

ARTS EDUCATION • Table of Contents

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ARTS EDUCATION • A COMIC CHARACTER LIKE YOU/VISUAL ARTS

Goals: To develop critical and creative thinking and perceptual awareness necessary for understanding and producing art.
To choose and evaluate a range of subject matter and ideas to communicate intended meaning through art works.

Preparation: Provide newspapers that carry comic strips, index cards and pins.

Activities: Ask students to find a comic strip character that is like them in some way. Students should cut out the comic strip or frame, paste it to an index card, and pin it on themselves. They should walk around the room examining others' choices and identify classmates who made the same choice for the same or similar reasons.

Follow up the activity by having students create a comic character or comic strips about themselves.

The graphic organizer N 27-4 is an outline for creating a comic strip. If studying comic characters, provide the comic activity LA 5-2.

perceiving
communicating

ARTS EDUCATION • WHO YOU ARE/VISUAL ARTS

Goals: To develop critical and creative thinking and perceptual awareness necessary for understanding and producing art.
To choose and evaluate a range of subject matter and ideas to communicate intended meaning through art works.
To reflect upon and assess the character and merits of their work and the work of others.

Preparation: Provide pages from newspapers, scissors, glue and tag board.

Activities: Ask students to discuss words that describe themselves and search for such descriptions in the newspaper. Then have descriptive words cut out and assembled into a symbolic representation of each person and glued to tag board backing. Encourage use of words that describe various body parts or functions. The depth of symbolism should coincide with the developmental level of each child.

Students should display and discuss their work in ways that would help them get to know each other better. They should discuss ways in which their art and ideas are unique expressions of themselves.

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ARTS EDUCATION • FRIENDSHIP FLOWER/VISUAL ARTS

Goals: To develop critical and creative thinking and perceptual awareness necessary for understanding and producing art.
To choose and evaluate a range of subject matter and ideas to communicate intended meaning through art works.

Preparation: Provide newspapers, scissors, glue and the student worksheet AE 1-1

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ARTS EDUCATION • FRIENDSHIP FLOWER/VISUAL ARTS, continued

perceiving
communicating

Activities: Have students think of a family member or special friend and list all of the things they know about the person. Then have them find photos, words and other things in the newspaper that tell something about the special person they chose. Give them the graphic organizer AE I-I. They should write the person's name in the middle of the flower and cut out and paste the items on the petals of the flower. They should make their design as attractive as possible.

Students can use their flower on a card they present to the person.*

*Garrett, *Kaleidoscope*

ARTS EDUCATION • TEXTURES/VISUAL ARTS

producing

Goal: To develop skills necessary for understanding and applying media, techniques and processes.

Preparation: Provide copies of the newspaper, magic markers and drawing paper.

Activities: Discuss different textures (rough, smooth, bumpy, etc.) that appear in the environment. Then have students select a page or portion of a page from the newspaper that has a variety of visual textures. Ask students to represent those same textures in a similar arrangement with magic markers on drawing paper. Leave the choice of colors to individual students. Reinforce the concept that textures can be visually different while no differences are discernible by touch.

ARTS EDUCATION • DESIGN a PATTERN/VISUAL ARTS

producing

Goals: To develop skills necessary for understanding and applying media, techniques and processes.

To choose and evaluate a range of subject matter and ideas to communicate intended meaning in art works.

Preparation: Provide newspapers and samples of different fabrics. Discuss that people respond differently to color and patterns. From your fabrics, have them choose the color and pattern for their own personal flag.

Provide crayons, markers, colored pencils and chalk for students to use in creating a design for a fabric.

Activities: Ask students to become familiar with a character in the newspaper. It might be a comic strip character or someone in the news from sports or the main news sections.

Ask them to design a pattern or personal flag for the specific character using markers, colored pencils, crayon and/or chalk. Or have them choose fabric for this person and explain the choice. Follow up by having them design a pattern for themselves.

ARTS EDUCATION • UNUSUAL USES for NEWSPAPERS/VISUAL ARTS

Goal: To develop skills necessary for understanding and applying media, techniques, and processes.

Preparation: Provide newspapers, scissors, glue and other materials to be chosen by the student.

Activities: Have students brainstorm in order to discover and imagine a variety of uses for a newspaper. Emphasis should be placed on finding unique or “far out” uses for the newspaper. Once several options are available to the students, they should be asked to choose the most unusual use and then transform the newspaper into an object appropriate to the choice. Use other materials such as wire (for support) and cardboard in conjunction with the newspaper. Examples are transportation for miniature people (rockets, air planes, cars, etc.), lining for bird cages and swatting flies.

producing

ARTS EDUCATION • USING the SENSES/VISUAL ARTS

Goal: To develop critical and creative thinking and perceptual awareness necessary for understanding and producing art.

Preparation: Provide newspapers and five pieces of poster board in different colors for displaying words, pictures, illustrations and photos from the newspaper. Use the graphic organizer AE 3-2 or write or have a student write one of the following on each piece of poster board: Sight, Sound, Touch, Taste and Smell.

Activities: Direct the students to select, cut out and paste on poster board all words and other things from the newspaper that relate to the different senses.

Also have them choose an action photo and describe what the person is seeing, hearing, touching, tasting and smelling. They can do the same for stories even when a photo is not part of the story.

perceiving

ARTS EDUCATION • WORDS on DISPLAY/VISUAL ARTS

Goals: To develop skills necessary for understanding and applying media, techniques and processes.

To choose and evaluate a range of subject matter and ideas to communicate intended meaning in art works.

Preparation: Provide newspapers, scissors, glue and objects such as small boxes, roll paper inserts, etc.

Activities: The set of art terms that is appropriate for a particular level in your school should be the focus. (Word groups might be color, texture, line, shape, light and dark). Have available an assortment of objects such as those mentioned in the preparation. Let each student choose one and section it (with pencil) into the same number of sections as there are words in the group. Then have students do the following:

- I. Find the various words in the newspaper and cut them out.

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ARTS EDUCATION • WORDS on DISPLAY/VISUAL ARTS, continued

perceiving
communicating

**Activities,
continued:**

2. Search through the newspaper to find examples of the words in the group.
3. Cut out examples to fit the various sections on the object. Include the word previously cut out.
4. Suspend the object on a string. Use it as a mobile or as a suspended art object.

ARTS EDUCATION • DRAW an EVENT/VISUAL ARTS

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Goals: To develop critical and creative thinking and perceptual awareness necessary for understanding and producing art.
To choose and evaluate a range of subject matter and ideas to communicate intended meaning in art works.

Preparation: Provide current event articles from the newspaper, pencils, pens, crayons or magic markers and drawing paper.

Activities: Current event articles should be read and selected prior to the class. Then ask students to read the article again and try to imagine how the event might have looked as it occurred. Students should then draw a picture of the event as they imagine it. Use open-ended questions such as “How do you think it might have looked?” or “How do you think those people felt?” to stimulate personal interpretation.

Follow up with a discussion of the final product and the different meanings.

ARTS EDUCATION • REACTING to NEWS/VISUAL ARTS

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Goals: To develop critical and creative thinking and perceptual awareness necessary for understanding and producing art.
To choose and evaluate a range of subject matter and ideas to communicate intended meaning in art works.

Preparation: Provide newspapers for students to read and discuss. Provide the drawings below and have students draw others. More drawings appear on H 2-2. Have them transfer the drawings to paper large enough to cover the face.



