

Young Audiences of Massachusetts *Educational Materials*

Please forward to teachers

7/20/09

ABOUT THE PERFORMANCE:

David Zucker: *Odyssey of the Mime*

Grade levels: K-5

Enter the mysterious, silent world of mime with David Zucker. David makes each traditional mime performance unique by creating an environment that allows for improvisational interplay with his audience. **Odyssey of the Mime** is based on David's earlier **Mime Magic**, a program enjoyed by thousands of students and teachers over the past 15 years. It contains the same spontaneity and spirit, as well as a curriculum-based focus. Students also enjoy added material on mime training and history and its relationship to poetry.

LEARNING GOALS:

1. To develop an appreciation for mime as a means of expression.
2. To expose students to traditional mime and improve their observation skills.
3. To help students explore and understand the possibilities of non-verbal communication.

PRE-ACTIVITY SUMMARY: *Silent Communication*

Compare films with and without sound. Discuss how viewers are able to understand films that do not have sound. Have students work with partners to practice communicating with mime. Have them perform mime skits for the class.

POST-ACTIVITY SUMMARY: *Imaginary Places*

Ask students to create imaginary locations through mime. Have one student begin by creating a place through movement. Then, ask others to join in with their own mimed gestures appropriate to the location. Repeat the activity until all students have had a chance to help create a mimed location.

CURRICULUM LINKS:

English Language Arts, Health/Phys. Ed., History and Social Science, Theater

PRE-ACTIVITY: SILENT COMMUNICATION

LEARNING GOAL:

*To understand the concept of pantomime
*To learn how language can be communicated through body movements

MATERIALS/PREPARATION:

Charlie Chaplin (or any silent) film clip, film clip from a movie with sound, 2 lists of simple mime movements, VCR

TIME:

1 hour

TIPS FOR THE TEACHER:

* Sample Phrases:

Goodbye.
Come here.
I am ...tired.
 ...hungry.
 ...thirsty.
 ...hot.
 ...scared.
What time is it?

STEP 1:

Show a clip from a silent film and one from a film with sound. Ask students how the two film clips are different. How are viewers able to understand films without sound?

STEP 2:

Discuss how people can communicate words through movement. Demonstrate with a simple example (e.g., waving "hello") and ask students to translate.

STEP 3:

Introduce the concept of "pantomime" to the class. Ask students if they have ever seen a mime. What does a mime look like? If possible, show some photos or pictures of mimes.

STEP 4:

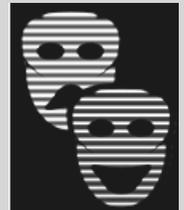
Have students choose a partner. Give each student a list of mime movements. While one person acts out the first phrase on his/her list, have the other write down what s/he thinks her/his partner is trying to communicate. When the partners are finished with both lists, ask them to compare what they were trying to communicate with what their partners wrote down.

STEP 5:

Have volunteers perform original phrases to the class.

EXTENSIONS:

- 1) **Discuss** different types of non-verbal communication other than mime (e.g., sign language, hand signals for directing traffic, conducting music, etc.).
- 2) **Have** students hold conversations with each other without speaking.



POST-ACTIVITY: *IMAGINARY PLACES*

LEARNING GOAL:

- *To understand how movement can create a space or scene
- *To encourage students to observe, cooperate, and create

TIME:

45 minutes

TIPS FOR THE TEACHER:

- * **Examples of places:** Beach, video game parlor, restaurant, bus, supermarket, bowling alley, movie, baseball game, airplane

STEP 1:

Have students think of a place. (Students should raise their hands silently.)

STEP 2:

Select one student to move to the front of the room and mime an action that would be done in this location. Instruct the remaining classmates to raise their hands when they know what the place is.

STEP 3:

Select students whose hands are raised to join the person and mime another action that would be done in this place. Gradually, send other students to the front of the room to join in a group mime.

