Unit 06: Art of Mime

Content Area: **Performing Arts**
Course(s): **Performing Arts**
Time Period: **Week 14**
Length: **4 weeks**
Status: **Published**

Unit Overview

in this unit, students will investigate and explore the history of mime as a theatrical art form. Students will be able to understand why mime is an important skill for an actor as well as demonstrate basic, to advanced, mime techniques through performance.

Standards

VPA.1.1.8.A.4	Integrate a variety of isolated and coordinated movements in dance compositions and performances, making use of all major muscle groups, proper body mechanics, body patterning, balance, and range of motion.
VPA.1.1.8.C.2	Determine the effectiveness of various methods of vocal, physical, relaxation, and acting techniques used in actor training.
VPA.1.2.8.A.CS2	Tracing the histories of dance, music, theatre, and visual art in world cultures provides insight into the lives of people and their values.
VPA.1.2.8.A.CS3	The arts reflect cultural morays and personal aesthetics throughout the ages.

Essential Questions

- How do you communicate without the use of words?
- How can you tell a story with your body?

Application of Knowledge: Students will know that...

- main characteristics of a mime are; nonverbal, character driven, direct, focused in action
- mimes create characters with just their physical actions
- mimes use a variety of techniques to turn a basic story into a full performance, without words
- vocabulary of pantomime can be broken down into isolation, relaxation, gesture, kinesthesis, illusory walk, preparatory action, rotation

Application of Skills: Students will be able to...

- apply mime vocabulary to class activities

- change movements in order to communicate emotion, setting, and dramatic action
- perform a short story or scene using physical communication only

Assessments

- Written quiz on mime vocabulary
- Solo mime performance
- Duo or group mime performance
- Information from this unit will be included on a locally developed, end of course benchmark assessment that may take the form of a test, performance based project, or other summative assessment.

Suggested Activities

- Completion of mime video and worksheet
- Rehearsing body placement on stage and the "Cheat Out" method
- Apply mime vocabulary to small self warm ups
- Rehearsal of mime solo
- Rehearsal of duo or group performance
- Teacher demonstration and discussion on art of mime

Activities to Differentiate Instruction

Differentiation for special education:

- General modifications may include:
    - Modifications & accommodations as listed in the student's IEP
    - Assign a peer to help keep student on task
    - Modified or reduced assignments
    - Reduce length of assignment for different mode of delivery
    - Increase one-to-one time
    - Working contract between you and student at risk
    - Prioritize tasks
    - Think in concrete terms and provide hands-on-tasks
    - Position student near helping peer or have quick access to teacher
    - Anticipate where needs will be
    - Break tests down in smaller increments
- Content specific modifications may include:
    - Reduce content of Mime Quiz
    - Work with Theatre buddy on mime activity

Differentiation for ELL's:

- General modifications may include:
    - Strategy groups
    - Teacher conferences
    - Graphic organizers
    - Modification plan
    - Collaboration with ELL Teacher
- Content specific vocabulary important for ELL students to understand include: rotation, inclination, preparatory action, illusion, kinesthesis, isolation

Differentiation to extend learning for gifted students may include:

- Research and report to class on the history of mime, utilizing varying methods of presentation possibling including creation of a website, timeline, iMovie, Prezi, or Power Point

Integrated/Cross-Disciplinary Instruction

Physical Education: Work with PE classes on body awareness and physical presence.

Resources

The Art of Mime (Video), by Dr. E. Reid Gilbert

The Mime Book, by Claude Kipnis

Clown Skits for Everyone, by Happy Jack Feder

Teacher generated handouts/worksheets

21st Century Skills

CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP.K-12.CRP12.1	Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.