Activities: As students read and discuss stories, have them hold up in front of their faces the drawing that expresses their response to the different stories. After the topics are discussed, have them choose expressions again to see if hearing other views made them feel differently about an event.

ARTS EDUCATION • REPRESENTING an EVENT/VISUAL ARTS

communicating
connecting

Goals: To develop skills necessary for understanding and applying media, techniques and processes.

To choose and evaluate a range of subject matter and ideas to communicate intended meaning in art works.

To perceive connections between visual arts and other disciplines.

Preparation: Provide newspapers. Also, provide each individual or small group a medium to use in illustrating the story, such as regular and colored pencils, pen, markers, crayons, chalk and paper for drawing, clay and play dough for sculpting, fabrics, buttons, needles and thread for sewing, and ice cream sticks, scissors and glue for creating puppets. They may create a scene, draw, paint or sculpt a person, or a symbolic representation of events or people in the story.

Activities: Select a story to read to the students and have them read along. You can also assign a story or have them select a story to read silently or read aloud in small groups. They can choose different stories. Individually or in small groups, have them use the medium (play dough, clay, pencils, markers, etc) you provide to tell something about the story.

You may want to start with a story that deals with a concrete subject and move to stories that will be more challenging to represent. If students work with different stories, classmates can guess the content of the story or try to pick out the story from the newspaper based on the depiction.

Work with content area teachers to choose stories relevant to other topics that students are studying.

ARTS EDUCATION • The FACE of EMOTION/ VISUAL and THEATRE ARTS

Goals: To develop critical and creative thinking and perceptual awareness necessary for understanding and producing art.

To choose and evaluate a range of subject matter and ideas to communicate intended meaning in art works.

To act by interacting in improvisations and assuming roles.

perceiving
creating
performing

Preparation: Provide newspapers and theatrical makeup.

Activities: Students should scan newspapers for stories that have greater than average emotional content. Each student should be urged to find four pieces (with or without photos) that exhibit contrasting emotions. After group discussion of these emotional differences, each student should choose two contrasting emotional circumstances. The student should then use theatrical makeup to create the impression of those contrasting emotions on his/her own face. A sharp dividing line should be made on the axis of the face to accentuate the contrast. Follow up by having students act out activities. Use photos of full-front and both profiles.

ARTS EDUCATION • A MASK of FEELINGS/VISUAL and THEATRE ARTS

communicating
connecting

Goals: To choose and evaluate a range of subject matter and ideas to communicate intended meanings in artwork.
To understand the visual arts in relating history and cultures.

Preparation: Provide copies of the newspaper, scissors and glue. Cut plastic milk containers in half along the vertical axis with the handle in the center of one-half.

Activity: Ask students to create a mask that expresses their feelings about a story in the newspaper. They should choose appropriate words, text and photos to cut and paste to the milk carton. Have them cut eyeholes into the container and attach a string to the edges for wearing. Discuss the meaning and appropriateness of the images.

ARTS EDUCATION • NEWSPAPERS and GUERNICA/VISUAL ARTS

communicating
connecting

Goals: To choose and evaluate a range of subject matter and ideas to communicate intended meanings in artwork.
To understand the visual arts in relating history and cultures.

Preparation: Provide copies of the newspaper, scissors and glue.

Select or have students select Web sites that offer a view of Picasso's *Guernica* and background about the events that inspired it. Have students read about various techniques Picasso used. *Guernica* hangs in the Reina Sofia, the National Museum for Contemporary Art in Madrid, Spain. The Web site for the Reina Sofia should be used as a primary source. Also visit <http://www.spanisharts.com/reinasofia/reinasofia.htm>, an excellent Web site when accessed in February 2003.

In April 1937, through the media, the world learned of the bombing of civilians in Guernica, Spain by the Nazis. *Guernica* is Picasso's response to the bombing and is a strong anti-war statement. When today's news turns to war, use *Guernica* to stimulate class discussions about war, events that lead to conflict, the explanations and representation of war in newspapers and other media, students' responses as artists (and as writers) and the relationship between art and politics. Students may also want to compare Picasso's *Guernica* with artists' representations that glorify war and compare the circumstances and viewpoints of the different artists.

Activities: Present Picasso's *Guernica* to students along with an explanation of how Picasso first learned of the bombing of innocent people from the newspaper and how he used the black and white texture of the newspaper page as dominant elements in the painting to make his statement.

Alan Carter thinks that Picasso drew realistic figures in the background and layered more abstract, distorted figures on top. He describes his views of Picasso's approach on his Web site <http://mysite.freemove.com/guernicaunveiled> (accessed February 2003).

Ask students to choose an event that concerns or disturbs them. Have them use black and white newspaper photos or line drawings or their own realistic drawings as background and layer on abstract, symbolic representations on top to show their response to the current event. Have them create their abstract images by cutting all or parts of words, photos and other art from the

ARTS EDUCATION • NEWSPAPERS and GUERNICA/VISUAL ARTS, *continued*

Activities,

continued: newspaper. They should give the completed work a title that reads like a headline for a news story or editorial. Have them discuss how successful their work is in conveying their thoughts and whether images from the newspaper make their art more or less powerful. They can also work with color and compare its impact to the black and white.

Similar techniques can be used to comment on good news such as celebrations and triumphs over adversity.

communicating
connecting

ARTS EDUCATION • LAYOUT/VISUAL ARTS

Goals: To choose and evaluate a range of subject matter and ideas to communicate intended meaning through art works.

To perceive the connections between visual arts and other disciplines.

Preparation: Provide newspapers, scissors, glue and tag board. A discussion of visual balance and proportion should precede the activity.

Activities: Ask students to cut out newspaper photographs, columns of print, headlines and advertisements. Then have them arrange the cutouts on a piece of tag board that has a one-inch grid penciled on it. The task is to visually balance the cutouts in relation to each other. The finished product should be compared to various newspaper front pages. Special emphasis should be placed on the attention-getting value of the various elements of the page.

communicating
connecting

ARTS EDUCATION • DESIGN an AD/VISUAL ARTS

Goals: To choose and evaluate a range of subject matter and ideas to communicate intended meaning in art works.

To perceive the connections between visual arts and other disciplines.

To organize the components of a work's cohesive whole through knowledge of organizational principles of design elements.

Preparation: Provide newspapers and magazines. Present information about what makes a good ad. For more information on what makes a good ad, see the lesson on advertising in the Newspapering section and in the Career-Technical section, pages CT 15 - CT 16 of this teacher's guide. Also review Web sites devoted to advertising such as the following:

<http://www.adcracker.com>

<http://www.adage.com> (especially Bob Garfield's Ad Review)

<http://www.adweek.com> (especially Barbara Lippert's column)

<http://www.cmykmag.com>

<http://www.commarts.com>

<http://www.miamiadschool.com>

communicating
connecting

ARTS EDUCATION • DESIGN an AD/VISUAL ARTS, continued

communicating
connecting

Activities: Discuss the visual effectiveness of several newspaper or magazine ads. Have students locate visual elements that give emphasis to the product or its function. Discuss whether or not the ad is too strong or too weak for the page. Then have students locate photos or make drawings of products (real or imaginary). Those products should then become the subject of student-designed ads. Cut and paste the compositions together utilizing the principles discussed earlier.

