

Unit 1: Movement: Pantomime

Content Area: **Art**
Course(s): **Acting I**
Time Period: **Generic Time Period**
Length: **2 Weeks**
Status: **Published**

Unit Overview

In this unit, students are introduced to the concept of movement being an effective use of communication. Students will be physically creating objects, suggesting environments, and portraying scenes through pantomimic technique. Students will explore the basic principles of pantomime and use exaggerated movement to evoke emotion. Students will also use deliberate and motivated movement to explore thoughts and feelings, which will prepare them to create a physical life for a character.

VPA.1.1.12.C.2	Formulate a process of script analysis to identify how the physical, emotional, and social dimensions of a character are communicated through the application of acting techniques.
VPA.1.1.12.C.CS2	Characters have physical, emotional, and social dimensions that can be communicated through the application of acting techniques.
VPA.1.3.12.C.2	Create and evaluate performances by citing evidence of specific physical choices, sustained vocal technique, and clearly motivated actions.
VPA.1.3.12.C.CS2	Presentation of believable, multidimensional characters in scripted and improvised performances requires application of specific physical choices, sustained vocal technique, and clearly motivated actions.

Transfer

Students will be able to independently use their learning to...

- Physically articulate emotion
- Make deliberate and meaningful movement choices
- Articulate an environment, object, scene, or character without words
- Create a physical presence for a character dependent on given circumstances
- Establish on stage comfortability and presence

For more information, read the following article by Grant Wiggins.

http://www.authenticeducation.org/ae_bigideas/article.lasso?artid=60

Meaning

Understandings

Students will understand that...

- Movement is an effective form of communication
- Deliberate and specific physical choices must be made for character portrayal
- Character movement and expression effect audience reaction
- Based off given circumstances movement and physical expression should be established appropriately
- Movement is the first layer of overall stage performance

Essential Questions

Students will keep considering...

- In what ways can movement evoke emotion?
- How can you tell a story through movement?
- How can pantomime skills be applied in scripted performances?
- What is the importance of applying deliberate exaggerated resistance and consistency to performance?
- What is the difference between pedestrian movement and pantomime?
- How can deliberate movement and exaggerated expression transform a character?
- How can you create a unique movement style for a character?

Application of Knowledge and Skill

Students will know...

Students will know...

- Pantomime is the art of acting and storytelling without words or sounds. It is an art that develops non-verbal communication using facial expression and body language to create elements of character, plot, space, and action.

- While performing non-verbal movement an actor must pay specific attention to the size, shape, resistance, and weight to their motions.
- The focus qualities of pantomime are consistency, exaggerated resistance, and exaggerated facial expressions and gestures.
- Consistency is keeping objects the same size, in the same place, etc.
- Exaggerated resistance is important to show the weight of an object.
- Exaggerated facial expressions and gestures are essential to evoking emotion.
- Character's need specific movement choices to be appropriate to their given circumstances
- Stage movement is the first skill necessary to overall performance quality.

Students will be skilled at...

Students will be skilled at...

- Moving with purpose
- Making appropriate choices for the given circumstances
- Feeling comfortable and purposeful on stage
- Developing weight, size, consistency, and resistance for objects in movement
- Showing expression and emotion through facial expressions and body language

Academic Vocabulary

- Pantomime
- Character
- Actor
- Stage
- Movement
- Expression
- Emotion
- Consistency
- Exaggerated Resistance
- Exaggerated Movement
- Given Circumstances

Learning Goal

- Students will be able to articulate their understanding of the basic principles of pantomime

- Students will be able to integrate a variety of movements used to show emotion and expression.
- Determine how movement can be an effective use of communication.
- Demonstrate the difference between pantomime, physical choices, and pedestrian movement.
- Understand the importance of character movement.
- Students will be able to use appropriate and deliberate movement when provided character circumstances.

Use Documents tab to attach proficiency scale.

Select all applicable standards from the Standards tab.

Be sure to include the Anchor Standards for ELA, the Practice Standards for Math, the English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects, and the applicable Technology standards.

CRP.K-12.CRP4

Communicate clearly and effectively and with reason.

CRP.K-12.CRP6

Demonstrate creativity and innovation.

Target 1--(Level One)

SWBAT:

Articulate their understanding of the basic principles of pantomime.

- Articulate their understanding of the basic principles of pantomime

VPA.1.1.12.C.2

Formulate a process of script analysis to identify how the physical, emotional, and social dimensions of a character are communicated through the application of acting techniques.

