MYP 1-3 Drama

2020 – 2021

Unit 2 – Mime

Your Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Your Grade Level\_\_\_\_\_\_\_\_\_\_\_

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| Global Context | Personal and Cultural Expression |
| Key Concept | Communication |
| Related Concepts | Audience, Expression, Interpretation |
| Statement of Inquiry | Students will understand that body language and non-verbal communication are part of our cultural expression and can be used to create stories and communicate with an audience. |
| ATL | Self-management |

We will be trying to answer the following questions in this unit:

1. What are the basic elements of mime, and how do I do them?
2. Why is it important to understand non-verbal communication, both in life and in Drama?
3. How can I combine my drama skills with my understanding of mime to effectively create a character?

**Mime Vocabulary**

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| **Drama Vocabulary** | **Definitions/Explanations** |
| 1. Audience | People who watch a performance. Performers have to think about what the audience sees and hears and what they will understand from that. |
| 1. Freeze-Frame | A theatrical picture created by human figures in mid-action. A person or a group of people use their bodies to make an image capturing an idea, theme, or moment in time; also called a *group sculpture*, *statue*, *still image*, *frozen image* or *tableau*. |
| 1. Freeze | Interrupting your movement by stopping mid-action and being silent. |
| 1. Gesture | A movement, especially with the hands, that expresses a particular idea. Ex: waving your hand as a way of saying “Hello!” |
| 1. Isolation of Body Parts | Concentrating on moving just one body part, or moving it in a specific way. |
| 1. Manipulation | Miming the use of various imaginary objects as realistically as possible. |
| 1. Mime | Portraying a character and telling a story without words or props. |
| 1. Non-verbal communication (NVC) | Getting your point across without using your voice. Body language, gestures, facial expressions. |
| 1. Status | The relative position of power of one character compared to another. (Relationships between characters are affected by who has more power/status.) |

Read over the mime vocabulary. Can you use that to help you write a more “student-friendly” Statement of Inquiry?

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**** **Mirror Work**

Spend a few minutes sitting in front of a mirror with your mask on. Make lots of faces; pretend to be happy, sad, angry, tired, bored, or anything else you can think of. What do you notice? What problems does the mask create for someone watching your performance? What could you do about that?

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**Reflection on Mime Videos**

**Aim:** To watch a series of very different performances and reflect on them, so you can demonstrate your understanding of mime so far. This will serve as a “practice” reflection, which will allow you to see what you need to do in order to earn full points under Criterion D.

**Task:** Watch the four videos on the “Unit 2 – Mime” page on Managebac. Answer the following questions in the space on the next page. **It will be due next week.**

**Question 1:** Describe how the actors in one of the first videos show weight and size. Is he/she successful? How is the “Typewriter” mime different from this?

**Question 2:** How is the ambulance mime done differently from what we have been studying? Do you think this adds to or takes away from the mime?

**Question 3:** Choose one of the student mimes to critique. What did you like? What didn’t you like? What would you do differently?

**Question 4:** What did you learn about mime from the videos? What new ideas do you have? What questions do you have?

**Advice:**

* Use correct Drama vocabulary and give specific examples.
* Proofread your responses to ensure they are clear and make sense!
* You are allowed to include a sketch, drawing, etc. to support your writing if you wish.

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| D: Responding*(Did you talk about what you learned? Did you give your ideas on the performances?)* |
| You do not reach a standard described by any of the points below. |
| You have:   1. identified **limited** connections between these Mime performances and your prior learning; 2. demonstrated **limited** understanding of how the world can influence or provide ideas for Mime; 3. presented a **limited** evaluation of performances. |
| You have:   1. identified **some** connections between these Mime performances and your prior learning; 2. demonstrated **some** understanding of how the world can influence or provide ideas for Mime; 3. presented **some** evaluation of performances. |
| You have:   1. identified **good** connections between these Mime performances and your prior learning; 2. demonstrated **good** understanding of how the world can influence or provide ideas for Mime; 3. presented a **good** evaluation of performances. |
| You have:   1. identified **excellent** connections between these Mime performances and your prior learning; 2. demonstrated **excellent** understanding of how the world can influence or provide ideas for Mime; 3. presented an **excellent** evaluation of performances. |

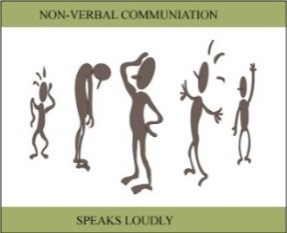
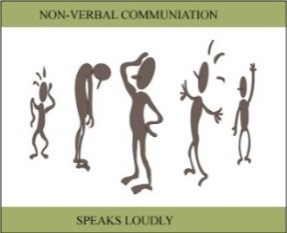
Teacher Feedback:

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A few things to think about as you watch:

* The first two videos were made by students not much older than you.
* In “Naughty Students,” the actors stand in a corner with their hands in the air at one point. This was a common punishment in their school. (It made sense to their **audience**. Get it?)
* The last clip is from an older film; it stars a famous actor/comedian who died in 2017.

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**Mime Performance**

Read all the instructions carefully and be sure to ask if anything is unclear.