Good writing is as important to an ad as strong visual presentation. Have students complete their ads by writing a strong heading and text. They should design the ad by hand and then, if possible, design it using a computer program such as QuarkXPress, the software used by many artists who work for newspapers.

ARTS EDUCATION • EDITORIAL CARTOONING/VISUAL ARTS

perceiving
communicating

Goals: To choose and evaluate a range of subject matter and ideas to communicate intended meaning in art works.
To perceive connections between visual arts and other disciplines.

Preparation: Provide newspapers that contain political cartoons. Point out the signatures of cartoonists and have students create files of cartoons drawn by different cartoonists, particularly ones whose work they admire. They should conduct research to find out as much as they can about the cartoonists and to find more cartoons. One excellent site for cartoons is <http://cagleslate.msn.com/> (accessed 2003). To extend their work with cartoons, have students look for cartoons in international newspapers. For links to national and international newspapers, visit <http://www.naa.org>.

Whether telling a story, making a joke or using a metaphor to make a point, a political cartoonist must be well informed. To make that point, have students locate stories and opinion writing in the newspaper about topics shown in cartoons. Have students identify the facts that are critical to the drawing and interpretation of the cartoons.

See LA 83 - 84 in this teacher's guide and in the graphic organizer SS 17-10 for other activities related to political cartoons.

Activities: Have students classify cartoons they find in the newspaper as storytelling, jokes or metaphors. They should identify cartoons in each style that they find effective and work in groups to come up with criteria on which to base their evaluations.

Then they should choose a topic that interests and concerns them and find out as much as they can through daily newspaper reading, viewing and listening to TV and radio news, and reading news magazines. They should list significant events and people involved. They might cut out photos of the people and use them in developing caricatures. They should think of events and people in history and literature that bear any resemblance to the events and people in the stories. They should come up with images, cut out or drawn, that they associate with the situation.

Using what they learn, ideas they generate and the criteria they develop for a good cartoon, have them draw a cartoon. Then they should exchange with other students, discuss their cartoons and improve them as

ARTS EDUCATION • EDITORIAL CARTOONING/VISUAL ARTS, continued

Activities,

continued: much as they can before they are displayed in class, published in a classroom book of cartoons, published in school newspapers and magazines or submitted to local newspapers for publication.

perceiving
communicating

ARTS EDUCATION • DETAILS in PHOTOS/VISUAL ARTS

Goals: To develop critical and creative thinking and perceptual awareness necessary for understanding and producing art.
To use and evaluate a range of subject matter and ideas to communicate intended meaning in art works.

perceiving
communicating

Preparation: Provide newspapers.

Activities: Ask students to make a list of details seen in newspaper photographs. For example: A belt worn by a person, wreath on a background window, position of hands, etc.
Ask students to compare details in two different photographs.
Ask students to circle details in newspaper photographs that relate to where events take place.
Ask students to circle details in newspaper photographs that give some insight as to why the photograph was put in the paper.
Have them take photographs that show something significant about a school event. They might take photographs at a sports event, an assembly, a club meeting, student-government meeting, on buses, in the hallways or classrooms. They should be conscious of the details that will make the photographs tell more about their subjects and/or their interactions.

ARTS EDUCATION • A PHOTOJOURNALISTIC VIEW of the CLASS/VISUAL ARTS

Goals: To choose and evaluate a range of subject matter and ideas to communicate intended meaning in art works.
To perceive connections between visual arts and other disciplines.

communicating
connecting

Preparation: Have students study the photos in newspapers. Point out that some stories appear with one or more photos. Some don't have photos. Some photos only have cutlines that offer brief explanatory information below the photo. They should discuss how much the photos contribute to the stories and how the newspaper would look without them.
Provide disposable, single-use cameras or others that students can use. You may want to contact your local newspaper to see if it makes leftover newsprint available. The newsprint can be used to layout student-designed newspapers.

Activities: Tell students that their goal is to create one or more classroom newspapers. Have them take photos of the class during inside and outside activities. Have the business that develops the film make multiple copies of each photo so that different groups of students can work with them. You may want students to work in small groups.

ARTS EDUCATION • A PHOTOJOURNALISTIC VIEW of the CLASS/ VISUAL ARTS, continued

communicating
connecting

Activities, continued: Ask students to write copy for each photo, decide in which section of the newspaper each photo belongs, layout their individual newspapers, display them in class and show them to parents and students in other classrooms.
If digital cameras are used, the newspapers can be assembled electronically using a software program such as Microsoft Publishing.

ARTS EDUCATION • PRODUCING a NEWSPAPER/ VISUAL ARTS

communicating
connecting

Goals: To choose and evaluate a range of subject matter and ideas to communicate intended meaning in art works.
To perceive connections between visual arts and other disciplines.

Preparation: Provide newspapers, markers and cardboard paper. Ask students to look through newspapers and identify jobs required to produce the paper. (See the NEWSPAPERING section for detailed information about jobs.) Then have students view a video, film or online tour showing how a newspaper is produced or while on a tour of the newspaper, have them take notes or photographs showing how a newspaper is produced. Provide graphic organizer N 56-10. A virtual tour of the *Los Angeles Times* can be found at <http://www.latimes.com/tie>. List the following steps in the production process for students to refer to:

Selling, designing and placing classified and retail ads (Advertising)
Reporting, editing, taking photos and preparing illustrations, charts and graphs (News/Editorial)
Composing and laying out the pages or pagination (Many departments)
Printing (Production)
Delivery (Circulation)

Activities: Ask students to present visually the steps in producing a newspaper. Have them start with a real event, and carry it through each stage of production to the doorstep of a subscriber. Students should display their work at school or at the newspaper. Refer to the lesson from FROM DEADLINE to DELIVERY in Newspapering section of this guide for more details.

ARTS EDUCATION • NEWSPAPERS and ARTISTS/ VISUAL ARTS

comprehending
analyzing

Goal: To develop an awareness of art as an avocation and profession.

Preparation: Provide newspapers and the following description of artists who work for newspapers. You may also want to take students on a tour, show an online tour available on newspaper Web sites and/or invite someone who works in one of the fields to the classroom to talk about his or her work. Explain the following:
Driven by a desire to improve the looks of their products and to tell a better, more complete story, newspapers have devoted more time and staff to enhancing visual elements in the newspaper. Twenty years ago, a newspaper may have had the capacity for spot color or color on one page of the paper. Today

Preparation,

continued: many newspapers can run color all through the newspaper. In the past, each page had to be cut and pasted. Today technology makes it possible for newspapers to layout entire pages on computers. The process is called pagination.

To let students know where artists work in the newspaper, provide the following descriptions:

- Visual artists in retail and classified advertising design and layout ads for the newspaper’s advertisers. The ads may include original or clip art.
- Page designers design important pages of the newspaper, such as the front page and the front of the sports and feature sections. They choose photos, assign space and determine size and style of type. They are concerned about making sure that all of the parts look good together.
- Visual artists in the news graphics department illustrate the news with original art, charts and graphs.
- Almost all newspapers run political cartoons, but most come from syndicates. Some large newspapers employ editorial cartoonists whose primary job is to provide “drawn” commentary about local and state news.
- The work of visual artists in the marketing department supports the newspaper and its concerns by designing ads and other projects that promote the newspaper.
- Photographers may do commercial work by producing photos for ads, and others may be photojournalists who work with news departments to get photos that tell or help describe news events.
- In addition, people who are interested in and knowledgeable about the arts write reviews of art and architecture. They may review books about art and interview artists about their work for profiles that appear in the newspaper.

