

Pantomime

PAGES 2-4

1. Simply act in an easily recognisable, of human form and the rest of the class reflects some key descriptive vocabulary in the scene, including:

Task 1: Pantomime on YouTube (2018, 2020) while students fill out the worksheet

Task 1: Pantomime on YouTube (2018, 2020)

1. **Objective:** To use the class to create a story. Complete the 'What are you doing?' section.
2. **Procedure:** The teacher starts by pantomiming an action inside the circle to the right side. 'What are you doing?' The class guesses physically with a completely different action. 'What are you doing?' and continues until they say to what the person to the right is pantomiming. Begins to pantomime. Continue around the circle until no more have to guess the action.
3. **Activity:** Students (pantomime, dance, action, drama, pantomime) and guess an example in front of the class.
4. **Notes:** Students to get into groups for the present. I usually allow them to choose their partner. Although I usually have to direct them to choose the partner that the opposite side is doing any action at the time for the next round.
5. **Notes:** They have chosen their groups, tell them to come to the teacher and I can write down the name of a group (that the group will choose) and when they have to tell, I will put their name on the board.
6. **Notes:** Each student should fill out the level of the worksheet in groups. The first should know the story they are told (person in the group) as they create their pantomime. The first of the worksheet is (2018/2020) and should be different for each student to think up their individual character, costume and pantomime story.
7. They can continue to work on their worksheet whenever.

Task 2: Pantomime

1. **Objective:** To use the class to create a story. Complete the 'What are you doing?' section.
2. **Procedure:** The teacher starts by pantomiming an action inside the circle to the right side. 'What are you doing?' The class guesses physically with a completely different action. 'What are you doing?' and continues until they say to what the person to the right is pantomiming. Begins to pantomime. Continue around the circle until no more have to guess the action.
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7. They can continue to work on their worksheet whenever.

Task 3: Pantomime on YouTube (2018, 2020)

1. **Objective:** To use the class to create a story. Complete the 'What are you doing?' section.
2. **Procedure:** The teacher starts by pantomiming an action inside the circle to the right side. 'What are you doing?' The class guesses physically with a completely different action. 'What are you doing?' and continues until they say to what the person to the right is pantomiming. Begins to pantomime. Continue around the circle until no more have to guess the action.
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Theatre

TEACHING
TOOLBOX

Theatre Lesson Plans Middle School

Rebecca Young



Theatre Lesson Plans Middle School:

Designing Theatre Lesson Plans and a Standards-based Theatre Curriculum Targeting Middle Level Adolescents Carol A. Toney, 2008 Middle level theatre educators those teaching grades six through eight often have difficulty finding resources that connect to adolescent interests and needs that are age and ability appropriate and that align with state educational goals and standards This thesis explores the writing and designing of age appropriate middle level theatre lesson plans a proposed middle level theatre curriculum aligned with the Missouri Show Me Standards and the analysis of available theatre education resources I developed a survey for middle school speech theatre teachers that included questions concerning course offerings curriculum development and student productions Using the results of this survey I compared the North Kansas City School District s middle school theatre program to programs across the state I discovered that while the North Kansas City School District already had a strong middle school theatre program in the areas of teacher certification course offerings and play productions it lacked a strong Missouri Show Me Standards based written curriculum Based on these survey findings I was able to justify my goal of writing a standards based middle school theatre curriculum for the North Kansas City School District Another goal of my research was to analyze theatre textbooks and select one that was most appropriate for middle school theatre I analyzed four textbooks with two textbook review tools These textbook review tools included items such as readability alignment with the speech theatre curriculum graphics and tie into the Missouri Assessment Program test After evaluating each text I ranked the textbooks and choose one to recommend to my district This research project incited a much needed change in the teaching practices and instructional content in the speech theatre program of the North Kansas City School District Further research could be done to encourage reform at the state level to provide stronger support for arts education

Play Structure Tracy Lybbert, 2019-06-14 The first year I taught Middle School Theatre an advanced student asked if they always had to do funny she was tired of the basic sketches students created in game and improvisations This unit provides options for how a scene can be developed The second year I ran the comedy club I realized that audiences were uncertain when a sketch was complete I revised this unit using the framing format of the Raise Up Texas Program supporting students in creating coherent work In this unit students will create coherent improvisations perform a coherent scene compare and contrast life situations with dramatic situations using the magic if evaluate student work

