

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	4 Weeks
Theatre Critical Concepts	• Theatre Making: Acting • Theatre Making: Rehearsing • Theatre Making: Performing • Theatre Making: Playwriting • Theatre Making: Directing • Responding to and Assessing Theatre Works
ELD Critical Concepts	CC 2.A-B, CC 4.A-D, CC 5.A,C,D, CC 6.B
Unit Success Criteria	• I can create a character and act out given circumstances. • I can write and talk about the rehearsal process. • I can perform a written pantomime for my peers. • I can write a script for a pantomime. • I can direct my peers with helpful feedback. • I can talk about my artistic choices in my pantomime performance.

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

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	Script		
Lesson 13: Pantomime Showing #1 dELD: Vocabulary Review Jigsaw	Lesson 14: Pantomime Improvement Rehearsal #1 dELD: Collaboratively Deconstructing Pantomime Scripts for a Performance	Lesson 15: Pantomime Improvement Rehearsal #2 dELD: Individually Deconstructing Pantomime Scripts for a Performance	Lesson 16: Pantomime Final Performances dELD: Self-Assessment

Assessment	Formative: • Daily use of theatre vocabulary and language found in the pantomime rubrics. • Individual progress on the pantomime rubrics • Daily bell work written entries and discussions • Individual progress in rehearsal and performance Summative: • Written pantomime script with ground plan and stage directions • Final performance • Evaluation on theatre critical concept proficiency scales
Reflection:	How have you grown as an actor in rehearsal and performance?

Keys to Success
• Create a word wall with the theatre vocabulary and add to it throughout the year • Speak slowly, use gestures and use repetition and paraphrasing • Use visuals - create a slide deck and provide visual examples whenever possible • Model expectations • Meet students where they are - activate and link to prior knowledge • Provide direct vocabulary instruction - modify vocabulary where necessary and/or provide in multiple languages. Use pictures to support vocabulary. • Use cooperative learning strategies • Read instructions out loud • Highlight, circle, etc. key ideas and vocabulary • Allow extra time and resubmission opportunities • Allow for cultural adjustment and look out for culture shock

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