A newspaper’s Web page designer tries to package news and advertising in ways that serve readers.

Smaller newspapers will not have individuals devoted to the jobs described above but will share the job responsibilities. Newspaper staffers work to produce a visually-attractive newspaper and to cover the arts in their communities.

Activities: Students should examine various newspapers that serve their community and list things the newspapers are doing to improve the appearance of their papers.

Then have students compare today’s newspaper with ones written years ago. Ask about changes in design and have them spot ways in which technology aids in the design and production of today’s newspapers.

Arrange a newspaper tour and ask to interview one of the visual artists. Contact one of the visual artists working at the newspaper to visit the class

ARTS EDUCATION • NEWSPAPERS and ARTISTS/VISUAL ARTS, continued

comprehending
analyzing

Activities, continued: and talk about his or her work. An artist may also be willing to respond to questions submitted by email. Students should ask about professional standards, and they should apply the standards if they work on a classroom or school newspaper or another print publication.

ARTS EDUCATION • PRINT and ONLINE NEWSPAPERS/VISUAL ARTS

communicating
comprehending

Goal: To choose and evaluate a range of subject matter and ideas to communicate intended meaning in art works.

Preparation: Provide printed newspapers and access to online newspapers on the same day.

Activities: Students should read a print version of a newspaper and its online version on the same day. Ask them to compare the visual impact of the newspapers and the features of each publication that makes it visually appealing and easier to comprehend.

ARTS EDUCATION • RETELLING/ THEATRE ARTS

comprehending
communicating

Goals: To write based on personal experience and heritage, imagination, literature and history.

To act by interacting in improvisations and assuming roles.

To analyze, critique and construct meaning from informal and formal theatre, film, television and electronic media productions.

Preparation: Provide sports sections. Select or have students select a well-written description of a sports event. It can deal with a community high school team, a college or professional team but should be something students will enjoy reading. Give each student a copy of the story.

Activities: Read the selection out loud while the class listens and then allow students to reread the selection silently or in partners. Then collect the stories. Ask them to retell the story in writing, including every detail they think is important.

After they have finished writing, have students form groups of two or three to compare their retellings for similarities and differences. Together have them come up with a version that can be shared with the class. Before and after they present orally, discuss ways to make the retelling better, such as interesting language that is easy to remember, a complete sequence of events, commentary and any technique that worked for the sportswriter.

ARTS EDUCATION • IMPERSONATION/ THEATRE ARTS

comprehending
communicating

Goals: To write based on personal experience and heritage, imagination, literature and history.

To act by improvisations and assuming roles.

To analyze, critique and construct meaning from informal and formal theatre, film, television and electronic media productions.

Preparation: Provide newspapers and over time, ask students to become familiar with someone in the newspaper.

Activities: Ask students to impersonate a favorite sports figure, cartoon character, political figure or another well-known person. Have the class guess who they are. To give them ideas, tape and show skits from TV shows where actors are impersonating well-known people.

Extend the activity by having students hold press conferences in which they pretend to be their chosen person. Other students should ask the questions.

An easier approach is to have students walk into a room as if they are a certain comic character, sports figure or someone else in the newspaper and have other students guess who they are.

ARTS EDUCATION • A NEWS PERFORMANCE/ THEATRE ARTS

creating
performing

Goals: To write based on personal experience and heritage, imagination, literature and history.

To act by interacting in improvisations and assuming roles.

Preparation: Provide newspapers and organize students in cooperative groups. Each group should identify a story to develop into a play. Provide the material for students to make puppets. They can use ice cream sticks, socks or gloves for finger puppets and other materials such as markers, glue, paper and scissors, buttons, needle and thread.

Activities: Have students design the puppets to represent key people in the news story chosen by their group and present their play to another group as practice. They should make sure that their play has a beginning, middle and end. They should get advice from the students who watch them, improve their presentation and then present the play to the rest of the class.

To introduce writing, have them prepare a playbill that names the actors and roles. Also, have each person explain the contributions he/she made to the design of the puppets, writing of the script and the performance itself.

A more difficult task would be to have them present a story through mime. Other students should write down what they see.

ARTS EDUCATION • NEWS STORY to NEWSCAST/THEATRE ARTS

Goals: To write based on personal experience and heritage, imagination, literature and history.

To act by interacting in improvisations and assuming roles.

To design and produce theatre by conceptualizing and realizing artistic interpretations for informal and formal productions.

To analyze, critique and construct meaning from informal and formal theatre, film, television and electronic media productions.

Preparation: Provide newspapers. Have students watch a TV telecast. Have them describe what each person on the telecast does. Sports stories work well for this activity the first time it is done.

Activities: Working in groups of four, have students select an interesting breaking news story from sports or another news section. They should read the story and talk about what happened, looking in particular for quotes.

Tell them to turn their story into a TV news report. The news anchor opens the newscast, turns the report over to the roving reporter who interviews the subject. The roving reporter returns to the news anchor who then turns to the color commentator who states his or her opinion. The news anchor has the last word and signs off for the news team. Everyone in the group should agree to assume one of the following roles:

- **Subject:** You're one of the characters in the story. Your job is to tell the roving reporter what happened.
- **News Anchor:** Your job is to report the facts of the story as objectively as possible and to make transitions between stories and/or reporters.
- **Roving Reporter:** Your job is to interview one of the subjects involved in the story.
- **Color Commentator:** Your job is to state your opinion about the story. Be sure to back up your opinion with facts.

Students should add subjects if others play a key role in the story. They should also come up with homemade props and costumes to make the newscast more interesting and realistic.

Have each group of students present their story to another group. They should evaluate each other, making sure they make positive comments and suggestions for improving the presentation. One student may serve as director, advising students on where to sit or stand and how to speak more effectively. After more practice, have each group present before the class.

Extend the activity by including several of the stories in one TV telecast. One person should serve as anchor and move the action from one story to another. Several of the reporters and subjects should be featured. The last story should be a feature story, called soft news, to add a light touch to the newscast. The commentator must choose one story on which to offer an opinion rather than trying to comment on all of the stories. Students should work together to choose the stories and the order in which they are presented. Assign someone the job of directing the action.

ARTS EDUCATION • A POEM in PRINT/VISUAL and THEATRE ARTS

Goals: To choose and evaluate a range of subject matter and ideas to communicate intended meaning in art works..
To perceive connections between visual arts and other disciplines.

Preparation: Provide newspapers, scissors, glue and paper for support.

Activities: Students should choose a short poem to graphically reproduce in a collage. Instruct them to find the words of the poem within the pages of the newspaper without regard to the size of each word. Those words should then be arranged in proper sequence on the paper. Before gluing down the words, instruct students to check the page for visual balance. If they need to make some words larger and others smaller to achieve visual balance, they should do so. Then have them glue down the composition.

Follow up with a discussion concerning the effect of size and type of print on the meaning it conveys. Have students read the poems giving appropriate vocal emphasis to the size of each word.

comprehending/creating
performing

ARTS EDUCATION • A PHOTO STORY/ THEATRE ARTS

Goals: To write based on personal experience and heritage, imagination, literature and history.
To act by interacting in improvisations and assuming roles.

Preparation: Provide newspapers and scissors.

Activities: Organize students into groups of five or more. Each person should choose one interesting photo from the newspaper. Make sure they don't all choose the same photo.

