

Theatre - Grade K

Lesson 6 –Pantomime of Poems

CALIFORNIA ARTS STANDARD(S)

TH:Pr4.1.K

a. With prompting and support, identify characters and setting in dramatic play or a guided drama experience.

Cn.11.2.K

b. With prompting and support, tell a short story in dramatic play or a guided drama experience.

OBJECTIVES

- I can use my actors tools to pantomime.

VOCABULARY

- actor: a person who performs a role in a play or an entertainment
- pantomime: acting without words through facial expression, gesture, and movement
- character: the personality or part an actor recreates
- gesture: an expressive and planned movement of the limbs

INSTRUCTIONAL MATERIALS

- [Slide Deck](#)
- Rhymes and poems (included)
 1. "The Three Bears"
 2. "CAT", by Mary Britton Miller
 3. "Two Little Kittens"
 4. "Pop! Pop! Pippity Pop!"

WARM UP (*Engage students, access prior learning, review, hook or activity to focus the student for learning*) (15 min)

Part 1 NEW OPENING:

1. While in line/transition:
 - a. "Welcome to theatre class! I'm Mx. Parky!"
 - b. Review the Arts Smarts Rules and [sing the song](#).
 - c. Give expectations about what to do when arriving to class
 - i. "When we get to the classroom you will enter silently and stand in a circle."
 - d. Provide a goal for mode of travel
 - i. "Now we will silently walk like cats to the classroom"

Part 2 In the classroom

1. Perform your attention getter
2. "Good job, actors! Now let's get to work! First we start in a circle. Hold hands! Spread out! Drop hands!"

NOTE: If it is not safe to hold hands, don't do it. Find another way to make a circle.

3. Set the objective for the lesson. "I can use my imagination to to create characters and stories"
4. "Remember, actors have tools that they use. Can anyone tell me what the three actor's tool's are? (pause for answers. give hints by doing the gestures associated with voice, body and imagination) The actor's tools are voice, body and imagination. Let's all say those tools. Repeat after me. Voice. Body. Imagination. Good job!"

Let's do that again and add a gesture to each word. A gesture is a movement you make to show meaning. Mimic or copy me. Voice (put fingers to mouth and then extend arm). Body (put arms at sides and then run hands up side of body extending arms fully to the sky). Imagination (put pointer fingers on temples and then extend hands out to the side with wiggly fingers.)" Show the poster/slide.

Part 3

NOTE: Doing the same warm-up each session will create consistency and routine. Repetition helps learning.

5. While standing in the circle, introduce students to the **"actor's neutral"** stance (feet together, standing tall, hands by side, eyes focused, 5-point stance).
 - a. "Stand with your feet under your shoulders. Make sure your knees are relaxed. Lift your arms up and drop them at your sides. This is actor neutral. You have made a space in shape. Everytime I say "actor neutral" I want you to return to this shape. Is this shape actor neutral? (make a shape with your body that is not) Can you copy this body shape? Good! Actor neutral. Is this shape actor neutral? (repeat a few times until they have the idea."
6. **"Let's warm up our bodies with a game of Simon Says"**
 - a. Introduce and play Simon Says

LESSON (*Presentation of new material, demonstration of the process, direct instruction, Application of knowledge, problem solving, corrective feedback*)

Part 1 (20 minutes)

- **Good work, actors! Here is our objective today:**
 - I can use my actors tools to pantomime.
- Remind students that in the last theatre session they told the story of Goldilocks with pantomime and some voice for the dialogue. They also explored the difference between real and imaginary animal characters.
- Read/sing the poem "The Three Bears" (included in this lesson).
 - Optional: Sing it to the tune of "Pop Goes the Weasel".
- Read through the poem a second time while students pantomime (as a group) the actions in the poem. Encourage facial expressions and exaggerated body movement and gestures.

Part 2

- Explain that you are going to read two poems about cats. One poem is about real cats and one is about imaginary cats. After you read the two, you will ask them to tell you which is real and which is imaginary.
 1. Read the "Cat" and "Two Little Kittens" poems.
 2. Have the students tell you which poem is about real cats ("Cat") and which is about imaginary cats ("Two Little Kittens") and how they knew (the two little kittens talked but the cat only did actions that a real cat would do).
 3. Have students move about the space like cats.
 4. In "Cat", students will explore real, cat-like movement.
 5. In "Two Little Kittens", movement depicts imaginary characters. The kittens have human-like actions.
- Read through each of the poems aloud one more time asking students to pantomime, as a group, appropriate actions for each.
- **If time allows**, have half the class perform one of the poems for the other half
 - Repeat with the other half performing the second poem
 - Have students discuss the pantomime they saw.

