

# Mime Project



## Step 1) Why study the art of Pantomime?

- Mime teaches observation.
- Mime forces the actor to exaggerate the physical.
- Mime asks the actor evaluate & isolate their body & how it works.
- Mime allows the actor to go beyond the ordinary & use their imagination!
- Mime encourages the actor to use their whole body as a communicative device.
- Mime helps the actor exaggerate gestures - this is essential, since there is nothing really there.
- Mime demands that the audience be an active participant

**Step 2)** Watch Marcel Marceau excerpts & others on UTube including Cary Trivanovich's website promo

## Step 3) Create a lip synch:

- A) Watch Mr. B's example and believe you can create a better one!
- B) Think of an idea & find your music.
- C) Use your class time to rehearse
- D) Do your homework: write down your blocking within your lyrics & practice
- E) Perform

## Step 4) Learn some Mime Techniques.

Remember, in Mime:

- Every gesture communicates something
- Precise choices must be made
- The character is distinguished by the actor's physical choices

## MIME TECHNIQUES

### Concept of resistance

Flat Surface: wall / desk

### The Curl

door knob + flat surface door shut

### The Click & the Release (explosion)

interaction with an object:  
refrigerator & glass: open, drink, shut  
rope: single & tug of war

### The Walk

walking, turning, running

### Balloons

### Stairs & Ladders

### Pockets

### RULE: No Touching Self

### Talking & Eating

### Falling

### Use a block for the impossible: sitting

### Emotional Masks

### The Tag Look

## Step 5) Play some Mime Games

### “For Your Eyes Only” Game

*Using only your eyes, act out watching one of the following:*

a fly	a monster movie	a tennis match	someone approaching
a mosquito	a video game	a catapillar	flying a kite

### “Hats, Hats, Hats” Game

derby, forest ranger, crown, hardhat, swim cap, helmet, baseball cap, clown’s hat

### “Pick a Posy” Game

*discover it, pick it, hold it by the stem, smell, sneeze, petal pick: drop, follow, land*

## Step 6) Choose one of the three ideas below and create a short pantomime: **Due next class**

**“Magic Pocket”**

**“My Balloon”**

**“Trapped”**

## Step 7) Create an original pantomime set to music

Create a character and develop an **interesting** scene.

In the scene, the character must engage in a **conflict** with a mimed antagonist.

The antagonist does not have to be another person; it can be an object or some kind of force.

Make sure your scene has a **beginning**, a **middle**, and a **clear ending**.

Plan, rehearse, and choreograph your scene to a specific piece of music.

Choreograph the action and the movement of your **body in conjunction with your music**.

You may use music from any style, genre, or period as long as it is appropriate for your scene.

You may create a “mix” if you wish or only use a portion of a song.

The music **can not have any words** but should reflect the mood of the piece.

*In other words, if you’re going to do a scene about a cowboy, you would probably want to use a piece of music with a country feel to it. If you are going to do a scene about an alien, you would probably want to use a piece of music that reminds you of outer-space. Or, you can use a contrasting piece of music for comic effect - like light, tinkly music for a sumo wrestler.*

**WARNING:** No self-mutilation or suicide stories may be performed.

**PARTNERS:** Working with a partner on this project is extremely tricky and difficult to do well. Only Advanced students will do this project with a partner

## Step #7 “Mime to Music” Information

TIME: Your scene should be at least one minute long but no longer than four minutes.

SENSES: Touch and Sight are givens – I know you will automatically be using those two senses. Which of the remaining three will you also incorporate into your Mime to Music?  
Taste? Hearing? Smell?

TAG LOOKS: Tag Looks must include a “LOOK” – we must see your face. If your piece ends in death for your character, (which I DO NOT recommend), let us see your face. Do not cover your face from our view.

