

The Classic Mime Show Study Guide

Performance space specifications: This production should be performed on a stage or in a space large enough to accommodate several grade levels. A gymnasium space often works well for this production. The space should be available for a minimum of one hour to allow time for set-up, performance and break-down.

The Classic Mime Show is designed to give audience members a taste of classic pantomime technique through the art of storytelling without words. This engaging production draws the audience in through the lens of zany, diverse characters ranging from a taxi driver in the big apple to an adventurous pirate on a treasure hunt. This 30-minute production is designed for students in grades K-6 and includes interactive audience participation. This study guide is designed to introduce students to the concepts and vocabulary used in The Classic Mime Show and should be used with students as a pre-assessment tool to determine and give background knowledge and should then be used following the performance to assess student learning. Post-performance questions have been included to be used in Socratic Seminar at the teacher's discretion.

Pre-assessment /Vocabulary

pantomime– the art or technique of storytelling by conveying emotions, actions, feelings, etc. by gestures without speech

accompaniment–a musical part that supports or partners a solo instrument, dance, voice or group

During the performance have students look for the following elements. Have a discussion prior to the show so students know what to look for. Discuss the structure of a story: a story has a beginning, a middle and an end. Ask your students to watch, look and listen for clues. Ask them to look for the following story elements...

- 1.What do you see? What is the story about? (plot)
2. Who is the story about? (characters)
3. Where do you think the story is taking place? (setting)

Post Assessment/Socratic Seminar/Class Discussion/Writing Assessment

These questions are intended to be a guide and should be used in the format that works best for each classroom. Teachers may use as few or as many of these questions as needed to guide their post-performance discussion. Certain grade levels can develop their response into a more formal writing reflection following a seminar or classroom discussion.

1. Revisit the pre-performance questions. Have students re-cap the story. Who, what and where did the story or stories take place?
2. What evidence do you have to support your findings/opinions? Give specific examples of 'clues' (Have students describe the music, gestures or props that may have helped them come to their conclusions).
3. Compare and contrast two of the stories in the production. Describe the characters. What can you infer about the character's lives based on the evidence

you have gathered? (Gestures, music, props, movement, expressions, etc.) Can you determine a time period in which these characters might have lived?

4. Choose a story or character from the production. Write the chapter that could have lead up to or follow the scene.