

**Lesson Focus:** Pantomime

**Educator:** Kalaylah Chisolm

**Date:** 9/12/2022

**Target Group/Level:** 6 - 8th

**Approx. Length:** 90 min.

**Materials/Resources:**

Student Agenda, Chromebooks, *Pantomime-Internship I* Google Slides w/ PearDeck Add-On, Promethean Board

**National/State Curriculum Standards:** (format example is below)

**T.CR NM.1.1** I can make choices about how to tell a story non-verbally.

**T.CR. NM.1.2** I can change elements of the story through movement.

**Pre-Assessment:**

Students will be give action prompts by the Teacher to demonstrate their knowledge of pantomime. The Student's ability will be assessed on their storytelling through movement.

**1 (Needs Improvement):** Student was able to complete the action with no establishment of the story elements (beginning, middle, and end).

**2 (Average):** Student was able to complete the action while establishing one of the story elements (beginning, middle, and end)

**3 (Above Average):** Student was able to complete the action with an established beginning, middle, and end.

**Learning Objective:**

- ✓ Students will be able to demonstrate their understanding of pantomime through action prompts.
- ✓ Students will be able to identify at least one element of a successful pantomime.

**Instructional Procedures:**

1. Students will enter the room quietly, sit in their assigned seat, listen to the musical theatre song of the day, and write the essential question in their agendas. (2m)
2. Musical Theatre Song of the Day: "What It Means to be a Friend" from 13: The Musical (10m)
  1. What does it mean to be a friend?
  2. How has friendship been important during this time in your life?
3. Warm Up (Student Led) (15m)
  - **Physical** (Head and Shoulder Rolls, Arm and Leg Circles)
  - **Vocal** (Big Face and Little Face, **Constant Sounds:** Sh-Z, K-G, M-N, T-D, F-V, P-B, **Tongue Twisters:** Red Leather, Yellow Leather and Unique New York)
  - **Focus** (Super Focus)

- **Activity (Slime Ball)**
  - Students will get into their groups of 5 and pass the slime ball to each person in their group. Anytime someone has the ball in their hand, they are to pantomime shaping the ball into an object. After the student has shaped the object, they are to complete an action with the object that they created. **Student volunteers will be asked to come up and share with us their pantomime.** (6th grade will do the activity as a whole group)
- 4. Pre - Assessment (**Mentor Teacher & Student Teacher**) (10m)
  1. Refer to Pre - Assessment Section Above. **While students are completing the actions, play instrumental music in the background to be able to demonstrate for students that sometimes in pantomime there can be music in the background to tell a story as well.**
- 5. PearDeck Introduction to Pantomime (Student Teacher Led) (30m)
  1. What is Pantomime? (Student Written Response through PearDeck Slide w/ Discussion Based on Answers) **SLIDE 15**
  2. Pantomime is storytelling through non-verbal gestures and movement. The word Pantomime derives from the Ancient Greek word of Pantomimus, who was the ‘imitator of all’. The acting style of pantomime can be found in history all the way in the 16th century with the acting style of Commedia Dell’Arte. The style continued to evolve until the first pantomimed piece that was to be performed was *The Magician; of Harlequin a Director* performed by John Rich. **SLIDE 16**
  3. What do you notice in the video? The Circus - Charlie Chaplin who was well known for his work in silent films. (Student Written Response through PearDeck Slide w/ Discussion Based on Answers) **SLIDE 17**
  4. **Coffee Talk: What is pantomime? What do you believe a good pantomime would consist of? SLIDE 18**
  5. Elements of a Successful Pantomime **SLIDE 19 - 23**
    1. Clear, Precise Movement
    2. Big Facial Expressions
    3. Non-Verbal (Can’t talk)
    4. Tell a Story (Beginning, Middle, and End)
    5. No props (exaggerated resistance)
- 6. Padlet Activity (4m)
  1. Students are to take out their Chromebooks and complete a Padlet sticky note with at least one element that creates a successful pantomime.

**Assessment of each objective:**

- Students will be able to demonstrate their understanding of pantomime through action prompts.
  - Pre Assessment Activity (mentioned above)
- Students will be able to identify elements of a successful pantomime.
  - Students will complete a Padlet sticky note with one element of a successful pantomime.
- **Summative Assessment:** At the end of the unit, students will be creating short

pantomime scenes ensuring that they are using all of the elements for a successful pantomime.

**Closure:**

Positive reflection on everyone's effort today, announce the person of the day (7 & 8 only), and calculate reward points for the class. (4m)

**Reflection:** (To be completed after lesson is taught) Possible questions include but are not limited to: What went well in this lesson and what did not? How were my transitions? Were students engaged and on task and why or why not? What would I change for next time?