



ARTS INTEGRATION AT HOME

NARRATIVE PANTOMIME

Through these arts integration activities we want to offer a few simple, creative, educational, and arts-based ways to spice up your distance learning. The directions for the activity are shared in two ways - for caregivers/teachers and for kids who can read so they can do the activity independently. Have fun, and feel free to share what you do with us.

- Sarah Coleman

Tips for how to utilize these strategies:

- Use this strategy today, or print it out for a later date.
- Feel free to use a strategy more than once. Repetition will help students become familiar with the directions and then be able to take more ownership of sharing what they know through the activity.
- Play them for fun - you don't have to stick to talking about school information.

THEATER + STORY TIME

Narrative Pantomime is an active way for students to a) retell a story and b) draw out action, emotion, and sensory details. It's a great way to extend the story hour, especially for kids who can't read yet.

Narrative Pantomime is credited to Drama Education scholar and teacher Ruth Henig. You can see a longer description of the activity in the link below from the [Drama-Based Instruction](#) website created by Drama for Schools at The University of Texas at Austin.

Narrative Pantomime:

<https://dbp.theatredance.utexas.edu/content/narrative-pantomime>

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NARRATIVE PANTOMIME

DIRECTIONS FOR CAREGIVERS/TEACHERS

Begin by picking out a story and reading it together. After you have read it, stand up, retell and act out the story in your own words. You can narrate it in first person or third person. Take it slow and add in actions, emotions, and sensory details that might have been missing. You can pause, and ask the kid, what happens next? Or, how do you think the character is feeling? Or, what else should we add?

Here's an example of how I might turn the first few pages of *The Snowy Day* by Ezra Jack Keats into a Narrative Pantomime. I've included the actions I would do along with the young person in parentheses.

One winter morning, Peter woke up. He let out a big yawn and stretched his arms up high. (*Stretch arms up and yawn*) He got out of bed and looked out his window. (*Pull back covers and walk a few steps. Pretend to press face up against a window and put your hand above your eyes to see more clearly*) As far as he could see, everything was covered in white, fluffy snow. Peter was so excited. (*Be excited*) He went out to eat breakfast (*Mime eating something*). Then he put on his snowsuit. (*Mime putting on a full body snowsuit*) He zipped it up from the bottom to the top. (*Zip it up*) Then he put on his boots, his mittens, and his hat. (*Mime putting each on*). He opened the door, and stepped outside. (*Mime opening a door and then stepping out*). What did Peter see? (*Mime seeing what the student suggests*) He looked at the snow piled high on the street. (*Look up high*). Then he began to walk down the sidewalk. Crunch, crunch, crunch. (*Walk in place - or if you have space walk around your space*) How did he walk? He walked with his toes pointing in. (*Walk like that*) He walked with his toes pointing out. (*Walk like that*) He dragged his feet slowly to make two straight lines (*Drag feet behind in slow motion*).

Follow up questions to ask

1. What happened in the story? What actions did you do? What emotions did you show?
2. What do you think will happen next in the story? Show it!

Follow up questions allow kids to practice [reflection and metacognition](#) (thinking about one's thinking) both of which are key parts of effective learning.





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NARRATIVE PANTOMIME

DIRECTIONS FOR KIDS

Narrative Pantomime is a fun way for you to retell a story you've read using your voice and body. Make sure you include all those descriptive details - action, emotion, and the five senses.

How to do this activity

1. Pick out a story and read it. If you already know the story well then skip to #2.
2. Stand up and say the story out loud using your own words. You are going to summarize the story.
3. Start at the beginning and each time you say a sentence, act it out using your body, voice, and facial expressions.
4. As you tell the story add actions, emotions, and sensory details that might be shown in the pictures.

Here's an example of how I might turn the first few pages of *The Snowy Day* by Ezra Jack Keats into a Narrative Pantomime. I've included the actions I would do in (parentheses).

One winter morning, Peter woke up. He let out a big yawn and stretched his arms up high. (*Stretch arms up and yawn*) He got out of bed and looked out his window. (*Pull back covers and walk a few steps. Pretend to press face up against a window and put your hand above your eyes to see more clearly*) As far as he could see, everything was covered in white, fluffy snow. Peter was so excited. (*Be excited*) He went out to eat breakfast (*Mime eating something*). Then he put on his snowsuit. (*Mime putting on a full body snowsuit*) He zipped it up from the bottom to the top. (*Zip it up*) Then he put on his boots, his mittens, and his hat. (*Mime putting each on*). He opened the door, and stepped outside. (*Mime opening a door and then stepping out*). What did Peter see? (*Mime seeing what the student suggests*) He looked at the snow piled high on the street. (*Look up high*). Then he began to walk down the sidewalk. Crunch, crunch, crunch. (*Walk in place - or if you have space walk around your space*) How did he walk? He walked with his toes pointing in. (*Walk like that*) He walked with his toes pointing out. (*Walk like that*) He dragged his feet slowly to make two straight lines (*Drag feet behind in slow motion*).

After you act out the story, answer the following questions.

What actions did you do?

What emotions did you show?

What do you think will happen next in the story? Show it!

