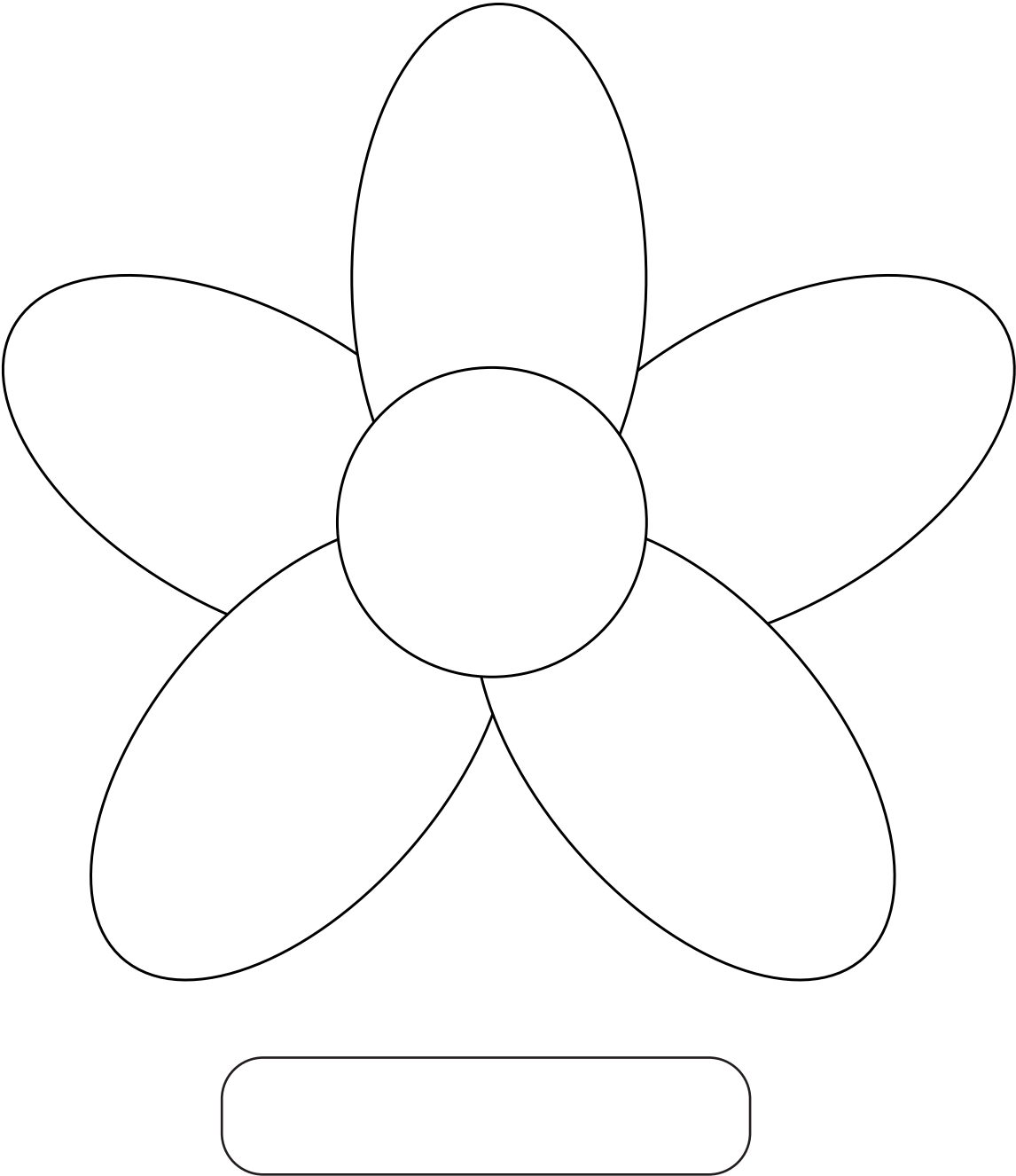


ARTS EDUCATION • FRIENDSHIP FLOWER



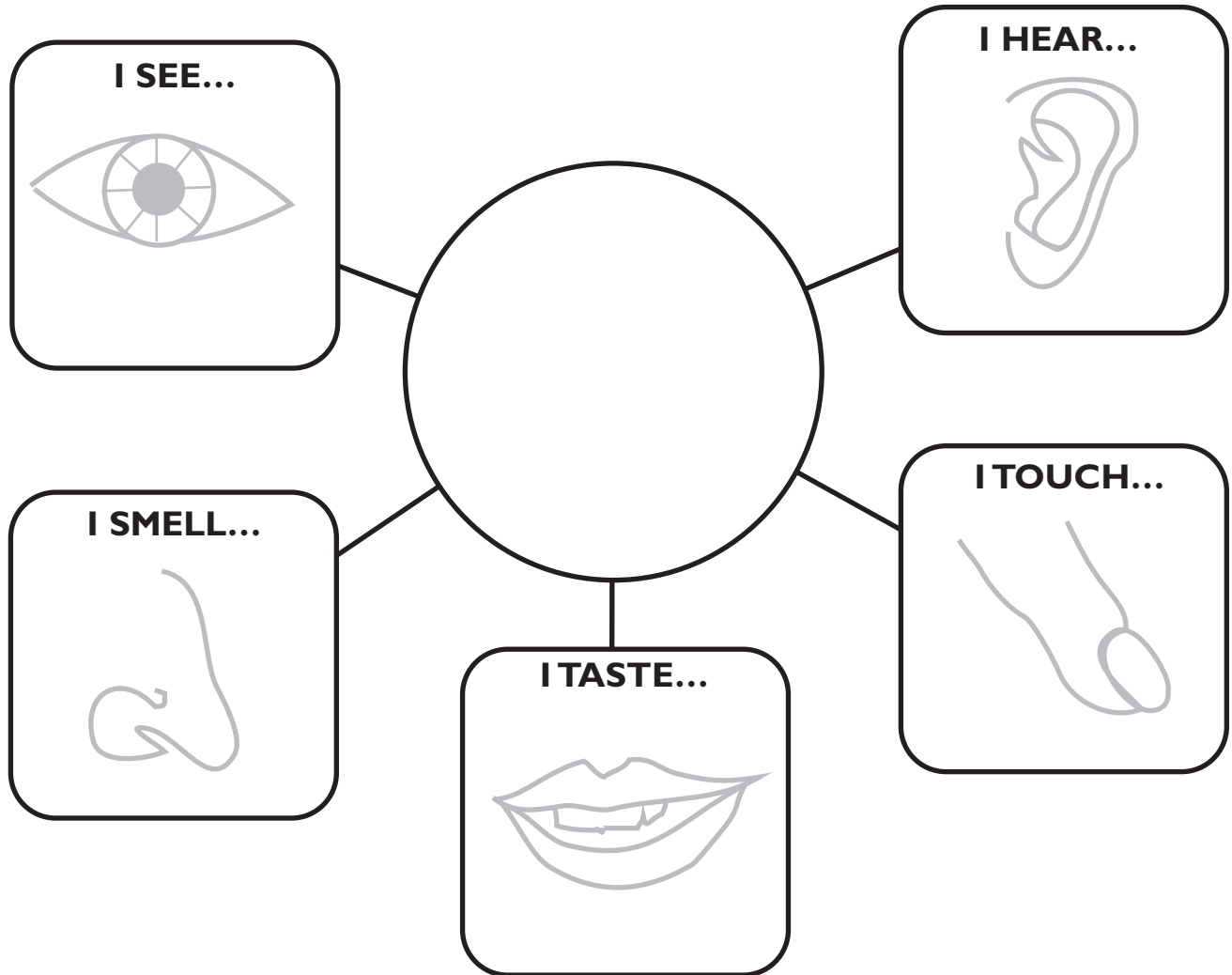
DIRECTIONS: Think about a family member or special friend. Write the person's name in the middle of the flower. Find photos, words and other things in the newspaper that tell something about the special person. Cut out and paste the items on the petals of the flower. Make an attractive design and create a card to present to the person.



Garrett, *Kaleidoscope*, NAA Foundation.



DIRECTIONS: Choose an item, photo or situation and describe it from the point of view of the object or someone inside the photo or situation. Cut out and paste or identify what you choose in the center circle. Explain the appeal to different senses or write a paragraph that pulls together your descriptions.



My paragraph:

FOLLOW-UP: List one of the senses in the center circle and, from the newspaper, write or cut and paste words and pictures that you associate with the sense.

