

# Foundations of Theatre w/ ELD - LTEL

## Module 2 - Pantomime and Performance

**Unit Objective:** Students will be able to write, rehearse, revise and perform a solo pantomime for an audience of their peers.

Suggested Timeline	<b>4 Weeks</b>
<a href="#"><u>Theatre Critical Concepts</u></a>	<ul style="list-style-type: none"> <li>• Theatre Making: Acting</li> <li>• Theatre Making: Rehearsing</li> <li>• Theatre Making: Performing</li> <li>• Theatre Making: Playwriting</li> <li>• Theatre Making: Directing</li> <li>• Responding to and Assessing Theatre Works</li> </ul>
<a href="#"><u>ELD Critical Concepts</u></a>	CC 2.A-B, CC 4.A-D, CC 5.A,C,D, CC 6.B
Unit Success Criteria	<ul style="list-style-type: none"> <li>• I can create a character and act out given circumstances.</li> <li>• I can write and talk about the rehearsal process.</li> <li>• I can perform a written pantomime for my peers.</li> <li>• I can write a script for a pantomime.</li> <li>• I can direct my peers with helpful feedback.</li> <li>• I can talk about my artistic choices in my pantomime performance.</li> </ul>

Unit 2 Lessons			
Lesson 1: <a href="#"><u>Gestures</u></a>  <b>dELD:</b> 360° Words - Academic Vocabulary	Lesson 2: <a href="#"><u>Gestures and Facial Expressions</u></a>  <b>dELD:</b> Listening Actively	Lesson 3: <a href="#"><u>Introduction to Pantomime</u></a>  <b>dELD:</b> Sort and Label	Lesson 4: <a href="#"><u>Pantomime Basics</u></a>  <b>dELD:</b> Transforming a Text into a Pantomime
Lesson 5: <a href="#"><u>Pantomime and Feedback</u></a>  <b>dELD:</b> Reading Jigsaw	Lesson 6: <a href="#"><u>Pantomime Games</u></a>  <b>dELD:</b> Reading with a Focus	Lesson 7: <a href="#"><u>Planning a Solo Pantomime</u></a>  <b>dELD:</b> Matching Activities to Music	Lesson 8: <a href="#"><u>Technical Theatre: Ground Plans</u></a>  <b>dELD:</b> Knowledge Rating
Lesson 9: <a href="#"><u>Stage Directions</u></a>  <b>dELD:</b> Describe and Draw	Lesson 10: <a href="#"><u>Script Writing for Pantomime</u></a>  <b>dELD:</b> Analyzing a Sample Pantomime Performance	Lesson 11: <a href="#"><u>Pantomime Rehearsal #1</u></a>  <b>dELD:</b> The Importance of Feedback: Anticipatory Guide	Lesson 12: <a href="#"><u>Pantomime Rehearsal #2</u></a>  <b>dELD:</b> Novel Ideas Only

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	Script		
Lesson 13: <a href="#"><u>Pantomime Showing #1</u></a>  <b>dELD:</b> Vocabulary Review Jigsaw	Lesson 14: <a href="#"><u>Pantomime Improvement Rehearsal #1</u></a>  <b>dELD:</b> Collaboratively Deconstructing Pantomime Scripts for a Performance	Lesson 15: <a href="#"><u>Pantomime Improvement Rehearsal #2</u></a>  <b>dELD:</b> Individually Deconstructing Pantomime Scripts for a Performance	Lesson 16: <a href="#"><u>Pantomime Final Performances</u></a>  <b>dELD:</b> Self-Assessment

Assessment	<p>Formative:</p> <ul style="list-style-type: none"> <li>• Daily use of theatre vocabulary and language found in the pantomime rubrics.</li> <li>• Individual progress on the pantomime rubrics</li> <li>• Daily bell work written entries and discussions</li> <li>• Individual progress in rehearsal and performance</li> </ul> <p>Summative:</p> <ul style="list-style-type: none"> <li>• Written pantomime script with ground plan and stage directions</li> <li>• Final performance</li> <li>• Evaluation on theatre critical concept proficiency scales</li> </ul>
Reflection:	How have you grown as an actor in rehearsal and performance?

Keys to Success
<ul style="list-style-type: none"> <li>• Create a word wall with the theatre vocabulary and add to it throughout the year</li> <li>• Speak slowly, use gestures and use repetition and paraphrasing</li> <li>• Use visuals - create a slide deck and provide visual examples whenever possible</li> <li>• Model expectations</li> <li>• Meet students where they are - activate and link to prior knowledge</li> <li>• Provide direct vocabulary instruction - modify vocabulary where necessary and/or provide in multiple languages. Use pictures to support vocabulary.</li> <li>• Use cooperative learning strategies</li> <li>• Read instructions out loud</li> <li>• Highlight, circle, etc. key ideas and vocabulary</li> <li>• Allow extra time and resubmission opportunities</li> <li>• Allow for cultural adjustment and look out for culture shock</li> </ul>

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- Offer sentence frames for responses
- Value and encourage native language, lift up cultural differences