One person should start a story based on the chosen photo and pass the story to another person who must connect his or her photo to the story and pass the story to another person who must connect the chosen photo and so on. At the end the story should come back to the person who started the story. That person should write the ending.

Have students discuss the effectiveness of the exercise, its difficulty and ease. You can enliven the activity by encouraging melodramatics such as exaggerated gestures, gazing up or down, putting hands to the forehead, collapsing into chairs or weeping. One obvious question to ask at the end is whether they had fun.

creating
performing

ARTS EDUCATION • FROZEN in TIME/ THEATRE ARTS

Goals: To write based on personal experience and heritage, imagination, literature and history.
To act by interacting in improvisations and assuming roles.

Preparation: Provide newspapers and explain that a living picture is a frozen picture that represents a memorable moment, most often a historically-significant event.

communicating
connecting

ARTS EDUCATION • FROZEN in TIME/ THEATRE ARTS, continued

communicating
connecting

Activities: Have students select a photograph from the newspaper that represents a moment that is likely to be significant in history. Suggest pictures of crowds of people such as courtrooms, battlefields, demonstrations, protests, meetings or celebrations. Discuss what is taking place and what the people might be saying, feeling and doing.

One at a time, have students assume poses of individuals in the photo and stand still. They should replicate inanimate objects that are central to the scene as best they can. Take a photo of the scene.

Then ask students to create a line of dialogue for the characters or group and decide a logical order for each person to speak.

They should decide on a title for the presentation. Then have students assume their positions and freeze, say the title together, deliver their lines and say the title again.

Students should use their experience as a model for producing other “living pictures.”*

*Layne, *The Creative Curriculum: Integrating Creative Drama Throughout the Curriculum*

ARTS EDUCATION • The COMMUNITY on DISPLAY/ VISUAL ARTS

communicating
connecting

Goals: To choose and evaluate a range of subject matter and ideas to communicate intended meaning in art works.

To perceive connections between visual arts and other disciplines.

Preparation: Provide newspapers, scissors, glue and support paper.

Activities: Ask students to talk about the community, its members and their functions in the community, the appearance of their places of business or residence and the relationship between function and appearance. Then ask students to search through newspapers to find portions of photographs of other visual forms that can be cut out and glued into a composition titled “The Community.” Encourage students to cover the entire surface of the support paper with cutouts from the newspaper.

ARTS EDUCATION • A HUMAN MAP of N.C./ THEATRE ARTS

comprehending
communicating

Goals: To write based on personal experience and heritage, imagination, literature and history.

To act by interacting in improvisations and assuming roles.

Preparation: Provide local newspapers and others from across the state. Read about Target dating to find out how to get one copy of newspapers from across the state. For details about Target dating, see the activity titled COMPARING NEWSPAPERS in the Language Arts section and Appendix. Using string or tape, draw a map of North Carolina over a large space, such as the floor of a hallway or classroom.

ARTS EDUCATION • A HUMAN MAP of N.C./ THEATRE ARTS, continued

Activities: Have students read through the local newspaper and find references to different places in North Carolina. They should also look at newspapers published in communities from across the state. Have them choose one fact given in the story about the place or the people who live there.

Ask students to find the approximate location of their place on the North Carolina map drawn on the floor and then stand in that place, name the place, name the region of the state (Mountains, Piedmont or Coastal Plain) where the place is located and tell what they learned about the place from the newspaper. This can be repeated until all students have a turn (or they are elbowing for space). Repeat the activity with fresh newspapers.

thinking
creating

ARTS EDUCATION • SETTING/ THEATRE ARTS

Goal: To write based on personal experiences and heritage, imagination, literature and history.

Preparation: Provide newspapers.

Activities: Have students create a unique setting for one character in a play they might write. Have them search all sections of the newspaper and clip examples for each category:

Where the person lives

What part of the country / world

Weather

Workplace

Hobbies

Favorite places

analyzing

ARTS EDUCATION • REAL and MAKE-BELIEVE CHARACTERS/ THEATRE ARTS

Goals: To write based on personal experience and heritage, imagination, literature and history.

To analyze, critique and construct meaning from informal and formal theatre, film, television and electronic media productions.

Preparation: Provide newspapers and the student worksheet AE 17-3. Students should read a play or attend a performance before attempting this activity.

Activities: Have students choose three characters from a play they have read or a production they have seen. They should identify three people in the news who are like the characters in some way. Provide the graphic organizer AE 17-3. They should explain similarities in writing.

Similarly, have them connect themes in plays to themes in literature and newspaper stories. For example, if studying Romeo and Juliet, students should focus on real people in the newspaper who are experiencing love and/or loss. They should read feature stories, advice columns and personal ads, even obituaries.

analyzing

ARTS EDUCATION • REAL and MAKE-BELIEVE CHARACTERS/ THEATRE ARTS, continued

analyzing

Activities, continued: Offer and have students add to or improve this list of themes: race, family, faith, war, violence, conflict, self-knowledge or awareness, commitment, death or loss. They should discuss and write about the messages conveyed in the plays and newspapers regarding the themes of race, family, etc. They may find the same, similar, different and even conflicting messages. Have students use a Venn diagram to show the similarities and differences.

Also have students use a rating scale from 1 to 10 to show their emotional response to the messages with 10 indicating the strongest reaction either in support or disagreement. They can form a human rating scale by lining up across the room to show where their responses are on the rating scale.

ARTS EDUCATION • DESCRIBING COMIC CHARACTERS/ THEATRE ARTS

analyzing
performing

Goals: To write based on personal experience and heritage, imagination, literature and history.

To analyze, critique and construct meaning from informal and formal theatre, film, television and electronic media.

To act by interacting in improvisations and assuming roles.

Preparation: Provide newspapers that run comic strips. Show them a playbill with descriptions of characters in the play. The descriptions explain something about the relationships among the characters and include physical characteristics (things you see) and personality traits (cheerful, gloomy, cautious, weary). The main character is described in the first line and others follow.*

Activities: Offer the following example of a description that would appear in a playbill:

A chronically hungry, scheming cat
His manipulated, stressed young owner
His gullible but happy dog friend

Ask which comic fits this characterization. And have them write another better set of descriptions for the characters in that strip.

Organize students in small groups according to strips they enjoy. Have them choose other strips they enjoy and write descriptions of characters from the strips. Ask them to assume roles and act out one or more days' strips. Using several days will be more effective for strips that tell a continuing story.

Make the activity harder by selecting or having students select someone's story that is told in the newspaper, complete with photographs. As they did with comics, they should describe the main character in the first line and then tell how the other people relate to him or her. Ask if the events reported in the story make an interesting scene to act out. Have them write and act out the scene. They should use comments and quotes attributed to different people as dialogue.

*Young and others, *Halley's Comet: Teachers Guide*

ARTS EDUCATION • The MAIN CHARACTER/ THEATRE ARTS

Goals: To write based on personal experience and heritage, imagination, literature and history.

To analyze, critique and construct meaning from informal and formal theatre, film, television and electronic media productions.

Preparation: Provide newspapers that run comic strips. Define “protagonist” as the main character in a play. He or she will be on stage 90 percent of the time. Provide the student worksheet AE 19-4.

Activities: Over a week or more, have students identify the characters that appear in a favorite comic strip. They should write the comic strip in the center of the graphic organizer AE 19-4 and the characters that appear under each day.

