

Ballet Mime Vocabulary

PREP – YEAR 2

Strands Making (Choreography and Performance) and Responding (Appreciation)

Prior Knowledge No prior knowledge required

General Capabilities Literacy, Critical and Creative Thinking, ICT Capability, Personal and Social Capability

Access or download these free classroom resources to complement this Activity Sheet:

queenslandballet.com.au/learn/teachers-resources

VIDEO	Ballet Mime Vocabulary
FLASHCARDS	5.6.1, 5.6.2, 5.6.3, 5.6.4, 5.6.5

qbjunior.com

BALLET BOOKS	Coppélia, The Nutcracker
BALLET GAME	Guess that Mime

youtube.com/qldballet

PRODUCTION VIDEOS	Queensland Ballet's Coppélia 2014, The Nutcracker 2013
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ACTIVITY 1

- As a class, watch the *Ballet Mime Vocabulary* video.
- Provide students with flashcards describing mimes and physically explore each one.
- As a class, watch the *Queensland Ballet's Coppélia 2014* and *The Nutcracker 2013* videos and identify when the mimes previously explored are performed by the dancers, pausing the video each time.
- As a class, read *The Nutcracker* and *Coppélia* digital story books and again identify where these mimes have been used. Discuss what these mimes might mean and why they are used, making links between how words and movements can convey the same meaning.
- Discuss as a class, different ways people mime (gesture) in real life (for example, waving of the hand to signal a greeting to a friend).
- Place students in pairs, and ask them to explore different mimes/gestures they use in real life (for example, a secret handshake). Ask students to create a short phrase by selecting three of their gestures to perform consecutively.
- Groups may take turns to perform their mimes/gestures for the class, with a follow-up discussion to reflect on the viewpoint questions below.

Viewpoint Questions

- What mimes/gestures did the group/you perform?
- What do the mimes/gestures mean and how did they communicate this?

Extension Activity

- Students may explore Queensland Ballet's Junior website and play *Guess that Mime* game.

Arts Learning Area, Dance Subject Content Descriptions (version 8.2)

- Explore, improvise and organise ideas to make dance sequences using the elements of dance (ACADAM001)
- Present dance that communicates ideas to an audience, including dance used by cultural groups in the community (ACADAM003)
- Respond to dance and consider where and why people dance, starting with dances from Australia including dances of Aboriginal and Torres Strait Islander Peoples (ACADAR04)

Example Assessment Task

- Using *Match that Mime* (over page) ask students to draw a line connecting the name to the picture of each mime. This activity could be used as a Responding (Appreciation) assessment.

ACTIVITY 2

- Ask students to select a character from a story, fairy tale or nursery rhyme they are familiar with.
- Provide space and time for students to experiment ways their selected character might perform the different mimes that appear on the flashcards.
- Place students in pairs, and provide them with an appropriate scenario from a fairy tale or nursery rhyme that might have been previously explored in class (for example, Little Red Riding Hood meeting the wolf). Ask students to develop a movement sequence that communicates the subject matter of that scenario, using at least three of the mimes they previously explored.
- Provide students with space and time to rehearse and refine their dance, considering expressive skills required to communicate the scenario to an audience.
- Several pairs at a time may take turns to perform for their class, with a follow-up group discussion to reflect on the viewpoint questions below.

Viewpoint Questions

- What was the idea or intention of this/your dance?
- How did the pairs/you communicate the ideas or intention of this dance? Was this effective?
- What mimes did they/you include and how did these help communicate the ideas or intention of this dance?

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- Respond to dance and consider where and why people dance, starting with dances from Australia including dances of Aboriginal and Torres Strait Islander Peoples (ACADAR04)

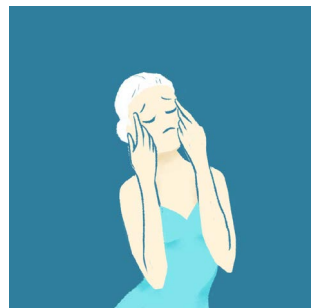
Example Assessment Task

- This activity could be used as a foundational task leading to a Making (Choreography) assessment where students are required to communicate an idea or concept. Dances choreographed could be performed at a school event as a Making (Performance) assessment.

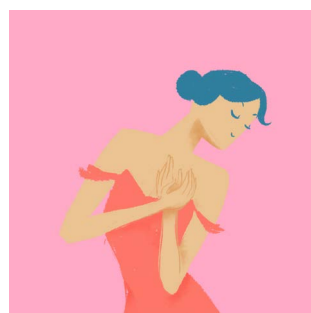
Match that Mime

Name: _____

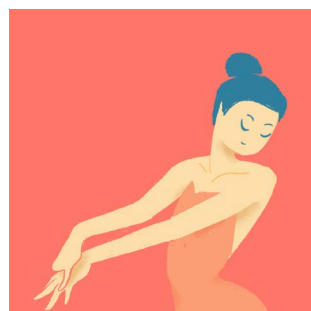
Hear



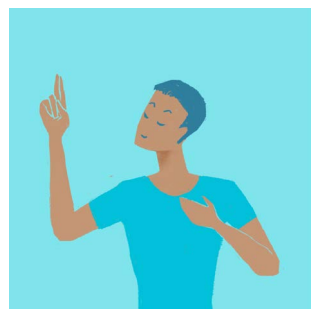
Marry



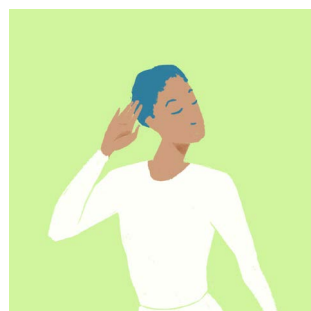
Cry



Promise



Love



Fundamental Ballet Movement Skills

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VIDEO	Ballet Movement Vocabulary
FLASHCARDS	5.1.1, 5.2.1

ACTIVITY 1

- As a class, list a range of different movements on the board (for example, bend, roll, jump, balance, fall and turn).
- Provide students with the flashcards that describe locomotor and non-locomotor movements and discuss the difference between these types of movement.
- As a class, watch *Queensland Ballet's Ballet Movement Vocabulary* video and after each movement, pause the video to write the movement beside the matching movement on the board (for example, writing arabesque beside balance). For each movement in the video ask students to raise the non-locomotor or locomotor flashcard to indicate which they believe each is. Once agreed as a group, write the correct answer beside the movement on the board.

Extension Activity for a Prep Class

- As a class, physically explore the examples of the different movements on the board.

Extension Activity for a Year 1 and 2 Class

- Divide students into groups or pairs, and ask them to create their own examples of the different movements on the board.
- Ask students to stand in a circle to perform the different movements you call out (for example, balance).
- Once students are confident performing the different movements, play some music for students to improvise to and after stopping the music call out a movement for the students to perform.
- Discuss how different levels (for example, low, medium and high), directions (for example, forwards, backwards and sideways) and dimension (for example, big and small) can be used in dance to manipulate movements.
- Play some music for students to improvise to and after stopping the music call out a movement, level, direction and dimension for the students to perform.

Arts Learning Area, Dance Subject Content Descriptions (version 8.2)

- Use fundamental movement skills to develop technical skills when practising dance sequences (ACADAM002)

Example Assessment Task

- This activity could be used as a foundational task leading to a Making (Choreography) assessment where students are required to create a sequence of locomotor and non-locomotor movements, and adapt these using levels, directions and dimensions.

