

# Unit 5- Mime Copied from: Theater, Copied on: 12/01/23

Content Area: **TEMPLATE**  
Course(s):  
Time Period: **Full Year**  
Length: **20 days**  
Status: **Published**

## **General Overview, Course Description or Course Philosophy**

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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**

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- 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**

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TH.9-12.1.4.12prof.Cr2	Organizing and developing ideas.
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.
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.

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

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8.2.12.ED.1: Use research to design and create a product or system that addresses a problem and make modifications based on input from potential consumers.

8.2.12.ED.4: Design a product or system that addresses a global problem and document decisions made based on research, constraints, trade-offs, and aesthetic and ethical considerations and share this information with an

appropriate audience.

LA.K-12.NJSLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
LA.K-12.NJSLSA.W2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LA.K-12.NJSLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.K-12.NJSLSA.W6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
WRK.9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on those skills.

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## **STUDENT LEARNING TARGETS**

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

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### **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.

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### **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**

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

## **Benchmark Assessments**

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Benchmark Assessments conducted three times per year, using Pear Assessment (Standards Based Assessments)

## **Alternate Assessments**

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- FlipGrids
- Dramatizations
- KWL Charts
- Top-Down Webs
- Teacher/Student Conferences

## **Formative Assessments**

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- class discussion
- viewing
- rehearsal

Alternative:

- journal

## **Summative Assessments**

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

## **RESOURCES (Instructional, Supplemental, Intervention Materials)**

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Core:

- [https://cole3601log.weebly.com/uploads/1/3/6/4/13643589/unit\\_melissa.pdf](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**

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

HE.9-12.2.1.12.CHSS.9	Develop an action plan to assist individuals who have feelings of sadness, anxiety, stress, trauma, or depression and share this information with individuals who will benefit.
HE.9-12.2.2.12.LF.1	Apply and share a movement and physical fitness vocabulary that is intrinsic to motivate oneself, to impact family, and others in a community.
HE.9-12.2.2.12.LF.6	Implement a financial plan for participation in physical activity in the community for self and family members.
HE.9-12.2.2.12.PF.1	Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime.

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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See link to Accommodations & Modifications document in course folder.