

Pantomime: Single Action

1. **PREPARATION:** Guide students to stand in a neutral position in a personal space.
2. **PROMPT**
 - a. Prompt students: "What might it look like if you are (*specific action or task*)? You have XX seconds to experiment."
 - b. Allow students 10-20 seconds to create and practice pantomimed actions (The time frame should be age responsive yet encourage quick and efficient work). Count down.
 - c. Gather focus. Prompt students: "On my cue, perform your action for 5 seconds. Action." Count down.
3. **SIDE-COACH/VALIDATE**
 - a. As students perform, describe strong choices anonymously. 'I see (*specific body parts*) that are (*specific action descriptions*).'
 - b. When finished, briefly assess choices and consider which Traits to challenge them to improve.
 - i. **Body:** Students engage the whole body to express an idea, character or action, varying shape, size, levels and flow to emphasize the purpose of the action
 - ii. **Imagination:** Action conveys an idea in personal and engaging ways. Students risk new ideas that clearly make use of the Body Action Traits
4. **REVISE**
 - a. Referring to the Body Traits, guide students to choose traits to improve on, extend and/or exaggerate.
 - b. Repeat *Prompt* and *Validate* steps.
5. **REFLECT**
 - a. How else might you **compose** your body to find the most variety in your action?
 - b. How might you **emphasize** important moments with your action?
 - c. Where can you vary the **rhythm** to exaggerate and balance the action?
 - d. How do your actions best express the **attitude** of the character?
6. **RESPOND**
 - a. Guide students to share their pantomimed actions for each other.
 - b. Facilitate student reflection as they share.
7. **REVISE**
 - a. Guide students to revise their pantomimed scenes based on the reflections.
 - b. As desired, and repeat the process of sharing and reflection.

Pantomime: Sequence

1. **PREPARATION:** Guide students to gather in small groups.
2. **PROMPT**
 - a. Prompt groups: "What might it look like if you are (*specific action, task, character endeavor, or section of a story*). You have XX seconds to discuss your idea and then XX to practice together."
 - b. Allow groups 30-45 seconds to discuss an idea and then 45-90 seconds to create and rehearse their pantomimed scenes (The time frame should be age responsive yet encourage quick and efficient work). Count down.
3. **SIDE-COACH**
 - a. As they work, wander the room, encouraging and challenging groups to clearly express their action applying the Body Action Traits. How much variety can they discover?
 - b. One or two times throughout the process, guide groups to simultaneously practice their work to strive for focus, clarity, and flow and can comfortably practice their creations without pause.
4. **PROMPT:** Gather focus. Prompt groups: "On my cue, perform your action. Action."
5. **VALIDATE**
 - a. When finished, briefly assess choices and consider which Traits to challenge them to improve.
 - i. **Ensemble:** Students cooperate with and complement each other combining choices to make sure the prompt is thoroughly represented
 - ii. **Body:** Each student engages their whole body in a personal way to emphasize relationships and actions of characters, varying shape, space in-between and around them and flow to highlight and punctuate the characters' attitudes and text meaning and mood.
 - iii. **Imagination:** Action conveys an idea in personal and engaging ways. Students risk new ideas that clearly make use of the Body Action Traits
6. **REVISE**
 - a. Referring to the Body Action Traits, guide students to choose traits to improve on, extend and/or exaggerate.
 - b. Repeat the *Prompt, Side-Coach* and *Validate* steps.
7. **REFLECT**
 - a. How might you **emphasize** important moments with your action?
 - b. How might you change the **rhythm** of the action to **highlight** the text's feeling or meaning?
 - c. How might your group vary the **composition** to use more of the **space** above, below and around you to enhance and focus the action?
 - d. How can you **balance** the action of all group members?
 - e. How do your actions best express the **attitude** of the character?
8. **RESPOND**

- a. Guide groups to share their pantomimed scenes for the whole class.
- b. Facilitate student reflection as they share.

9. **REVISE**

- a. Guide small groups to revise their pantomimed scenes based on the reflections.
- b. As desired, and repeat the process of sharing and reflection.