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| A logo with yellow and blue colors  Description automatically generated**Core Knowledge Map**  |
| **Subject: Drama** | **Year: 7** | **Terms 1&2 Mime & Silent Movies** |
| **What are we learning?** |
| **You will be developing physical skills whilst exploring Mime skills and Silent Movies by:**  * learning to work productively and collaboratively in groups.
* learning to use controlled and exaggerated physical skills to create believable mime and movement sequences.
* learning to give and receive constructive feedback.
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| **How will I be assessed?** |
| You will be assessed on your group work & planning skills; performance skills and evaluation skills. Your progress will be recorded on your Progress Tracker. You will also complete a multiple-choice end of unit test. |
| **Big Questions:** |
| 1. What is **mime**? Why is it an important part of theatre?
2. What do you know about the **history** and **key features** of silent movies?
3. What skills are used to create **great** mime?
4. How can you use **mime skills** to create a **reaction** in an audience?
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| **How does this build on previous learning?** | **How will this link to my future learning?** |
| You will build on the use of physical and vocal skills from the Baseline Assessment. | You will continue to use and develop physical skills in ‘**Macbeth’** and ‘**Peter Pan**’ in Year 7.You will develop the confidence to perform in front of an audience. |
| **Core knowledge:** | **Key Vocabulary:** |
| **Mime** is **acting without speaking**.* Actors who use mime use their facial expression, gesture & body language to show an action to the audience.
* It is important when miming to be focused, precise and silent!

**Silent movies** are films which have **no** spoken dialogue, and **no** synchronised recorded sound. * The ‘silent era’ of film-making was from 1894 to 1929
* Silent movies were replaced by ‘talkies’ in the late 1920s
* There used to be a live ‘interpreter’ who explained parts of the movie as it played (like a narrator in theatre)
* As movies got longer, captions or ‘intertitles’ were used to narrate the plot, present key dialogue and comment on the action.
* Showings of silent movies initially had **live music** (usually a pianist) as an accompaniment
* Music added **atmosphere** and gave the audience **emotional clues**
* Later, they used orchestras and added **sound effects**, like galloping horses!
 | * **Facial expression -** how we shape and position our facial features to show emotion.
* **Body language -** how the **shape** and **posture** of your upper body, **stance** and **levels of tension** combine to communicate meaning.
* **Gesture -** how we use hand or arm movements to communicate meaning.
* **Precision** – being exact or accurate.
* **Timing** – the control of when something should be done.
* **Weight** – how heavy or light an object is
* **Shape –** the outline of an object
* **Size –** how large or small an object is
* **Underscore** - the use of music underneath dialogue or action
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| **Need more help?** |
| **Mime Research Homework -** [mime and pantomime - Students | Britannica Kids | Homework Help](https://kids.britannica.com/students/article/mime-and-pantomime/275850)**Watch Let’s Play: ‘Mime Basics’ (5 min 34 sec) -** <https://youtu.be/eW1TnDEDBHI?t=1>**Watch Carlos Martinez: ‘The Little Ball’ (3 mins 07sec)**​- <https://youtu.be/O9aLwy6pj-w>**Watch ET the Mime: ‘The Car’ (4 min 54 sec) -** <https://youtu.be/FPMBV3rd_hI>**Watch ‘12 Days of Circus’ (1 min 15 sec) -** <https://youtu.be/Zz4F_hrUAPE> |