At the end, ask students to determine which one was the main character. Ask if any character appeared more than 90 percent of the time. 80 percent of the time? Twenty percent of the time?

Follow up by having students tally the results for a longer period of time to determine if there is one main character. Ask questions such as:

1. Are the stories told in comics told through that person’s eyes?
2. What do you think of the main character?
 - a. Are you sympathetic?
 - b. Do you like him or her?

They should answer the questions in a paper they write about the protagonist.

Also have them consider other characters. Those who support or befriend the protagonist appear in roughly 85 percent of the play, and those who oppose the protagonist in 70-85 percent of the play. Secondary characters appear in only 25 percent of the play but are still important to move the story along.*

Have students apply their learning about the time and attention given to different characters in writing their own plays (or comic strips) and analyzing other plays and productions.

*Young and others, *Halley’s Comet: A Teacher’s Guide*

ARTS EDUCATION • The START or ACTION POINT of a PLAY/ THEATRE ARTS

Goals: To write based on personal experience and heritage, imagination, literature and history.

To act by interacting in improvisations and assuming roles.

Preparation: Provide newspapers with interesting photographs. Define the “action point” as the opening scene of a play that sets its pace and pulls in the viewer just as a strong opening paragraph pulls in a reader.

Activities: Have students select one photo and describe the setting or place in as much detail as they can. Ask: How does it look? How does it feel, sound, touch and taste?

Have them select someone or more than one person from the newspaper to put into that setting. Ask if the beginning of a play occurs to them. If not, have them look in the newspaper for an event to begin a play and serve as its action point.

ARTS EDUCATION • The START or ACTION POINT of a PLAY/ THEATRE ARTS, continued

analyzing
creating

Activities, continued: Follow up by having them write and act out scenes and share them with the class. Encourage collaboration. Refer to the activity STORY STRUCTURE and have students refer to the graphic organizer AE 20-5 if they need more guidance in developing a story structure.

ARTS EDUCATION • STORY STRUCTURE/ THEATRE ARTS

analyzing
performing

Goals: To write based on personal experience and heritage, imagination, literature and history.
To act by interacting in improvisations and assuming roles.
To analyze, critique and construct meaning from informal and formal theatre, film, television and electronic media.

Preparation: Provide newspapers and the student worksheet AE 20-5. Define the term “action point.” A good story starts with an action point that sets the pace for the opening scene. As the story progresses, the mood shifts from the positive to negative and back again.

Activities: Using comics, a continuing story in the news or an in-depth feature story, have students indicate positive (+) or negative (-) actions. They should create a story structure chart, similar to the one below. Their story structure may also list dates or days of the week instead of or in addition to scenes, since a continuing story in comics or news will likely develop over several days or weeks.

Scene One	Scene Two	Scene Three	Scene Four	Scene Five
+	+	+	+	+
-	-	-	-	-

Follow up by having students revise the story if it doesn't fit the pattern of a play. Use the above outline as a starting point and the graphic organizer AE 20-4 for their story structure. The student may want to tell events out of order, using flashback and other techniques.

Students should work together and act out scenes they write. Someone in the group should serve as director and advise others on how to improve their performances.*

*Young and others, *Halley's Comet: A Teacher's Guide*

ARTS EDUCATION • BEGINNING to END/ THEATRE ARTS

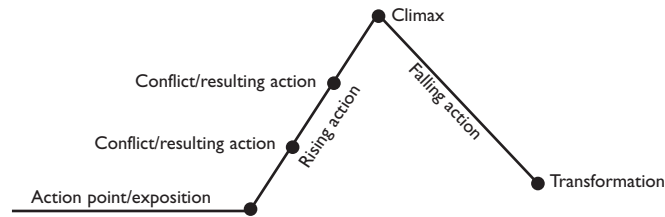
analyzing/creating
performing

Goals: To write based on personal experience and heritage, imagination, literature and history.
To act by interacting in improvisations and assuming roles.
To analyze, critique and construct meaning from informal and formal theatre, film, television and electronic media.

ARTS EDUCATION • BEGINNING to END/ THEATRE ARTS, continued

Preparation: Provide newspapers and analyze a play using the chart provided below and the larger student worksheet AE 20-6.

Activities: Have students follow a continuing story in the newspaper. They may choose a series of news stories about a person, event or conflict in a comic strip with a continuing story or another story such as serial stories sponsored by some Newspaper in Education programs. Provide the following for students to use in organizing the events they choose from the story. It shows the progress of a play. (See the graphic organizer AE 20-6.)



Young and others, *Halley's Comet: Teacher's Guide*

Using as many days' newspapers as necessary, have students chart the events in the selected story and see if it follows the development of a play.

Ask students to use ideas from the story and outline to create a play. They should feel free to be creative. For example, they may write their own ending and/or embellish parts of the story. They should act their plays in small groups, and the best play should be staged.

ARTS EDUCATION • COMEDY, TRAGEDY and MORE/ THEATRE ARTS

Goals: To act by interacting in improvisations and assuming roles.

To understand context by analyzing the role of theatre, film, television and electronic media in the past and present.

Preparation: Provide newspapers and the student worksheet AE 21-7. Describe comedy and tragedy, the two best-known theatrical forms.

Tragedy features an action of extreme gravity, often a matter of life and death. Characters encounter dangerous forces. The action changes from relative happiness to disaster. The purpose of tragedy is to demonstrate life's meaning and man's dignity. The main character struggles for something more important than just himself and suffers more than he deserves. The protagonist is meant to be pitied by the audience, thereby, giving the audience a cathartic experience. Modern "tragedy" deals with protagonists' struggle against social and psychological forces.

Comedy explores the excesses, deficiencies, deviations, mistakes and misunderstandings of people in social settings and exposes human conduct as ridiculous. The purpose of comedy is to evoke a mood of laughter, but also, it may be to ridicule, mock, correct or satirize. The action moves from harmony through entanglement to unraveling, to a happy ending. The characters can be eccentric facing a relatively normal world, normal characters encountering confusion. Some types of comedy are musical, situation, character, comedy and comedy of ideas and comedy of manners.*

ARTS EDUCATION • COMEDY, TRAGEDY and MORE/ THEATRE ARTS, continued

analyzing
performing

Activities: Have students look in newspapers for situations shown in photos, drawings and stories that can be classified as comedy or tragedy. They should focus on faces and body language and try to imitate or act out what they find.

Ask students to look at the theatre performances scheduled for your area and classify them as comic or tragic. They can also classify films, TV shows and electronic media productions as comic and tragic and select music, paintings, sculpture and other works of art that contain elements of comedy and tragedy. Books of all types can also be classified as comic or tragic as can the characters in them.

As students become more knowledgeable about theatre, introduce other play styles and have them find examples in local performances, media and literature. Use the following:

- Tragicomedy is a story that usually has a sad part but also has a happy ending.
- Dramady is a story with a happy/sad combination.
- Docudrama is a story with a documentary feel.
- Dark comedy is a story in which bad things happen, but they are so bad, they're funny.
- In satire, vices are held up to ridicule
- In theatre of the absurd, the lead character or world of the play is irrational and silly.
- A surreal story interprets the unconscious.*

Have them record what they find on AE 21-7.

*Hanson, *Handout*

Young and others, *Halley's Comet: Teacher's Guide*

ARTS EDUCATION • ELEMENTS of a PLAY/ THEATRE ARTS

analyzing

Goal: To understand context by analyzing the role of theatre, film, television and electronic media in the past and present.

