

Narrative Pantomime

Kindergarten

Adapted by Nancy Gibson

CORE SUBJECT AREA

English Language Art

ART FORM + ELEMENTS

Drama: Theme, Pantomime

MSCCR STANDARDS

RI.K.3 With prompting and support, describe the connection between two individuals, events, or pieces of information in a text.

RI.K.7 With prompting and support, describe the relationship between the illustrations and the text in which they appear.

RI.K.8 With prompting and support, identify the reasons and author gives to support points in a text.

RI.K.10 Actively engage in group reading activities with purpose and understanding

MSCCR CREATIVE ARTS STANDARDS

TH: Cn10.1.K Synthesize and relate knowledge and personal experiences to make art.

a. With prompting and support, identify similarities between characters and oneself in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama)

RECOMMENDED RESOURCES

Debussy, Claude; [Arabesque No. 1](#) (this makes a nice background as the students act out the life-cycle)

DURATION

30 minutes

OBJECTIVES

Students can describe the life-cycle of an apple tree.

Students can create a movement to help them describe the life-cycle of an apple tree.

Students can empathize with the seed and changes the tree goes through.

VOCABULARY

Pantomime: creative movement to show an idea, without using sound

Space: your own personal space around you in which you can turn around with outstretched arms and not touch anyone

Empathize: to understand how something feels

Life-cycle: all the stages that something passes through during its lifetime and back to the development of the same thing

Narrative: a spoken account of connected event Seed

Pod: a case that surrounds the seed

Energy: the strength required for a physical activity

MATERIALS NEEDED

Leveled reader [Apple Tree](#)

If your school has a [Capstone Account](#)

Or google a non-fiction book about the life-cycle of a tree

LESSON SEQUENCE

Who likes to eat apples? Where do they come from? How did they get on a tree?

Today you are going to learn about the life-cycle of an apple tree. I'm not going to read it from a book with pictures but I am going to read a narrative and YOU are going to pantomime the events in the narrative.

(Be sure to narrate this story slowly, with appropriate pauses, so that the students are able to fully experience their own physical discoveries as they enact the story.)

Play Arabesque No.1.

1.Find your personal space on the floor and make yourself as small as possible. You are an apple seed, crammed tightly into your hard seed pod, and buried under the cold ground which is covered by snow. It is winter and you are barely awake. It is totally dark under the ground. Show me how you are feeling.

2. Now it is spring. The earth around you is growing a little warmer and you start to feel more awake (offer

positive feedback and praises throughout the narrative). The snow above you melts and the water soaks into the earth around you. (If no one is moving offer suggestions such as “Show me how you will feel if cold water drips on you; but remember, no sound!). You are getting energy from the soil.

3. It is time to come out of your seed pod; the water and warmth have made you strong. Using all of your strength, push against your seed pod and break through. Your stem begins to reach upward through the warm soil. The moisture in the soil is giving you energy. You don’t know why, but you know you want to push upward.

4. Finally, with one great push, you emerge from the soil and see for the first time, the SUN! Can you show me what you would do if you see the sun after being in the dark for so long?

5. The sun’s energy flows into you and you feel stronger and stronger. You stretch upwards and outwards until you are a healthy seedling, a baby tree. The gently spring rains nourish and refresh you. Take a moment to enjoy it. (take a longer pause)

6. Now let’s move ahead a few years. You have grown into a young sapling- a tree about the size of a young person. You have beautiful leaves that soak up the sun and make you strong. But you want to grow taller; you want to be a tree! So you summon all of your energy and you push out and up. As the years go by you become a strong, handsome apple tree. You stand proud in the sun.

7. Now it is fall. You have apples all over your strong branches. The apples contain seed which might someday become new apple trees. The apples are heavy. Your branches are strong but there are so many apples that you feel weighed down. You feel as if your branches might break.

8. Here come some children. You can’t talk to them but you know they are coming for your apples. The children begin to pick your apples and now your branches feel light. They take the apples away. They will eat a few and you know they will throw away the seeds. Some of those seeds might grow to be new apple trees.

9. Deer, squirrels and other animals come and eat some apples. Almost all of your apples are gone. You are glad the children and the animals ate your apples. But you are not sad because you know you will grow more next year. (take a longer pause)

10. Now it is winter. All of your leaves have fallen but you know that you will grow more next spring. Now it is time to rest. You rest!

Reflection: Ask “how did it feel” questions. Some suggestions-

How did you feel underground? Were you afraid?

How did you feel when you broke out of your seed pod? Like you accomplished something?

How did you feel when you first saw the sun? Were you happy? Proud?

How did you feel when you became a big strong tree?

How did you feel when the children picked your apples?

How do we know what it’s like underground? How could we feel the sun when we are inside? Does anyone know what part of our brain we used? Our imagination! Imagination is a powerful tool that allows us to see something in our mind without pictures! And because of your imagination you were able to empathize with the apple tree.

Read an informational text of your choice on the lifecycle of an apple tree. Have students compare the illustrations to the pictures they imagined.



EXTENDED LEARNING ACTIVITIES

Students can make mixed media art inspired by Gustav Klimt's "Tree of Life"

Students can create a dance which shows the life-cycle of an apple tree.

Students can write about the feeling they like the most when they were the tree and why

SOURCES

Adapted from Matt Buchana; www.childrendama.com

TIPS + FREQUENTLY ASKED QUESTIONS

Go over the vocabulary first so that you do not have to interrupt the flow of the narrative.