ARTS EDUCATION • REAL and MAKE-BELIEVE CHARACTERS



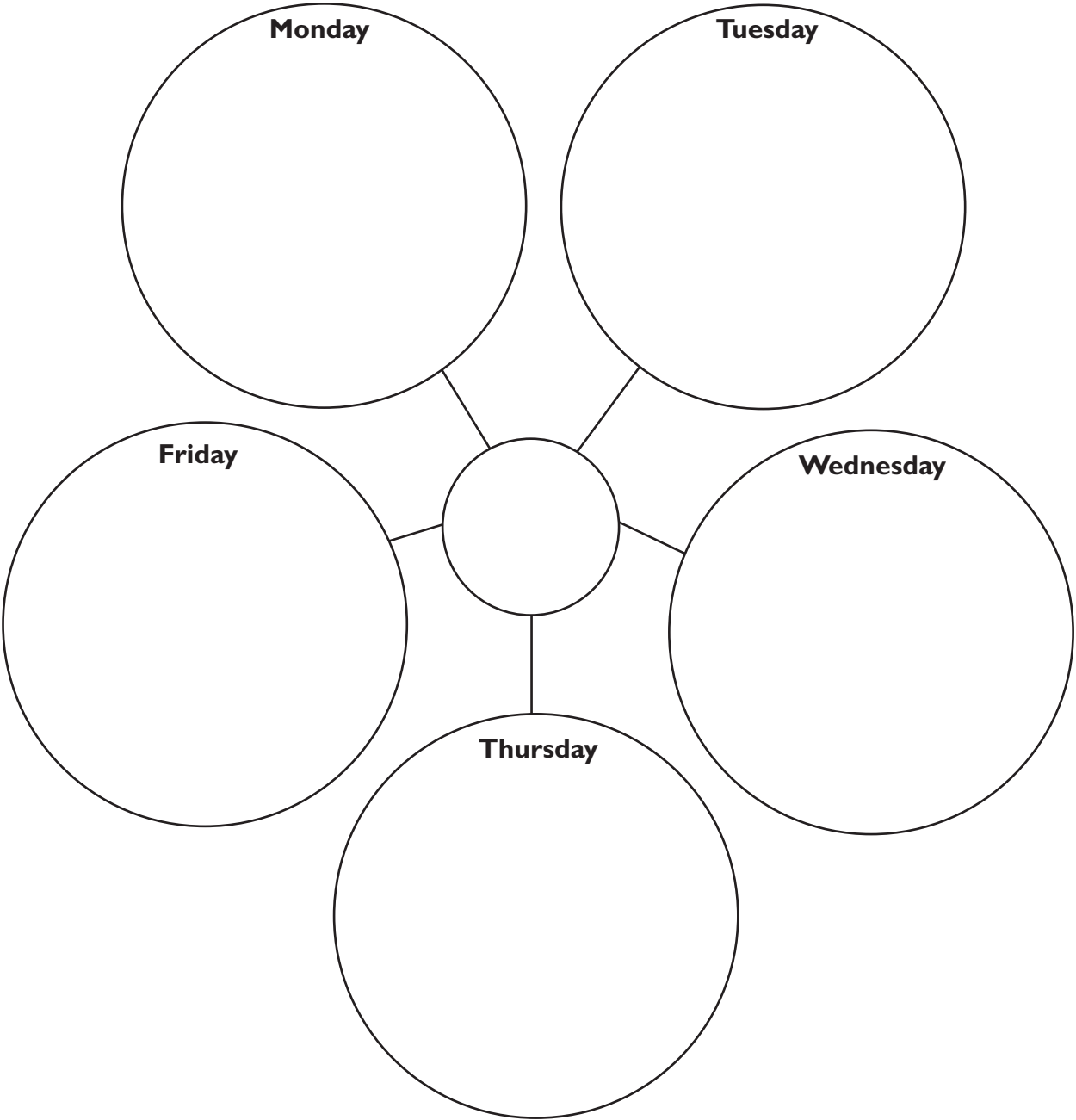
DIRECTIONS: Select real people from the news who are like the characters in a play that is read or performed. Explain the similarity.

Character	Real person	How they are alike
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>

FOLLOW-UP: Also use a Venn diagram to show similarities and differences in real people and characters from a play.



