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| **Subject Area:** Performing Arts | **Course:** Acting | |
| **Unit 2 Title:** Pantomime | **Start:**<br>**Date** Week 3 | **End:**<br>**Date** Week4 |
| **Unit Summary:** In this unit, students explore physical gesture as a means of communicating, and creating a visual picture using character, lighting and music. | | |

## Stage 1: Desired Results

**Massachusetts Learning Standards**
**Foundations Theatre Course Standards**

**Creating**
1. Generate and conceptualize artistic ideas and work. Create theatrical ideas (e.g., plot, setting, character) that reflect characteristics of different artistic movements. (F.T.Cr.01)
2. Organize and develop artistic ideas and work. Create an outline for an original scene or short play, including details such as costumes or scenery. (F.T.Cr.02)
3. Refine and complete artistic work. Refine and revise character dialogue, stage directions and sensory details of imagined worlds. (F.T.Cr.03)

**Performing**
5. Develop and refine artistic techniques and work for presentation. Identify theatrical staging conventions in a scripted theatrical work. (F.T.P.05)
6. Convey meaning through the presentation of artistic work. Describe how decisions about a performance are connected to what the student wants to express, evoke, or communicate. (F.T.P.06)

**Responding**
8. Interpret intent and meaning in artistic work. Identify theatrical decisions from a work that connect it to a specific genre or style. (F.T.R.08)
9. Apply criteria to evaluate artistic work. Compare and contrast different rubrics or criteria for evaluating theatrical presentations. (F.T.R.09)

**Connecting**
11. Relate artistic ideas and works to societal, cultural and historical contexts to deepen understanding. Identify the connections between historical and cultural contexts and defining stylistic elements of theatrical movements (e.g., how the existential movement and absurdist theatre are connected). (F.T.Co.11)

- Music and Dance Connection: Students examine how music and dance influenced the evolution of pantomime. (F.M.Co.11); (F.D.Co.11)

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## Transfer (Authentic, relevant application of learning to new situations)

**Students will be able to independently use their learning to…**
**Formative:**

- Play improvisation Games - creating objects, scenarios, and pictures using only bodies and physical gestures

**Summative:**

- Tableau Project - Students will work in collaborative groups to create a fully pantomimed scene with a beginning, middle and end, which moves through a variety of emotional states. Students end the scene creating a fully planned and realized visual tableau. Finally, students will add any musical and lighting elements to enhance their performance for their peers.

## Meaning

### Enduring Understandings

**Students will understand that…**

- A wide variety of vocal and physical techniques are essential in engaging audiences and telling stories with authenticity.
- Stage direction, vocal production, and physical movement are integral elements that contribute to the overall effectiveness of a theatrical performance with a satisfying emotional arc.
- Script analysis, personal reflection, and theater games contribute to the development of compelling characters and stories.
- Observing and analyzing people's motivations, thoughts, and emotions can deepen character development and enhance performance in theater.
- The ability to independently apply learned skills and knowledge, as well as learning to give and take feedback is crucial for students' growth and success in theater.

### Essential Questions

**Students will consider…**

- How can stage direction, vocal production, movement on the stage, and stage blocking enhance a theatrical performance?
- How can stage direction, vocal production and physical gesture be used as a powerful means of communication in theater?
- How does script analysis, personal reflection, and theatre games contribute to character and story development in theater?
- How can observation and analysis of people's motivations, thoughts, and emotions enhance character development in theater?
- How can the skills and knowledge acquired throughout the course be applied to prepare and perform a monologue with depth and authenticity?

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| **Acquisition** | |
| **Knowledge**<br><br>**Students will know…**<br>● Gesture<br>● Pantomime origins<br>● Improvisation<br>● Principles of Body Language<br>● Hand and Arm Gestures<br>● Facial Expression<br>○ Surprise<br>○ Happiness<br>○ Sadness<br>○ Anger<br>● Illusion<br>○ Weight<br>○ Size<br>○ Shape<br>○ Consistency<br>○ Resistance<br>● Tableau<br>● Basics of stage sound and lighting | **Skills**<br><br>**Students will be skilled at…**<br>● Making body and facial gestures<br>● Creating illusions<br>● Collaborating with peers toward collective idea<br>● Decision-making<br>● Creating a scene<br>● Hearing/giving feedback<br>● Giving and taking direction<br>● Presenting pantomime and tableau |