### For your performance:

MUSIC: Do not use music off of Youtube or other on-line sources. The internet is frequently inaccessible and when it is available, the website runs very slowly. For your performance, you should have your music on a CD or on a reliable ipod or other music-playing device. If you’re using an ipod – separate your song as it’s own album so that it doesn’t repeat itself or continue on to the next song in the album. Your music and your tag look need to end at the exact same time.

HAIR: get it off your face. I have a stapler, a hot glue gun, and a roll of duct tape which are available to you if you wish or you can just bring a bobby pin. But if I can’t see your face because of your hair, your grade will suffer.

DRESS: Wear all black clothing. If you do not have an all black option, use a different color. Make sure you pull long sleeves up or wear short sleeves – we need to see your arms from the forearm to your fingertips.

### You will be evaluated on the following:

Does the scene have an **interesting** beginning, a **progressive** middle, and a **clear** ending?

Was the character engaged in conflict?

Did the artist (that’s you) use the techniques: the curl, the wall or other fixed force, the mime walk or run

Did the artist use all 5 of their senses?

Did the student use and hold the Tag Look so we could see their face?

### Tips:

Go slowly!

Use simple, easy to follow stories.

Less is More.

Try not to do too much in one scene.

Fewer movements = clearer storytelling

Make what you are doing clear to the audience

Make sure the audience sees each object you use

Exaggerate all your actions

Rehearsal will be: \_\_\_\_\_

Peer Evaluation will be: \_\_\_\_\_

Performance will be: \_\_\_\_\_

# Mime to Music Peer Assessment

Performer's Name: \_\_\_\_\_

Peer's Name: \_\_\_\_\_

Mime Title: \_\_\_\_\_

Does the Movement match the Music? YES or NO

Was there a clear beginning, middle, and end? YES or NO

	Excellent !	Okay	What Needs Improvement
Clear Story			
Conflict?			
Techniques?			
Use of Senses			
Tag Look			

Notes for the Artist:

Best Aspect of This Performance:

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What to Work on for the Next Performance:

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In the rubric below, circle the sentences that are fitting to this artist.

## Mime Performance Rubric

	Respect	Creativity	Homework	Work Effort
4	Respects their fellow students and instructor throughout the project.	Makes <b>clear</b> , <b>meaningful</b> and <b>thoughtful</b> choices.	Completes all work in a <b>precise</b> manner.	Works in an <b>organized</b> , <b>consistent</b> , and <b>supportive</b> manner.
3	Mostly respects their fellow students and instructor throughout the project.	Makes <b>responsive</b> choices.	Completes work in a <b>general</b> manner.	Works in a <b>consistent</b> manner but <b>may have been</b> absent.
2	Sometimes respects their fellow students and instructor throughout the project.	Makes <b>related</b> , <b>predicable</b> choices.	Completes <b>some</b> work.	Works in an <b>inconsistent</b> manner or is <b>sometimes</b> absent.
1	Seldom respects their fellow students and instructor throughout the project.	Makes <b>weak</b> or <b>unclear</b> choices.	No apparent work has been done.	Works in an <b>unorganized</b> manner or is <b>often</b> absent or only works when told to.
0	Has no respect for others.	Does not make choices.	No Homework	Others do their work.

Westmont High School Drama Department  
**Pantomime to Music Project Teacher Evaluation**

Actor's Name: \_\_\_\_\_ # \_\_\_\_\_ Period: \_\_\_\_\_

Pantomime Title: \_\_\_\_\_

**Effectively execute all 5 of the following and you will receive an "A" on this project!**

\_\_\_\_\_ Story: **interesting** beginning? **progressive** middle? a **clear** ending?

\_\_\_\_\_ Conflict?

\_\_\_\_\_ Techniques: the curl, the wall or other fixed force, the mime walk or run

\_\_\_\_\_ Use of 3 of the 5 Senses

\_\_\_\_\_ Tag Look we can see? / Movement and Music end at the same time?

This moment really worked for me: \_\_\_\_\_

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You need to work on: \_\_\_\_\_

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Additional Comments: \_\_\_\_\_

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