Preparation: Provide newspapers. Explain that hard news stories answer the questions, who, what, when, where, why and how. The who, what, when and where questions are answered in the opening paragraph and the how and why, deeper in the story.

Use a news story to introduce key terms such as character, setting, plot, motivation and theme:

“Who” becomes the character. “Where” and “when” indicate the setting. “What” is the action or plot. “Why” and “how” tell of motivation and theme.

Conflict is central to drama and to the real-life stories that appear in newspapers. The conflict may be between or among individuals, between an individual and an outside force and within an individual.

Activities: Show a play or performance, such as *Les Miserables*, that has become a film. Have students use the film and newspapers to illustrate character, setting, plot, motivation and theme. Also have them analyze the conflicts on which the film and news stories are based.

ARTS EDUCATION • ELEMENTS of a PLAY/ THEATRE ARTS, continued

Activities, continued:

Follow up by having them find other elements such as:

- Mood
- Turning point
- Premise
- Subplots or secondary storylines
- Elements of comedy and tragedy*

Use the activities above as preparation for having students turn a news story or series of news stories into a play.

*Garrett, *Celebrate Theatre*

analyzing

ARTS EDUCATION • A NEWSPAPER and a PLAY/ THEATRE ARTS

Goal: To understand context by analyzing the role of theatre, film, television and electronic media in the past and present.

Preparation: Offer the following quote by playwright Arthur Miller, “A good newspaper... is a nation talking to itself.”

Activities: Ask students questions that lead to conclusions about newspapers and plays. Both address societal issues, and themes in plays are lived out in newspapers. Use the following:

1. What does the Arthur Miller quote mean?
2. What does it suggest about the role of newspapers?
3. If the word play were substituted for newspaper, is the statement true? Explain.
4. What relationship is there between plays and newspapers?
5. In newspaper stories, identify societal issues and themes that you find in a favorite play.

analyzing

ARTS EDUCATION • THEATRE REVIEWS/ THEATRE ARTS

Goals: To write based on personal experience and heritage, imagination, literature and history.

To analyze, critique and construct meaning from informal and formal theatre, film, television and electronic media productions.

Preparation: Provide newspapers and point out that newspapers rate TV shows and often run reviews of theatre productions and other art works. Newspapers often use brief summaries and the following ratings in their short lists of movies: ★ – poor, ★★ – fair, ★★★ – good, ★★★★ – excellent. Point out TV-movie listings in the classroom newspaper.

analyzing

ARTS EDUCATION • THEATRE REVIEWS/ THEATRE ARTS, continued

analyzing

Activities: Have students rate TV shows, films, electronic media productions and live performances or plays by assigning stars: * -poor, ** -fair, *** -good, **** -excellent. They should include a brief summary.

To make it harder, have them read reviews in the newspaper and use them as models in writing a review of a school play or other performance they attend. Remind them that a review tells parts of a story but not all, particularly not the ending. They can also compare their reviews with ones in the newspaper about the same show or performance. They should use questions such as the ones below to guide their writing:

Set One:

1. What is the subject of the story or play?
2. Why do you think the writer/ playwright chose that subject?
3. How does the writer appear to feel about the subject?
4. How open is the writer in expressing his feelings?
5. How do you feel about the subject?
6. Does the writer succeed in his emotional appeal; that is, does he make you feel as he does about the subject?

Set Two:

1. Were the actors convincing? Did they look as you thought they should? Were their looks appropriate to the characters?
2. What was the tone of the play? humorous? serious? goofy?
3. Were there major mistakes? If so, did they throw off the pace of the show?
4. What did you think of the dialogue? Was it funny? touching? silly?
5. Was the play simply an afternoon's entertainment or was there a deeper meaning? Was there symbolism in the play?
6. How did you feel about the play? Did it bore you or entertain you? Would you recommend it to a friend?

ARTS EDUCATION • TYPES of MUSIC / MUSIC

comprehending

Goal: To listen to, analyze and describe music.

Preparation: Provide newspapers that contain arts and entertainment. Feature sections may also cover the arts. Have a chart available to record answers.

Activities: List different types of music such as classical, jazz, rock, rap, country, sacred and others. Have students find references to artists and music in newspapers that belong under the different categories.

Ask them to bring in samples of each type of music, particularly music they enjoy and think others will enjoy. You may also check out music from libraries when students are not able to bring in examples.

ARTS EDUCATION • MUSIC as MOOD for a STORY/ MUSIC

Goals: To play on instruments, alone and with others, a varied repertoire of music.
To listen to, analyze and describe music.

Preparation: Provide newspapers and select a variety of music to play.

Activities: Play various types of music for the class and have them find stories in the newspaper that fit the mood of the music. A person who has just accomplished a lifelong goal may be matched with upbeat music. A requiem may be chosen as music for a story about a tragedy. The music can be played in the background as someone reads key quotes from the story or the entire story. Talk about the fact that music often is used in movies, plays and other productions to set the tone. Ask them for examples

Have students find music to go with a piece of their own writing.

Try having students set an appropriate mood for a news story, photo or other by creating sounds and rhythms with instruments such as tambourines, symbols, drums, triangles or others they make from classroom materials.

responding

ARTS EDUCATION • IDEAS from MUSIC to NEWS/ MUSIC

Goals: To sing, alone and with others, a varied repertoire of music.
To listen to, analyze and describe music.
To understand relationships between the other arts, and content areas outside the arts.

Preparation: Provide newspapers and select music to play that has applications in newspapers. For example, *SchoolHouse Rock* offers music about parts of speech, American history, science and other topics.

Activities: Play music from *SchoolHouse Rock* and have students work on newspaper activities that deal with the subjects of the songs. When the songs deal with nouns and other parts of speech, have students find those parts of speech in the newspaper. When playing songs about American history, have them find examples of the Constitution at work or find out about a bill that is before Congress or the state legislature. While reading newspapers about the impact of ethnic groups on the community, students should listen to *The Great American Melting Pot*. Encourage them to sing along with *SchoolHouse Rock*.

Have them write their own versions of the *SchoolHouse Rock* songs by substituting ideas they find in the newspaper when those are appropriate in the music. For example, you might direct students to fill in words from the newspaper to complete the following song, *A Noun is a Person, Place or Thing*, from *SchoolHouse Rock*:

Oh, I took a trip, took a trip through the newspaper
The _____ were really great,
But when _____,
I was _____
I took a trip, took a trip through the newspaper.
Well, every person you can know
Like _____
And every place that you can go

responding
comprehending

ARTS EDUCATION • IDEAS from MUSIC to NEWS/ MUSIC, continued

responding
comprehending

Activities, continued:

Like
Any anything that you can show
Like
You know they're nouns!

Have them sing their versions of the song to the tune of the original song.
With other music, have students find similar themes and ideas in the newspaper as you play the music.

ARTS EDUCATION • SONG WRITING/ MUSIC

comprehending

Goals: To sing, alone and with others, a varied repertoire of music.
To compose and arrange music within specified guidelines.

Preparation: Provide copies of the newspapers. Play familiar tunes, jingles, ballads and other music to give students ideas and inspiration for writing their own songs.

Activities: Have students gather ideas and words from newspapers to write songs or create and perform songs about items, events and people in the news.