STEP 4:

Ask the group to stop. Have the remaining students guess the location. Repeat the activity until each student has had an opportunity to mime an action appropriate to the chosen location.

STEP 5:

Ask students how they guessed the location. Ask those who created each place if the location changed because other students misunderstood their actions. Discuss how important it is to pay careful attention.

EXTENSIONS:

- 1) **Have** students create objects using mime (e.g., telephone, banana, scissors, comb, toothbrush, piano, etc.). Have them pass the mime objects around the room.
- 2) **Have** students examine a series of images, illustrations, or cartoon strips without speaking. Have them write or tell a short story about the series without any prior discussion.



David Zucker: *Odyssey of the Mime*

Grade levels: K-5

RESOURCES:

Alberts, David. Talking About Mime: An Illustrated Guide. Heinemann, 1995.

De Paola. Sing, Pierrot, Sing: A Picture Book in Mime. Harcourt Brace, 1987.

Kipnis, Claude. The Mime Book. Meriweather Publishing, 1988.

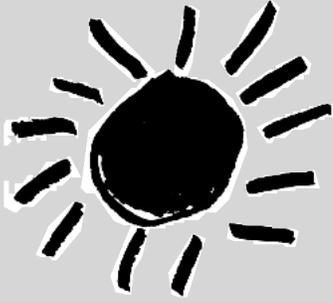
Straub, Cindie & Matthew. Mime: Basic for Beginners. Plays, 1984.

ABOUT THE PERFORMER:

David Zucker is an actor, director, playwright, teacher, and mime. He has performed thousands of programs for hundreds of thousands of children with Young Audiences since 1977, and is a popular guest artist with 6 other YA chapters across the U.S.. In 1996 David was chosen from over 900 ensembles across the country and honored with Young Audience's National Artist of the Year award. Mr. Zucker is the author of two original plays and of the children's book, *Uncle Carmello*. In 1987 David won the "Best Director" award from *Dramalogue* magazine for his work on *The Little Prince*, which has been performed in Boston, San Francisco, Los Angeles, and on tour throughout the United States. David has taught T'ai Chi since 1973 and travels internationally conducting workshops. He holds a 6th degree black belt in the Zen martial art of Shim Gum Do, and has a M.F.A. degree in Acting from Brandeis University. For more information, please consult the web site www.poetry-in-motion.com.

ABOUT YOUNG AUDIENCES:

Young Audiences of Massachusetts (YAMA) is the oldest, largest and most utilized arts-in-education organization in the state and one of the largest in a national network of 33 chapters. For over 45 years, YA has been serving as a link between teaching artists and the region's school children, providing dance, storytelling, music and theater programs to children in schools, libraries and hospitals in the form of assembly performances, workshops and residencies. The organization's mission is to encourage lifelong engagement with the arts by making them an integral part of every child's education.



Young Audiences of Massachusetts

255 Elm Street, Suite 302, Somerville, MA 02144

(617) 629-YAMA (9262)

www.yamass.org

MASSACHUSETTS CURRICULUM FRAMEWORKS CONNECTIONS

David Zucker: *Odyssey of the Mime*

- | | |
|-------------------------|--|
| <i>Language Arts 3</i> | ...make oral presentations that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed. |
| <i>Language Arts 9</i> | ...identify the basic facts and essential ideas in what they have read, heard, or viewed. |
| <i>Language Arts 10</i> | ...identify, analyze, and apply knowledge of the characteristics of different genres. |
| <i>Arts-Theatre 1</i> | Acting...develop acting skills to portray characters who interact in improvised and scripted scenes. |
| <i>Arts-Theatre 5</i> | Critical Response...describe and analyze their own theatrical work and the work of others using appropriate theater vocabulary. |
| <i>Arts-Theatre 10</i> | Interdisciplinary Connections...apply knowledge of the arts to the study of English language arts, foreign languages, health, history, and social science, mathematics, and science and technology/engineering. and scripted scenes. |