DIRECTIONS: The main character in a play is called the protagonist. He or she will be on stage 90 percent of the time. During a week, identify the characters that appear in a favorite comic strip. Write the comic strip in the center circle and the characters that appear under each day. At the end, determine which one was the main character. Did any character appear more than 90 percent of the time? Eighty percent of the time? Twenty percent of the time? Does the main character change from week to week?*



FOLLOW-UP: Keep a tally for a longer period of time to determine if there is one main character. Are the stories in comics told through that person's eyes? What do you think of that character? Are you sympathetic? Do you like him or her?

ARTS EDUCATION • STORY STRUCTURE



DIRECTIONS: A good story starts with an action point that sets the pace for the opening scene. As the story progresses, the mood shifts from positive to negative and back again. The story structure below shows the shifting moods of a story that ends in a positive way:

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

Using a comic that tells a continuing story, a continuing news story or an in-depth feature, describe the events and indicate positive (+) and negative (-) actions in the story by circling the symbol. Record the dates when the events occur.

Event
+ -

Event
+ -

Event
+ -

Date

Date

Date

Event
+ -

Event
+ -

Event
+ -

Date

Date

Date

FOLLOW-UP: Turn the comic strip, news story or feature into a play. Outline the events to fit the pattern of the story structure shown above. Write the play.

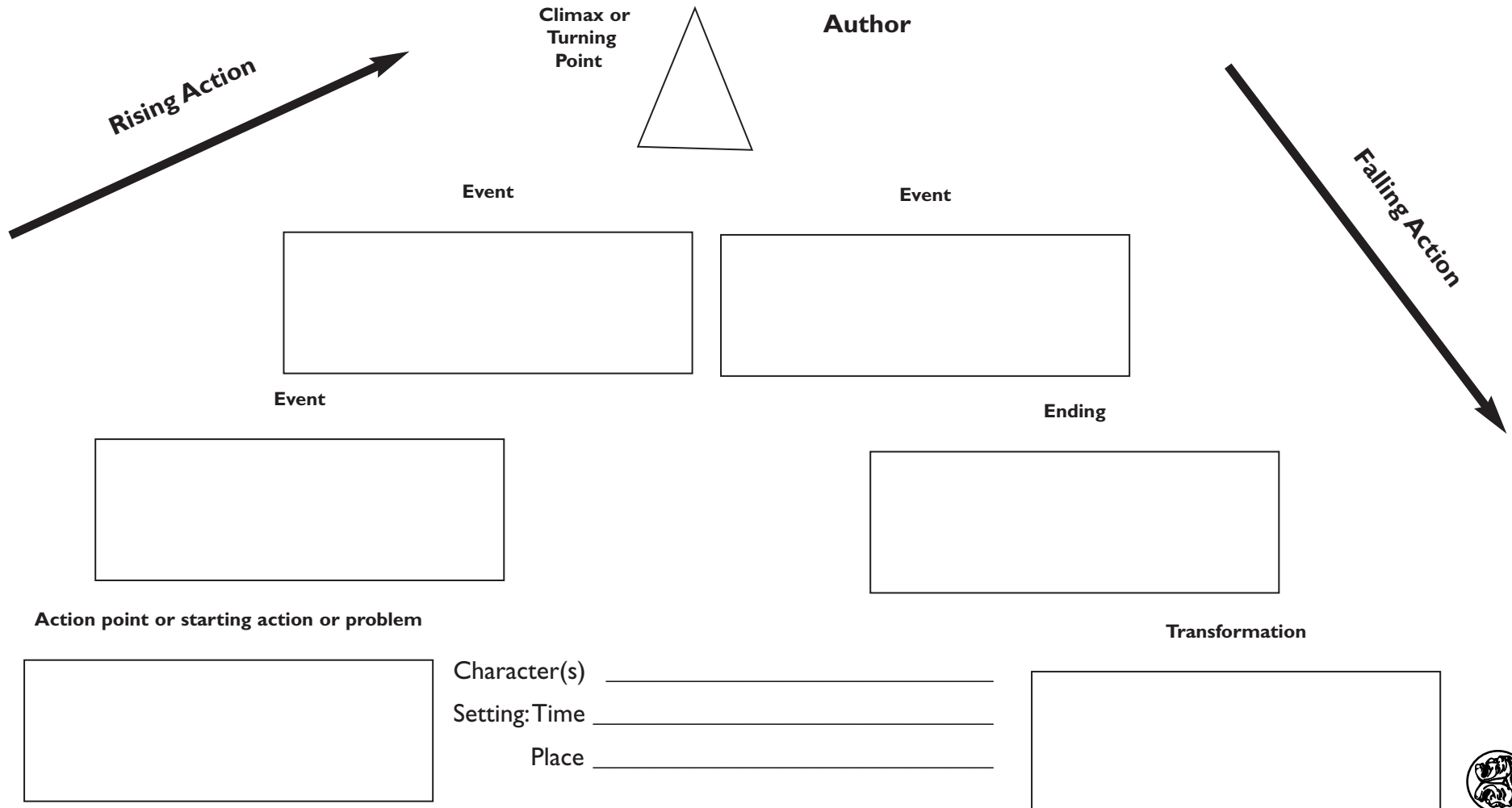
*Young and others, *Halley's Comet: Teachers Guide*.