Students should create and perform a song about their school, community, friend or classmate, using words from the comic section of the newspaper as part of the lyrics. They may choose a familiar or original tune.

Have students listen to ballads such as *The Hurricane*, *Free Wheelin'*, *The Death of Emmitt Till* by Bob Dylan, *Puff the Magic Dragon* by Peter, Paul and Mary or *Angel from Montgomery* by John Prine or Bonnie Rait. Then have them choose a feature story rich in detail and description and write a ballad about the people and situations in it. Refer to MORE POETRY activities in the Language Arts section for more ideas about writing ballads.

Ask students to create and perform a song using an advertisement as the subject of the song or have them write a jingle for an ad that describes an item without actually telling what it is.

They can also use other favorite sections such as sports, TV, film and news pages.

ARTS EDUCATION • DANCING WORDS/ DANCE

creating

Goals: To understand choreographic principles, processes and structures.
To apply and demonstrate critical and creative thinking skills in dance.
To understand that dance can create and communicate meaning.
To make connections between dance and other content areas.

Preparation: Provide newspapers. Select words and passages to read to students. Model having them say words and clap for each syllable.

Activities: Have students clap in time to words. They should clap for each syllable. Then have them step as they read a sentence or sentences. They should step for each syllable. You may choose short sentences, such as headlines, or longer passages.

ARTS EDUCATION • DANCING WORDS/ DANCE, continued

Activities, continued:

They may also choose a way to express the feeling of a photo by walking, skipping, jumping and moving in other ways.

A harder task is to have students choose a story with strong emotional appeal and choreograph movements to express the range of emotion about the issue expressed in commentary, such as editorials, political cartoons, letters to the editor and columns.

creating

ARTS EDUCATION • TYPES of DANCE/ DANCE

Goal: To demonstrate and understand dance in various culture and historical periods.

Preparation: Provide newspapers, particularly editions that carry community calendars and stories about the arts and entertainment in the area.

Activities: In the newspaper, have students identify as many types of dance (ballet, folk, tap, Latin dances, modern) as they can in the news about the arts. They should keep a list and discuss the culture out of which each style of dance grew.

Ask them to cut out any dancers that they observe in photos and photos of people who look as if they are dancing, such as athletes and children playing on a playground. Ask them to create a visual display titled the Dance of Life (or The Way We Move).

creating

ARTS EDUCATION • The WORDS of ART/ ALL AREAS of ART ED

Goals: To identify and demonstrate elementary skills in dance.

To develop skills necessary for understanding and applying media, techniques and processes.

To listen to, analyze and describe music.

To write based on personal experiences, heritage, imagination, literature, and history.

Preparation: Provide copies of the newspaper and the student worksheet AE 27-8.

Activities: Ask students to circle in the newspaper any words or phrases that are directly or indirectly related to music. Students should share the words and phrases and reasons for including them.

They should also circle words related to theatre, dance and the visual arts. They should not limit their choices to stories about the arts. If words have multiple meanings they should explain the art definition and the other definition(s) of the words and explain any related meanings. Provide the graphic organizer AE 27-8.

comprehension

ARTS EDUCATION • REAL LIFE ARTISTS/ ALL AREAS of ARTS ED

creating

Goals: To choose and evaluate a range of subject matter and ideas to communicate intended meaning in art works.
To develop an awareness of art as an avocation and profession.

Preparation: Provide newspapers and the student worksheet AE 28-9 . Direct them to sections of the newspaper where they are likely to find coverage of the arts. Bring in or have them bring in Sunday sections devoted to arts and/or entertainment.

Activities: Have students scan newspapers for information about artists working in your community. Have them identify the person and the area in which they work, Dance, Music, Theatre arts and Visual arts. Circle any artists who earn their living in their field and underline others whose work in the arts is an avocation. Provide the graphic organizer AE 28-9.

From their articles, have them choose one to read about a local artist. Then they should prepare a set of questions they would like to ask the artist, issue an invitation to visit the class and include the questions with the invitation. After the artist visits the class, they should write a feature story about the artist and his/her work.

ARTS EDUCATION • The ARTS in N.C./ ALL AREAS of ARTS ED

communicating
connecting

Goals: To choose and evaluate a range of subject matter and ideas to communicate intended meaning through art works
To understand the visual arts in relation to history and cultures.
To perceive connections between visual arts and other disciplines.

Preparation: Provide an assortment of newspapers from across the state that reflect all of its geographic and cultural diversity. Also provide scissors, glue, black and gray construction paper and a 3'x6' cardboard cutout of North Carolina.

To obtain newspapers from across the state, have students write newspapers on the N.C. newspaper contact list found under Newspapers in Education on the N.C. Press Web site (<http://www.ncpress.com>) and ask for a single copy of a newspaper on a given day or days. They should explain why they want the newspaper. For directions, refer students to the Comparing Newspapers section of the Appendix.

Activities: Ask students to scan the various newspapers for photos and articles that deal with the visual arts, music, dance and theater in the various regions of the state. Direct them to <http://www.ncpress.com> for links to North Carolina's online newspapers where they can find additional photos and articles.

The chosen photos and articles should be assembled by the group within the various regions as compositions that reflect those same areas. The task is to create a unified composition of the entire state. Use black and gray construction paper for accent and to help create visual balance and unity.

Activities, continued:

Use the same approach to assemble photos and articles about the arts in other states. To get copies of newspapers from across the country, teachers should ask local NIE coordinators for directions on Target dating. Target dating involves choosing a “target date” for newspapers to send your classroom one copy of that day’s newspaper. Participating newspapers will send the newspaper to the student who requests it.

Students should also visit <http://www.naa.org> for links to online newspapers and learn about arts in different communities across the nation (and world).

communicating
connecting

ARTS EDUCATION • REVIEWING the ARTS/ ALL AREAS of ART EDUCATION

Goals: To apply and demonstrate critical and creative thinking skills in dance.

To evaluate music and music performances.

To reflect upon and assess the character and merits of their work and the work of others.

To analyze, critique and construct meaning from informal and formal theatre, film, television and electronic media productions.

evaluating
critiquing

Preparation: Provide newspaper sections that carry reviews of performances by symphonies, chamber music ensembles, choral groups and opera companies. Also have them look for reviews of events such as art exhibits, plays and dance performances.

Provide the student worksheet AE 29-10.

Activities: Students should attend, listen to tapes or watch videos of live performances and write a critique of each. Then have students compare their critiques with those appearing in the arts section of the newspaper: Provide the graphic organizer AE 29-10. Do they agree with the art reporter’s comments? Do they feel his critique accurately represents the performance? If the performance is reviewed in more than one newspaper, they should compare the views.

Similarly, newspapers will review art exhibits before their openings and critique dramatic and dance presentations on opening night. Encourage students to visit art exhibits and attend plays, festivals and dance performances, write their own reviews and compare theirs with those in the newspaper. They should answer specific questions in their reviews:

1. What is it about?
2. What is its purpose?
3. How well is it presented?
4. Which performers/works of art stand out? Explain what they do well or poorly.
5. Do you recommend it (performance, exhibit, etc)?

Teachers can facilitate by taking students on field trips to galleries, museums, theatres and performance halls and having students study reviews and discuss the ones that are most informative and insightful. To encourage their attending live performances, on a weekly basis, teachers should go over the arts activities published in the newspaper’s calendar of community events. Often calendars of events and information about local arts organizations will appear on newspapers’ Web pages.