Teaching Drama in the Classroom Jeana Whiteaker, 2020-05

Drama and Education Manon van de Water, Mary McAvoy, Kristin Hunt, 2015-02-20 Drama and Education provides a practical comprehensive guide to drama as a tool for teaching and learning It is among the first practical drama and performance textbooks that address brain based neuroscientific research making the argument that creativity is necessary in our lives that embodied learning is natural and essential and that contextual learning helps us find our place in society in relationship to other peoples and cultures As well as a historical and theoretical overview of the field it provides rationale and techniques for several specific

methodologies linear drama process oriented drama drama for social justice and performance art Each approach is supplemented with sample lesson plans activities ideas for differentiation and extensive bibliographies The topics are discussed from five key angles Historical and theoretical foundations Curricular applications Practical toolkits for a range of classrooms and learning environments Different strategies for lesson plans Extension options for longer workshops Alongside these core methods the integration of other innovative forms from performance art to Theatre of the Oppressed into drama based learning is explored as well as the pragmatic concerns such as assessment planning and advocacy for arts learning and arts education partnerships Drama and Education is the comprehensive textbook for teachers and students on Applied Theatre and Theatre and Education courses

Stage Movement Tracy Lybbert, 2019-06-14 In this unit Students will Study Stage Composition Portray character with stage business props and gestures Demonstrate blocking and stage movement Student Self Study guide contains worksheets frames informal and formal evaluations and scene evaluation forms

Drama Projects for the Middle School Classroom Rebecca Young, 2013 This valuable resource book provides alternative ways for students to develop unique drama related skills Each of the chapters contains an objective overview project timeline idea variations tips and tricks fun facts and more Some include activities for individual students and groups A great addition to any middle school classroom Includes sixteen chapters of middle school drama projects

Scene Magic! Tracy Lybbert, 2019-08-05 Teacher Lesson Plans Scene magic Includes three units leading teachers and students on a quick and effective path towards performing scenes in front of an audience and showcasing talent The three units effectively teach the components of creating work that is believable and effective and prepares them to take their part in any future production The three units will lead students on a journey of Scene Comprehension Characterization and voice diction and Physicality and blocking Tracy Lybbert began teaching theatre in 1998 at the high school level She studied theatre at BYU and received her Masters from Concordia University Her lesson plans are a compilation of notes and ideas collected over twenty years of theatre learning and teaching When she teaches theatre she wants it to be easy and to be fun for both student and teacher and pleasurable for any visitor coming into the room The lesson plans create a foundation for your teaching so that you can reference the notes games and ideas and then get up and simply teach in the moment connected to your students

Get on Stage! Power Up Your Acting. Tracy Lybbert, 2016-04-15 Students will access their talent and learn how to shine bright on the stage Lessons include foundational skills such as Relaxation Concentration Imagination Using Imagination Listening Emotions Observation Use of Space Character Remembering Lines and Stage Fright The lesson plans provide the foundation for a successful classroom by incorporating Carl Jung's Mandala theory of self exploration through circle art Teacher answer key quizzes and scene evaluation specific to this unit included Managing your classroom is easy with these detailed and creative lesson plans and classroom management section

Theatre in the Classroom, Grades 6-12 Jim Patterson, 2016-07-14 This latest edition Theatre in the Classroom Grades 6-12 equips prospective theatre teachers with key

instructional methods and proven strategies for student learning Building on the previous edition's strengths Patterson extensively modified and updated the entire text incorporating the most recent theatre standards by the National Coalition for Core Arts Standards This indispensable guide whose theoretical and philosophical underpinnings and practical classroom applications endow it with a lifetime of use includes ideas for resource portfolios checklists rubrics and other assessment tools Of additional value are discussions concerning managing the classroom linking school play production with classroom learning and recognizing and responding to classroom diversity Patterson details important considerations and resources for planning productions ranging from those available from professional organizations to those found within the community to those generated by students He believes theatre learning must go beyond the study and performance of established play scripts and stresses the importance of productions written directed designed and managed by students End of chapter sections include Extension Activities ways to help prospective teachers further explore the subject in the college level methods course Stay Connected websites for additional resource and research materials and Professional Development suggestions for expanding personal and career development

Active Learning Through Drama, Podcasting, and Puppetry Kristin Fontichiaro, 2007-03-30 Contrary to the trend to do away with arts education as an unnecessary expense in schools trying to boost student test scores this book promotes and explains the value of integrated arts instruction in furthering the accomplishment of curricular objectives and fostering student achievement Accomplished library media specialist and arts instructor Kristin Fontichiaro discusses how drama shadow puppetry and podcasting can be used as tools to meet curriculum objectives in the K 8 media center By concentrating on the process of creating a piece of drama or puppetry or a podcast as opposed to the goal of performance and by infusing the arts with curriculum objectives in story or research these techniques can intensify a child's learning and provide context for classroom curriculum objectives A discussion of the affective and academic benefits of this process based work as well as sample lessons are included Photographs and examples of student work illustrate the techniques Grades K 8

Embracing the Beat of Term: An Emotional Symphony within **Theatre Lesson Plans Middle School**

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