

Silence that Mime. A history of the western civilization mime in 50 minutes. A performance for the classroom or in a theatre.

How did it all begin? When exactly did theatre begin? It began with the first story told. When this story was being told, the storyteller used mime (gestures), drama (words), mask, puppets, and dance. Over time each of these disciplines spun off to become their own performing art form but in the beginning they were one for the purpose of telling the story. What was the story about? Perhaps the story was about how the people became that has turned into our myths or legends. Many times these performances were for a ritual or religious purposes. They were sacred to their people. This performance follows the development of the mime through the ages which leads to the modern mime. The performance will reimagine the first theatre event and from there to the Greek and Roman mimes. From Rome we learn the development of the Commedia del arte. The Commedia heavily relies on the actors physicality and improvisational skills to tell the story. The performance follows the Commedia to France and the audience learns what happens there which will evolve into the early stages of modern mime due to some laws being passed restricting the Commedia in French theatres. From those laws the technique of illusionary mime was born. Lastly the audience we learn how that mime technique has influenced dance in America.

Additionally, students will learn what the difference between mime and pantomime while viewing the performance. Students will learn to make the illusion of a wall, the pushing and pulling on a rope, what a toc is, isolating body parts, and what a fix point is.

Lesson plan for: (This lesson plan is for a elementary, middle, or high school drama class and after the have seen the show.)

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Turning a fable, myth, or legend into a mime or pantomime piece.

Tennessee Theatre Standards that will be explored:

- 2.1.2 Perform a short improvised scene.
- 2.1.3 Use physical techniques such as posture, movement, gestures, and facial expressions to more fully develop the character.

1. Warm-up

Students will do their normal body and vocal warm-ups

2. Exploring the Concept

The day of the performance the students worked on body isolation. Students will explore the different ways they can isolate their body. They will break the body down into parts: head, chest, arms, hips, legs. They will see how much movement each body part can do before other parts of the body move. They will practice isolating one body part. After they are successful in moving one body part, they will move on to another body part and continue until all areas of the

body have been explore or the teacher tells them to end their exploration.

3. Developing a skill

During the performance students learned to make a illusionary wall, push and pulled an imaginary rope, and fix points in one spot and fix pointing different body parts. They will practice these things that they learned during the performance.

4. Creating

During the performance, students learned what pantomime and mime are. Students will be divided into groups. The group will quickly decide if they want to create a pantomime or mime piece. The teacher will chose to use a poem, fable, myth, or legend for this exercise. Students will then turn the piece that is given to them into a performance.

When they are finish they will perform their work for the teacher and their peers. The teacher and audience members will give them feedback on what they thought about their performance.

5. Cooling down

Students will get their journal and write down their observation on what they saw and what they experience in their own groups.