VPA.1.1.12.C.CS2

Characters have physical, emotional, and social dimensions that can be communicated through the application of acting techniques.

VPA.1.3.12.C.2

Create and evaluate performances by citing evidence of specific physical choices, sustained vocal technique, and clearly motivated actions.

VPA.1.3.12.C.CS1

Effective scripted and improvisational performances require informed, supported, and sustained choices by actors, directors, and designers. Theatre genres are created by combining complex narrative structures, technical theatrical elements, and thematic intent.

VPA.1.3.12.C.CS2

Presentation of believable, multidimensional characters in scripted and improvised performances requires application of specific physical choices, sustained vocal technique, and clearly motivated actions.

Target 2--(Level Four)

SWBAT:

Integrate a variety of movements used to show emotion and expression.

- Integrate a variety of movements used to show emotion and expression.

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VPA.1.3.12.C.2	Create and evaluate performances by citing evidence of specific physical choices, sustained vocal technique, and clearly motivated actions.
VPA.1.3.12.C.CS1	Effective scripted and improvisational performances require informed, supported, and sustained choices by actors, directors, and designers. Theatre genres are created by combining complex narrative structures, technical theatrical elements, and thematic intent.
VPA.1.3.12.C.CS2	Presentation of believable, multidimensional characters in scripted and improvised performances requires application of specific physical choices, sustained vocal technique, and clearly motivated actions.

Target 3--(Level Three)

SWBAT:

Determine how movement can be an effective use of communication.

- Determine how movement can be an effective use of communication.

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VPA.1.1.12.C.CS2	Characters have physical, emotional, and social dimensions that can be communicated through the application of acting techniques.
VPA.1.3.12.C.CS1	Effective scripted and improvisational performances require informed, supported, and sustained choices by actors, directors, and designers. Theatre genres are created by combining complex narrative structures, technical theatrical elements, and thematic intent.
VPA.1.3.12.C.CS2	Presentation of believable, multidimensional characters in scripted and improvised performances requires application of specific physical choices, sustained vocal technique, and clearly motivated actions.

Target 4--(Level One)

SWBAT:

Demonstrate the difference between pantomime, physical choices, and pedestrian movement.

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Target 5-- (Level Two)

SWBAT:

Understand the importance of character movement.

- Understand the importance of character movement.

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VPA.1.3.12.C.CS1	Effective scripted and improvisational performances require informed, supported, and sustained choices by actors, directors, and designers. Theatre genres are created by combining complex narrative structures, technical theatrical elements, and thematic intent.
VPA.1.3.12.C.CS2	Presentation of believable, multidimensional characters in scripted and improvised performances requires application of specific physical choices, sustained vocal technique, and clearly motivated actions.

Target 6-- (Level Four)

SWBAT:

Students are able to use appropriate and deliberate movement when provided character circumstances.

- Students are able to use appropriate and deliberate movement when provided character circumstances.

VPA.1.1.12.C.3	Apply the basic physical and chemical properties (e.g., light, electricity, color, paint, scenic construction, costumes, makeup, and audio components) inherent in technical theatre to
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	safely implement theatre design.
VPA.1.1.12.C.CS2	Characters have physical, emotional, and social dimensions that can be communicated through the application of acting techniques.
VPA.1.3.12.C.CS1	Effective scripted and improvisational performances require informed, supported, and sustained choices by actors, directors, and designers. Theatre genres are created by combining complex narrative structures, technical theatrical elements, and thematic intent.
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Summative Assessment

- Individual performance assessment
- Group performance assessment
- Vocabulary written assessment

21st Century Life and Careers

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP11	Use technology to enhance productivity.

Formative Assessment and Performance Opportunities

- Group pantomime story performance assessment.
- Individual pantomime performance assessment.
- Informal performances
- Peer critiques of other students.
- Self-critique.
- Short informal performances in a group participation setting.
- Vocabulary quiz.
- Written reflection assessments.

Differentiation / Enrichment

- Peer critique
- Self-critique

- Teacher monitoring/assessing
- The assessment grade is based on effort, attempt at skill, and participation. Allowing all to succeed in the activity.

Unit Resources

Rubric to follow

- Assessment Rubric
- Critique Sheets
- Given Circumstances, environment, emotions, situation resources
- Self Critique Sheet
- Vocab Quiz
- Vocab Worksheet