- If time allows, read Pippity-Pippity-Pop (included in lesson).
 - Have students guess what the poem is about. (popcorn)
 - Have students pantomime the poem as you read it again

STUDENT REFLECTION *(Identify problems encountered, ask and answer questions, discuss solutions and learning that took place, did students meet outcomes?)*

Part 1 (5 minutes)

- **“Actors, today you used your bodies to tell stories. When we act without words, it’s called pantomime. Everyone say “pantomime.” What is pantomime? Acting without words. Today you performed pantomime. Everyone say “pantomime.” Good job! Now I want to hear your thoughts.”**
- Help students reflect on their theatre lessons as a whole.
- Ask:
 - What did you like about our theatre lessons together?
 - What is one thing you will remember about your theatre lessons?
 - What did you learn about being an actor?

Part 2 (5 minutes) Breathing and Mindfulness

1. **“Actors, thank you for working so hard today. You were good ensemble members as well as good audience members. I’m excited to work with you again next time!**
2. **Before we go we are going to practice a focusing exercise. As actors you need to focus to do good work. This is called three breaths. Please stand in actor neutral, 5 point position. Now close your eyes. Be quiet and notice you breathing. With your eyes closed, I want you to take in a deep breath, imagine you are smelling beautiful flowers, and then slowly let that breath out. Do that again. Take a deep breath in, and relax your mind. Breath out. One more time. Take a deep breath in, and relax your body. Breath out. Open your eyes and focus on being relaxed.**
3. **Thank you for breathing with me. Keep that sense of calm and focus as you transfer to your next class.”**

POP! POP! PIPPITY POP! Pop! Pop! Pippity-pop! The golden kernels skip and hop. They crouch down low, They leap up high. They burst like stars In the midnight sky. Pop! Pop! Pippity-pop! They bounce against the shaker top. All salted and buttered All hot and delicious Poured in great heaps Into round wooden dishes Pop! Pop! Pippity-pop! The dancing kernels slowly stop.	CAT (Mary Britton Miller) The black cat yawns, opens her jaws, Stretches her legs, and shows her claws. Then she gets up, and stands on four Long still legs, and yawns some more. She shows her sharp teeth. She stretches her lip, Her slice of a tongue turns up at the tip. Lifting herself on her delicate toes, She arches her back as high as it goes. She lets herself down with particular care, And pads away with her tail in the air.
Two Little Kittens (c.1879) Two little kittens, one stormy night, Began to quarrel, and then to fight; One had a mouse, the other had none, And that's the way the quarrel begun. "I'll have that mouse," said the biggest cat; "You'll have that mouse? We'll see about that!" "I will have that mouse," said the eldest son; You shan't have the mouse," said the little one. I told you before 'twas a stormy night When these two little kittens began to fight; The old woman seized her sweeping broom, And swept the two kittens right out to the room. The ground was all covered with frost and snow, And the two little kittens had nowhere to go; So they laid them down on the mat at the door, While the old woman finished sweeping the floor. Then they crept in, as quiet as mice, All wet with snow, and cold as ice, For they found it was better, that stormy night, To lie down and sleep than to quarrel and fight.	The Three Bears Song (sung to: Pop Goes the Weasel) Goldie came to a house in the woods Inside it all was quiet. She saw the cereal in three different bowls And said, "I think I'll try it." The first bowl it was much too hot. "The second's too cold! I hate it!" But the third little bowl it tasted just right!" "Yum!" So Goldie ate it! Goldilocks went to the next room Inside it all was quiet. She found three chairs, and looked at one, And said, "I think I'll try it." "The first chair it was much too hard. The second too soft, I fear, "But the third little chair feels oh, just right!" "Crack!" It broke. Oh dear! Goldie next climbed into a bed. And after she closed her eyes The bears returned to their little home, And found her. What a surprise! "Who's in my bed?" cried Baby Bear. Papa said, "Who's in our house?" Goldie woke up and scampered away As quickly as a mouse.

Jack and Jill



**Jack and Jill went up the hill,
To fetch a pail of water.**

**Jack fell down,
And broke his crown,
And Jill came tumbling after.**



Humpty Dumpty



Humpty Dumpty sat on a wall,

Humpty Dumpty had a great fall.

All the king's horses and all the king's men

Couldn't put Humpty together again.

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Arts Education Project



Date:	Teacher:	Classroom	Discipline: Theatre
VAPA Teacher:	Room #:	Lesson #: Kindergarten 6- Improvisation and Pantomime	
Lesson Objective(s): I can use my actors tools to improvise and pantomime characters from literature.			
Key Vocabulary: - actor: a person who performs a role in a play or an entertainment - pantomime: acting without words through facial expression, gesture, and movement - character: the personality or part an actor recreates - gesture: an expressive and planned movement of the limbs			
To see today's lesson, go to https://www.sandiegounified.org/aep-lessons			