

LESSON TITLE: Pantomime and Expression with Joey the Snake

FOCUS QUESTION: How can we use our face and body within a pantomime scene?

| Lesson Objectives | Assessment Strategy(ies) |
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| <p>Content Objective: Students will be able to mimic key actions and blocking in a pantomime scene. Students will be able to choose how their character feels and express it clearly.</p> | <p>Performance Task: Students will act in a pantomime scene. Students will express clear emotion as their character.</p> <p>Criteria: Students will participate as one of the two characters (Rider or Joey) in the pantomime scene. Students must decide how they want to emotionally react to seeing Joey. Students must portray clear emotions using facial and physical expression.</p> <p>Documentation: Video and/or images of scene. Exit Card- Students will write a 2-4 sentence reflection on what emotion they chose to portray in the scene and why.</p> |

RELATED COMMON CORE & STANDARDS:

Blueprints for Theatre

Theatre Making- Acting: Imagination, Analysis, Process Skills: Recognize, mirror and create emotions.

Theatre Making- Acting: Performance Skills: Use the body and face to create and react to imaginary conditions.

Theatre Making- Acting Performance Skills: Students participate in group activities, including creative play, storytelling and pantomime.

NY Theatre Standards

Anchor Standard 7: RESPONDING

2nd TH: Re 7.1.2

- a. After a guided drama experience, recall why artistic choices were made.

Anchor Standard 9: RESPONDING

2nd TH: Re 9.1.2

- a. Collaborate on a scene in a guided drama experience.

DIFFERENTIATION:

Modeling, verbal and visual aids, repetition, small group instruction, tactile props, on one check ins, redirection and extended time, multiple means of expression.

SPACIAL ORGANIZATION:

Room should have large open space with no desks or chairs blocking space. If there are desks and chairs in the room, they should be moved to the sides to create an open area. Students will be standing or sitting on the floor. If students are unable to sit on the floor, chairs will be used instead. For Pantomime activity, two chairs will be set up in the front of the room to represent “subway seats”.

MATERIALS NEEDED:

Joey snake puppet, two chairs, speaker for music, paper, writing utensils.

PROCEDURES

1. Warm up - Transformation: (7 mins)

- a. Students stand in a circle. An object is put in the center of the circle. The object can be anything i.e. a piece of paper, a sponge, a sheet, a marker. For this game we will use a scarf.
- b. One at a time students will step into the middle of the circle, pick up the object and transform it into something else. Examples: they can make it into a violin, a baseball bat, a hairbrush etc. When they are done they will put the object down and walk back to their spot, and the person next to them will go. This continues until everyone in the circle has gone.
- c. Options if they do not know what to do or don't want to do it:
 1. Go into the center pick up the object, put it down and go back to their spot
 2. Say Pass
 3. Touch their nose- if they do this then ask students if they have any suggestions for what that person can do.
- d. For anyone that passed, you can give them the option to go at the end of the game if they want to. But they don't have to. The game is played silently, with no guessing. Advise student to be as specific as they can. Before start of the game, give them a few seconds to think of an idea. Music can be played while this is happening.

2. Discussion on new Vocabulary (Pantomime, Expression, Neutral): (3 mins)

- a. Review Definition of Transformation.
- b. Introduce the words Pantomime, Expression and Neutral. Pantomime: acting without talking. Expression: Using your face and body to show how you are feeling.

3. Slow-motion Expression Game (10 mins)

- a. As a whole class students will express the feeling that the teacher states, i.e.- happy, sad, surprised, scared. In slow motion, students will show that feeling on the count of 5.
- b. Teacher models activity while student counts to 5.
- c. After a few rounds, students break into pairs. For any student that can't find a pair, bring them to the middle of the circle to the "lost and found" to pair students up.
- d. With their partners, students will switch back and forth saying an emotion or expressing the emotion. One student will say different feelings and count, while the other student expresses it. Let them do this for 2-3 rounds.
- e. Then bring everyone back into the circle and ask them to verbally share what other feelings they came up. If time allows, have that pair physically share the expression.

4. Pantomime Scene: "Joey the Snake Rides the Subway" (25 mins):

- a. Students sit in audience. Discussion on role of the audience.
- b. Teacher introduces class to snake puppet, (Appendix A) and let's everyone touch him. Ask students what a tourist is. Discuss how someone might get around in NYC. Possible answers, car, walk, bus, subway.
- c. Review the word character.
- d. Two at a time, students will come to the stage and play the characters of Subway Rider or Joey. Rider is sitting on one of the two chairs, miming reading a book. After a few seconds Joey will come in and sit next to Rider. Joey will slowly turn their head towards the Rider and look at them with friendly excitement. Rider will slowly lower their book and turn to face Joey. Teacher models activity playing both parts.
- e. Here students can decide how they feel about seeing Joey, a snake, on the subway. Feelings can include: scared, confused, surprised, excited, wonder etc. Joey will then react to whatever the student is feeling. If the feeling is positive the Rider will pet Joey. If the feeling is negative the Rider will leave. End of scene.
- f. To begin the scene instructor will say "stand-by" and whole audience of students will say "action" together. On action students will begin the scene. This continues until everyone has a chance to go.
- g. If time allows, have the students go again and switch roles.

5. Reflection and Assessment (5 mins):

- a. Ask students how they felt about the activity. What did they learn? How did the students act different? Should we be scared about things we don't know?
- b. Hand out paper and pencils. Students must write 2-4 sentences on why they chose to do the expression they did.

EXTENSION:

1. If time allows, have the students go again and switch roles.
2. If time allows the teacher might consider adding different types of music to the scene. How does the music inform the actor's movements and emotional response? Suggestions to try upbeat and energized pop music vs. a slow, sad tango.

APPENDIX A

Joey the Snake Puppet

