

Grade 1 Theatre Lesson #4

Pantomime **Acting without Speaking**

Lesson-at-a-Glance

Warm Up

Pantomime several common activities for the class and ask them to guess what it is you are doing. Explain “pantomime”.

Modeling

As a group, using appropriate pitch and volume say phrases from the story (e.g., very, very hungry, ugly, mean old troll, eating something very yummy, beg to be spared of being eaten, etc.). Model for students the appropriate action to accompany the phrase.

Guided Practice

Discuss *plot*, important events and characters in the story. Divide class into four groups, read the story and create pantomime.

Debrief

Use the rubric to assess student ability to create pantomime. Share as a group how an actor uses the face and body to retell a story.

Extension

Identify the plot, characters and action words or phrases for stories read in class. Create pantomimes for stories.

Materials

Pantomime Rubric
Student Worksheet
Three Billy Goats story

Assessment

Discussion, Performance, Q&A, Rubric, Worksheet

ELA Standards Addressed

Word Analysis: 1.1 Match oral words to printed words

Speaking Applications: 2.4 Provide descriptions with careful attention to detail.

THEATRE – GRADE 1

PANTOMIME

Acting Without Speaking *Three Billy Goats* Lesson 4

CONTENT STANDARDS

- 1.1 Use the vocabulary of the theatre, such as play, *plot* (beginning, middle and end), improvisation, *pantomime*, stage, character, and audience, to describe theatrical experiences.
- 2.1 Demonstrate skills in *pantomime*, tableau, and improvisation.

TOPICAL QUESTIONS

- What is pantomime and how do I use gestures and movement to retell a story?
- What does plot mean and how do I identify the elements of plot?

OBJECTIVES & STUDENT OUTCOMES

- Students will identify ways actors use gestures and movement to retell a story through pantomime.
- Students will identify the elements of plot.

ASSESSMENT (Various strategies to evaluate effectiveness of instruction and student learning)

- **Feedback for Teacher**
 - Pantomime Rubric (included)
 - Student response to inquiry
 - Student Worksheet
 - Student performance
- **Feedback for Student**
 - Teacher feedback
 - Student Worksheet
 - Pantomime Rubric

WORDS TO KNOW

- **pantomime:** creating action without words through facial expression, gesture, and movement.
- **plot:** structure of a play, including the beginning, middle and end
- **setting:** where the story takes place
- **characters:** The people in the story (may also be animals, etc.).

MATERIALS

- *The Three Billy Goats* (included)
- Student Worksheet (included)
- Pantomime Rubric (included)

RESOURCES

- *The Three Billy Goats* (included)

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

- Game: What Are You Doing?
 - Pick a category (e.g. Playground)
 - One student begins pantomiming an action that might happen on a playground (e.g.

- Playing soccer)
 - Students watching guess what the activity was.
 - A student from the circle asks, “What are you doing?”
 - The student in the center responds, “I am (names a new activity, e.g. swinging)” and takes a seat back the circle.
 - The student from the circle takes the spot in the center and acts out the named activity.
 - Repeat until all students have had a chance in the middle of the circle.

MODELING (*Presentation of new material, demonstration of the process, direct instruction*)

- As a group, discuss the word *pantomime*. (*Acting without speaking*).
- Ask students to watch carefully in silence while you demonstrate several different actions: pick up a pencil and pretend to write, wash hands, comb or brush hair, make a phone call on a home or cell phone, take a picture, brush your teeth, ride a bike, hit your thumb with a hammer, etc.
- After you complete each pantomime, freeze momentarily and ask students “What action did I pantomime? What did I do with my body and face that gave you clues to what I was doing?”
- Share observations and chart.
- Introduce story: “Three Billy Goats”
- **Note:** For best results, students would already be familiar with the story “*Three Billy Goats Gruff*”, the four characters and important events.
- Discuss the *plot* of the story: Important events, the conflict and resolution and the characters.
- Tell students they are going to listen to your voice and create appropriate movement for a story.
- It will be very important that they listen carefully to how you speak and observe carefully the movement and facial expression you demonstrate. It will be important for students to understand the connection between words, voice and movement.
- Lead the students in pantomiming for the following statements: (Make sure your movement represents the pitch and volume of your voice.)
- rub your tummy, use your tongue and mouth to show you are “**very, very hungry**”
- scowl and look big and mean like a “**cranky, ugly, mean old troll**”
- move your hands as if you are “**eating something very yummy**”
- “**beg to be spared of being eaten**” by holding your hands out with palms up or place them in a praying position
- **wave hello or goodbye with enthusiasm**
- puff out your cheeks and place hands on tummy as if you are **very, very full and satisfied**
- puff out your chest and place your arms to show you are **very, very proud**

GUIDED PRACTICE (*Application of knowledge, problem solving, corrective feedback*)

- **Procedure:** Read the story “Three Billy Goats”.
- Read each line with expression. Quickly discuss the movement suggested in the story (or create your own) and have the actors pantomime as you re-read the line.
- Encourage the students to stretch their imaginations by making their body larger or smaller to better express the characters and action in the story.
- Have groups pantomime the sequence of important events silently. Give cues only as necessary so that the story is told in silence.
- Use the rubric to assess student pantomime work.
- Ask: What is the story’s setting? Who were the characters?
- **Class management:**
 - Divide the class in half. One half will be the actors the other half the audience. Switch groups midway through the story and complete the story with new actors.
 - Divide the story into **four** important events and class into four groups. Change the group of actors for each event.
 - Divide the class into four groups, each group assumes one of the characters.

