

## Overview

Learners will use the [Perform a mime videos](#) and the [Fascinating France video](#) as a context for the suggested learning opportunities.

With a focus on expressive arts, learners will use the mime sequences as a stimulus to explore and develop ideas about this aspect of French cultural life. Focussing on dramatic techniques, learners will research, explore, work collaboratively and experience performance.

These learning experiences offer opportunities for links with all areas of expressive arts, as well as links with social studies and health and wellbeing.



### Expressive arts experiences and outcomes explored

I can create, adapt and sustain different roles, experimenting with movement, expression and voice and using theatre arts technology.

**EXA 2-12a**

Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through drama.

**EXA 2-13a**

I can respond to the experience of drama by discussing my thoughts and feelings. I can give and accept constructive comments on my own and others' work.

**EXA 2-15a**

### Other Curriculum Areas explored:

I can use primary and secondary sources selectively to research events in the past.

**SOC 2-01a**

I can discuss why people and events from a particular time in the past were important, placing them within a historical sequence.

**SOC 2-06a**

### Responsibility of all:

As I encounter new challenges and contexts for learning, I am encouraged and supported to demonstrate my ability to select, adapt and apply movement skills and strategies, creatively, accurately and with control.

**HWB 2-21a**

### Themes across learning:

Creativity

## Overview of learning

### Possible prior experiences

Watch the [passport mime videos](#)

Research the [history of mime](#)

#### **Warm up Passport Challenge:**

Watch the warm ups in the video.

Learners can find a partner and together think of three simple movements they could come up with as a warm up for one area of the body . Share your warm up with the rest of the class. For example: Shake your hands/Play a piano very fast/ Stretch the fingers then clench a fist over and over again

### Possible learning opportunities

**The Balloon Passport Challenge:** Watch the balloon video ‘Au secours’. Learners with a partner or in a group, could think of a very simple mime story which includes the blown up balloon. Here are a few suggestions:

- The balloon is burst by a very naughty or jealous child who laughs, but you, the balloon owner, start to cry.
- Both you and a friend blow up the balloons at the same time. One is long and thin and the other is huge and fat. The knots are tied to keep the balloons blown up. You swap over. You can make the shape and size of the balloons clear by the way you hold them. Shape and size are important in mime as you know.

**The Umbrella Passport Challenge:** Watch the ‘Umbrella’ sequence. Learners could find a space and practice with a partner. Encourage them to use facial expression and exaggerated movement. Learners could think of other objects like this which can be used in a mime:

- Pulling on a pair of wellington boots
- Painting a wall with a large paintbrush
- Scrubbing a floor with a scrubbing brush
- Cutting a hedge in the garden

Think of two objects which you could use in a short mime story. Discuss with a partner what the story is about and how each of you will use an object. The story should be short and simple and will be performed in the class.

**“Le Tennis” Passport Challenge:** As suggested on the video learners could use their mime skills to develop a short mimed scene where they play a ball game with their opponent. Remember that weight, shape and size are important and you must keep this in mind all the time Other games they could mime include basketball, cricket, golf or snooker.

### Possible evidence

Observation notes

Photographs/videos of the process

Final performance

Peer and self-assessment against Success Criteria

Performance Evaluation sheets

## Possible learning opportunities contd.

**“La Boîte” Passport Challenge:** Having watched the mime artist carefully, other activities the learners could partake in are:

- Trapped! Imagine that you are trapped inside the box. Who put you there? Is this a nightmare? What does your facial expression tell the audience about how you feel?
- Darkness! There has been a power cut in your house and the living room is plunged into darkness. The only option is to get outside. Feeling your way along the wall using fixed point mime... get to the door... but watch out for obstacles....
- Think of your own simple scene and perform it to the rest of the class.

**“Tasse de thé” Passport Challenge:** Having watched the video sequence learners could copy the mime artist. They could develop a story where:

- Someone knocks your elbow and the hot tea is spilled all over your leg. Someone comes to help. They call a doctor.
- Think about how you might mime the consuming of some other drink (a glass of French wine, a can of fizzy cola) and maybe consider how you would show a bottle or can being opened in your mime sequence.

**“Le Baton et la Corde” Passport Challenge:** These mime techniques could be incorporated into a story:

- Firstly make sure that you have mastered both these sequences by copying the mime artist. After that, you could think of other ways of using the technique.
- Pulling on a rope like a bellringer.
- Finding a baton and using it as a policeman’s truncheon.
- Imagining that the ropes being hauled are from a sailing ship being tied up at a port.
- Use your imagination to create your own story, either on your own, with a partner, or even in a group of three. Make sure that everyone has a chance to show their mime skills to the class by using both the baton and the rope within the short mimed performance of your creative story.

## Possible evidence

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Performance Evaluation sheets