Derivation of Meaning from Works of Theatre - Report on how a specific actor used drama to convey meaning in his or her performances.

**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.

**Writing**
- CCSS.ELA-LITERACY.W.9-10.3 - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- CCSS.ELA-LITERACY.W.9-10.10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**Florida Sunshine State Standards**

**Critical Thinking & Reflection**
- TH.912.C.1.2 - Create, refine, and sustain complex and believable characters for performance through the integration and application of artistic choices based on research, rehearsal, feedback, and refinement.
- TH.912.C.1.5 - Make and defend conscious choices in the creation of a character that will fulfill anticipated audience expectations.
TH:Pr5.1: Develop and refine artistic techniques and work for presentation - Grade HS Accomplished
TH:Pr5.1.HSII.a - Refine a range of acting skills to build a believable and sustainable drama/theatre performance.

TH:Pr4.1: 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.

TH:Pr4.1: 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.

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.

Beginning High School Standards - Analysis
B.A.1.2 - Analyze informal or formal theatre productions in terms of the emotions or thoughts they evoke, characters, settings, and events.

Beginning High School Standards - Culture
B.CU.2.1 - Illustrate appropriate theatre etiquette as a member of an audience, as a performer, and as a technician.
B.CU.2.2 - Use acting conventions, such as stage presence, subtext, style, and ensemble work, to perform formal or informal works.

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 - Analysis
I.A.1.2 - Evaluate the works of theatre artists for strengths, weaknesses, and suggestions for improvement.

Intermediate High School Standards - Culture
I.CU.2.2 - Use production conventions, such as blocking or style, as given by directors or as indicated by playwrights.

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.

Ontario, Canada

Grades 9 & 10 - Foundations - Responsible Practices
C.3.1 - identify and follow safe and ethical practices in drama activities (e.g., exhibit safe use of sound and lighting boards; follow procedures for the environmentally responsible use of materials and energy; prepare an individual or group seminar report on the nature and purpose of one or more of the following: copyright protection, royalties, public domain, intellectual property rights)

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.1.1 - identify the drama forms, elements, conventions, and techniques used in their own and others' drama works, and explain how the various components are used, or can be used, to achieve specific effects, with a focus on ensemble drama works (e.g., how a comic drama form can be used to convey a serious message, how setting and time period can be used to sharpen the focus on a moral dilemma, how characters can be used to vary the mood within a drama)

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)

Grades 9 & 10 - Creating and Presenting - Presentation Techniques & Technologies
A.3.1 - identify and use a variety of techniques to influence the audience in specific ways (e.g., have actors enter the performance space from the audience to increase audience connection to the drama; use blocking to focus audience attention on key characters or relationships between characters)

Grades 9 & 10 - Creating and Presenting - Elements and Conventions
A.2.1 - select and combine the elements of drama to achieve a variety of purposes in ensemble presentations (e.g., use the elements of character, time, and place in a drama about making a difficult choice; use the elements of time and place to clarify the focus in a drama about a historical event)

A.2.2 - use a variety of conventions to create a distinct voice that reflects a particular global, social, or personal perspective (e.g., use voices in the head, role on the wall, and hot seating to create a complex character from another region or country)

Grades 9 & 10 - Creating and Presenting - The Creative Process
A.1.3 - use role play and characterization to explore personal and social issues (e.g., with a partner, create or assume a role that explores an issue such as bullying; create a scenario that reveals details about a character’s motivation)

Skills for Theatre Arts
HS 117.315 LI - Creative Expression: performance
C.2.D - use physical, intellectual, emotional, and social awareness to portray believable characters and convey a story when applying acting concepts, skills, and techniques.

HS 117.315 LI - Critical evaluation and response
C.5.A - analyze and apply appropriate behavior at various types of live performances.

HS 117.316 LI - 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 LI - Creative Expression: performance
C.2.D - apply physical, intellectual, emotional, and social interactions to portray believable characters and convey a story when applying acting concepts, skills, and techniques.

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.
C.1.F - demonstrate a working knowledge of the language of theatre such as stage terminology, elements of theatre, or theatrical conventions.

HS 117.317 LIII - Foundations: Inquiry and Understanding
C.1.B - experiment with stage movement.

HS 117.318 LIV - Foundations: Inquiry and Understanding
C.1.B - devise and model stage movement.