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| **Audience:**  Class Group | **Conditions:**  In Class, Groups of 3-4 | **Preparation:**  approx. 70 min. |
| **Duration:**  3-5 minutes per group | **Criteria:**  (Performance: B and C, Formative Assessment) D- Reflection | **Due Date:**  Lesson 12 |

**Aim:** In groups of 3-4, prepare a mime presentation of 3-5 minutes, which shows the key elements of mime and relationships between characters in either:

* a doctor’s waiting room
* a library
* a picnic area
* a passenger airplane
* a locker room
* a school dance or dance class

Your **character’s age**, **personality,** and **use of an imaginary prop** must be shown with a combination of the following:

* isolations
* gestures
* body posture/body language
* eye contact
* facial expression
* MASK – you must create a design on your mask that will help the audience understand your character without seeing your whole face

**Don’t forget:**

* Stagecraft: Visibility and Sightlines (*Can the audience see you?)*
* Stagecraft: Clear beginning and end *(Take a bow and make it clear that the performance is over.)*
* Stagecraft: Use of performance space *(Try to use Center Stage as much as possible)*
* Mime involves **no voice**, **sound effects,** or **props** *(You are allowed to use chairs or tables, but only as chairs or tables.)*
* Imaginary objects should be shown as having **shape**, **size,** and **weight**.
* **Maintain the illusion** of the space *and* imaginary objects you create.
* Simple, realistic storyline *(Ensure your story is clear for the audience.)* ***NO*** *plane crashes, aliens, or ninjas!*
* Show your character’s emotions (happy, sad, angry, etc.) and states of being (mental & physical conditions like tired, nervous, etc.).

**Use this task as an opportunity to *show what you know!***

Use this page to take notes and plan out your mime. Don’t forget to include information about your own character and the storyline. Remember, **everybody needs to write this down**; we all know what could happen! ☹

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Design your mask here.

[](http://www.bing.com/images/search?q=Reflection++thinkingcartoon&view=detailv2&&id=F1DFE7B4F094785E2A44572CD90645BF83676C1D&selectedIndex=3&ccid=1gzhwABP&simid=608050959089142244&thid=OIP.Md60ce1c0004f5fb9469e16ebdf350acbH0)**MYP 1 Drama – Unit 1 – Mime Reflection**

**Aim:** To watch your own performance, to reflect on it, and to thus demonstrate your understanding of mime and the creative process. **This will be due in next week’s class.**

**Task: Watch** the videos online and then **answer** the questions as completely as you can.

***Question 1:*** **What** are **two** things that you think you did well in your mime performance? *(Give specific examples & use Drama vocabulary to explain.)*

***Question 2:*** **What** are **two** things you think could have been done better and **how** could you achieve this? *(Give specific examples & use Drama vocabulary to explain.)*

***Question 3:*** **Why** do you think it is important to study/understand non-verbal communication as an actor **and** in life, outside the Drama classroom?

**Advice:**

* Use correct Drama vocabulary!
* Proofread your responses to ensure they are clear and make sense!
* You may include a sketch, drawing, diagram, etc. to support your writing if you wish.

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Assessment Criteria

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|  | Formative | | Summative |
| Level | B. Developing Skills *(Did you use the mime skills/techniques you learned? Did you show good stagecraft?)* | **C. Thinking Creatively**  *(Did you make creative choices to bring your character alive?)* | D: Responding *(Did you answer all the questions in detail?)* |
| **0** | You do not reach a standard described by any of the points below. | You do not reach a standard described by any of the points below. | You do not reach a standard described by any of the points below. |
| **1-2** | You have shown:   1. **limited** development of the skills and techniques we studied in Mime; 2. **limited** application of skills and techniques to create and perform your piece. | You have:   1. identified a **limited** artistic intention; 2. demonstrated **limited** exploration of ideas. | You have:   1. identified **limited** connections between Mime and your prior learning; 2. demonstrated **limited** understanding of how the world can influence or provide ideas for Mime; 3. presented a **limited** evaluation of your performance. |
| **3-4** | You have shown:   1. **some** development of the skills and techniques we studied in Mime; 2. **some** application of skills and techniques to create and perform your piece. | You have:   1. identified **some** artistic intention; 2. demonstrated **some** exploration of ideas. | You have:   1. identified **some** connections between Mime and your prior learning; 2. demonstrated **some** understanding of how the world can influence or provide ideas for Mime; 3. presented **some** evaluation of your performance. |
| **5-6** | You have shown:   1. **good** development of the skills and techniques we studied in Mime; 2. **good** application of skills and techniques to create and perform your piece. | You have:   1. identified a **good** artistic intention; 2. demonstrated **good** exploration of ideas. | You have:   1. identified **good** connections between Mime and your prior learning; 2. demonstrated **good** understanding of how the world can influence or provide ideas for Mime; 3. presented a **good** evaluation of your performance. |
| **7-8** | You have shown:   1. **excellent** development of the skills and techniques we studied in Mime; 2. **excellent** application of skills and techniques to create and perform your piece. | You have:   1. identified an **excellent** artistic intention; 2. demonstrated **excellent** exploration of ideas. | You have:   1. identified **excellent** connections between Mime and your prior learning; 2. demonstrated **excellent** understanding of how the world can influence or provide ideas for Mime; 3. presented an **excellent** evaluation of your performance. |

Teacher Feedback:

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