ARTS EDUCATION • BEGINNING to END

DIRECTIONS: Follow a continuing story in the newspaper. It may come from comics, sports, features or local, national or world news. Use the graph and the questions below to determine if the story progresses as a play does.

Questions:
1. Is there an action point?
2. Is there conflict and resulting action? Was there or is there likely to be a climax?
3. How was the situation changed

through the resulting action? For example, is the main character transformed or made better (or worse)? Is the situation transformed and made better (or worse)?
4. How are plays similar to and different from real life?



ARTS EDUCATION • COMEDY, TRAGEDY and MORE



DIRECTIONS: How are tragedy and comedy different? Imagine two characters in similar circumstances. Through different stories, one meets disaster while the other stumbles toward a happy ending.

Tragedy often deals with matters of life and death and ends badly for the main character who suffers more than he or she deserves.

Comedy evokes laughter and moves toward a happy ending. The main character suffers setbacks and may be

mocked or ridiculed, but he or she prevails.

Real stories told in newspapers and stories told through works of art reveal comedy and tragedy. Find examples of comedy and tragedy in as many sources as you can and list what you find below:



	Comedy Title	Tragedy Title
Newspapers		
Local performances		
Plays		
TV		
Film		
Electronic media Productions		
Books		

FOLLOW-UP: Explain your choices in discussions and writing.



Distinctions between comedy and tragedy are not always clear cut. Find stories that fit the following definitions in newspapers, local performances, media and literature:



	Title	Medium
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.		
Black comedy is a story in which bad things happen, but they are so bad, it's 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.*		

*Hanson, Handout.

ARTS EDUCATION • WORDS in ART



DIRECTIONS: Circle in the newspaper any words or phrases that are directly or indirectly related to music, drama, visual arts and theatre arts. Do not limit your choices to stories about the arts. From the words you find, choose ones with multiple meanings and record the words and definitions below. Be prepared to defend your reasons for the words selected.

<p>Music</p> <p>Word:</p> <p>Art definition:</p> <p>Other definition:</p>	<p>Visual arts</p> <p>Word:</p> <p>Art definition:</p> <p>Other definition:</p>
<p>Dance</p> <p>Word:</p> <p>Art definition:</p> <p>Other definition:</p>	<p>Theatre arts</p> <p>Word:</p> <p>Art definition:</p> <p>Other definition:</p>

ARTS EDUCATION • REAL-LIFE ARTISTS



DIRECTIONS: Scan the newspaper for information about artists who work in your community. Write their names below under the proper category. Circle those who earn their living as artists and underline those for whom art is an avocation.

Music	Visual Arts
Drama	Theatre Arts

FOLLOW-UP: Choose one artist to invite to the class. Come up with questions to ask the person and send the questions with the invitation to speak. If the person is not able to visit the school, she or he may be willing to answer the questions over the phone or by email.



DIRECTIONS: After seeing a professional live stage performance, (dance, drama, musical, etc.), locate the critique written about it by the arts reporter in your local newspaper. Compare and contrast the newspaper’s comments with your opinions of the performance.

Title of Performance

My Opinion

Critic’s Opinion

FOLLOW-UP: On what parts did you agree? On what parts did you disagree?