

Unit 5- Mime

Content Area: **TEMPLATE**
Course(s):
Time Period: **Full Year**
Length: **2-4 weeks**
Status: **Published**

General Overview, Course Description or Course Philosophy

This unit focuses on how artistic expression can be created without using words. Actors create stories using their bodies to produce silent dialogue through movement to show actions and reactions.

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

- artistic expression can be created without words.
- the body alone can create a dialogue through movement.
- a story can be told through an actor's actions and reactions.
- props can be added to relay details of the story, without benefit of set or words.

CONTENT AREA STANDARDS

TH.9-12.1.4.12prof.Cr2	Organizing and developing ideas.
TH.9-12.1.4.12prof.Pr5	Developing and refining techniques and models or steps needed to create products.
TH.9-12.1.4.12prof.Cn10	Synthesizing and relating knowledge and personal experiences to create products.
TH.9-12.1.4.12prof.Cr3c	Explore technical design choices that support the story and emotional impact of a scripted or devised theatre work.

RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

WRK.9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on those skills. An individual's income and benefit needs and financial plan can change over time.
------------------	--

STUDENT LEARNING TARGETS

Refer to the 'Declarative Knowledge' and 'Procedural Knowledge' sections.

Declarative Knowledge

Students will understand that:

- mime involves movement and emotion in order to convey its meaning.
- actors use props to help convey their silent story.

Procedural Knowledge

Students will be able to

- demonstrate intent and emotion through attention to body movement and facial expression.
- utilize props to tell their silent story and add visual interest.
- come to discussions prepared, having read and researched material under study.
- explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
- present information, findings and supporting evidence clearly, concisely, and logically where the content, organization, development, and style are appropriate to task, purpose, and audience.
- cite strong and thorough textual evidence.
- by the end of grades 11-12, read and comprehend literature, including stories, dramas, and poems, at the high ends of the grade 11-CCR text complexity band independently and proficiently.
- support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.

- 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.

EVIDENCE OF LEARNING

Refer to the 'Formative Assessments' and 'Summative Assessments' sections.

Formative Assessments

- class discussion
- viewing
- rehearsal
- journal

Summative Assessments

- performance (i.e. Live, Flipgrid, Google Meet Recording, Screencast-O-Matic, Screencastify, etc.)

RESOURCES (Instructional, Supplemental, Intervention Materials)

Core:

- https://cole3601log.weebly.com/uploads/1/3/6/4/13643589/unit_melissa.pdf
- <https://www.wlww.k12.or.us/cms/lib/OR01001812/Centricity/Domain/1290/Mime.pdf>

Supplemental:

- <https://dramastartbooks.com/2012/05/11/mime-workshop-for-all-ages/>

INTERDISCIPLINARY CONNECTIONS

- English - narrative writing
- Technology - media literacy
- Social studies - social justice, ethics
- Career readiness - art

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.