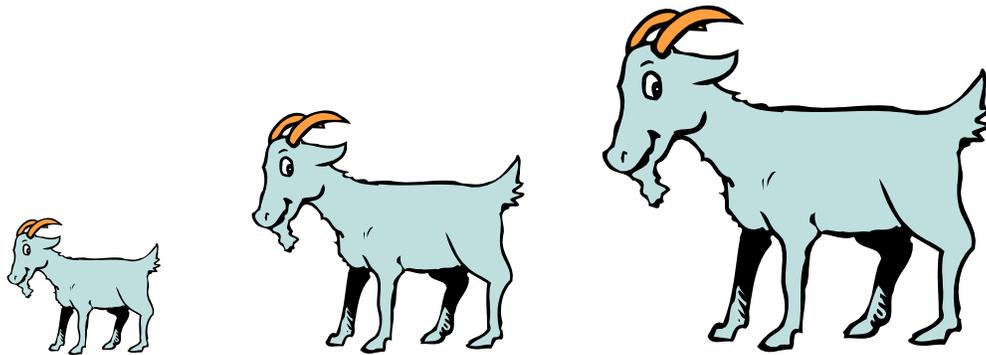
- Students can also play the part of the “bridge”.

DEBRIEF AND EVALUATE (*Identify problems encountered, ask and answer questions, discuss solutions and learning that took place. Did students meet expected outcomes?*)

- Distribute student worksheet.
- “What is pantomime?”
- “How did pantomiming the story make it more interesting?” (Action was observed as the story was read).
- “How do actors retell stories without speaking?” (Body movement, gestures, facial expression)
- “How many characters were in the story? What were their names?”
- “Can you describe the characters?”
- “Were they real or imaginary characters?”
- “What was the plot of this story?”

EXTENSION (*Expectations created by the teacher that encourages students to participate in further research, make connections and apply understanding and skills previously learned to personal experiences.*)

- Identify the plot, characters and action words or phrases for stories read in class. Create pantomime.
- Think of two things that you do everyday that you could demonstrate through pantomime.
- Share with another student or a small group. Ask if they can guess what you are doing.



“Three Billy Goats”

Teacher reads aloud and students echo and create action (lesson 4)
Students perform gesture and tableau (lesson 4 & 5)

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|---|---|
| Once upon a time..... | raise index finger and slightly bow |
| there were three goats..... | hold up three fingers |
| and they were very hungry. | rub tummy and make face as if hungry/uncomfortable |
| They could see green grass across the bridge..... | hold hand above eyes as if looking out and far away |
| “Let’s go across the bridge” they said..... | motion as if to follow and walk in place |

The Little Billy Goat started across the bridge.....	measure "little" fingers, small body shape, walk in place
A mean ugly troll lived under the bridge.....	scowl, walk and act tough
He heard the trip trap of the Little Billy Goat.....	cup ear as if to hear something while looking up
"Who's trip trapping across my bridge?".....	cup mouth as if shouting upward
"It is I, the Little Billy Goat".....	Measure "little fingers", small body shape, walk in place
"I'm going to gobble you up" said the troll.....	move hands as if eating
"Oh no, please don't eat me.....	fold hands and beg
Wait for the middle size goat, he's much bigger"....	push hands in front of body as if to say stop, wait
"Be gone with you".....	use hands in flipping motion to "wave off"
Then the troll heard the trip trapping of the middle-sized goat.....	cup ear as if to hear something while looking up
"Who's trip trapping across my bridge?".....	cup mouth as if shouting upward
"It is I, the Middle Size Goat".....	stand straight and open fingers at shoulder level
"I'm going to gobble you up" said the troll.....	move hands as if eating
"Oh no, please don't eat me.....	fold hands and beg
Wait for the Biggest Billy goat, he's much bigger"....	push hands in front of body as if to say stop, wait
"Be gone with you".....	use hands in flipping motion to "wave off"
Then the troll heard the trip trapping of the biggest sized goat.....	cup ear as if to hear something while looking up
"Who's trip trapping across my bridge?".....	cup mouth as if shouting upward
"It is I, the Biggest Billy Goat".....	stand straight and stretch arms up high
"I'm going to gobble you up" said the troll.....	move hands as if eating
"Well, come along" said the Biggest Billy Goat.....	motions as if to follow

Up came the mean ugly troll.....	make climbing motion with feet and hands
The Biggest Billy Goat knocks the troll down.....	make horns with fingers and do head butt
And that was the last of the mean ugly troll.....	wave good bye
The Biggest Billy Goat went over to the green grass.	stretch tall and walk in place
The Three Billy Goats ate and ate.....	move hands as if eating
And they were very full and satisfied.....	puff chest and cheeks, and rub tummy
Curtain	smile and bow

"The Three Billy Goats" Student Worksheet

List the characters in the story

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Label and draw a picture of the important events of this story

Pantomime Rubric

4 Advanced: Student fully integrates body movement, gestures and facial expression with exaggeration and confidence, and in complete silence.

3 Proficient: Student uses body movement and gesture, and facial expression, but may not focus completely and may giggle.

2 Basic: Student needs some prompting or coaching to create pantomime, lacks focus either from giggling or self-consciousness

1 Approaching: Student lacks confidence and focus when creating pantomime.

Name	Demonstration of Skills	Score
	Notes:	4 3 2 1
	Notes:	4 3 2 1
	Notes:	4 3 2 1
	Notes:	4 3 2 1
	Notes:	4 3 2 1
	Notes:	4 3 2 1
	Notes:	4 3 2 1

Skills to look for:

- o very, very hungry
- o ugly, mean old troll
- o eating something very yummy
- o beg to be spared of being eaten
- o wave hello or goodbye with enthusiasm
- o very, very full and satisfied
- o very, very proud