

**IMPLEMENTATION OF FINE ARTS INTO THE ENGLISH  
CURRICULUM  
September 2006**

**I) DESCRIPTION**

The purpose of inserting fine arts curriculum into the English curriculum is to have students meet the core curriculum standards established by the State department of Education in the area of English regarding the areas of theatre and drama. These areas will be introduced, enhanced and developed through various classroom activities and reinforced with out of school experiences. Each student will read, understand related vocabulary and be able to identify various pieces of art and show an ability to attempt to create projects related to the fine arts core standards for theatre and drama

**II) OBJECTIVES**

- Students will be able to define terms related to the field theatre. (Standards 1.1, 1.5)
- Student will be able to discuss samples theatre and drama related to a specific playwright. (Standard 1.5)
- Students will be able to identify a period piece and explain its relevance. (Standard 1.5)
- Students will explore the characteristics of a physical theatre and show their importance to a play. (Standard 1.5)
- Students will read a drama and be able to identify its literary devices. (Standard 1.5)
- Students will listen to a period piece and write about the artist's theme. (Standard 1.1)
- Students will observe a play for enjoyment's sake and develop a critique. (Standard 1.1)
- Students will be able to read an excerpt of a play in a dramatic tone. (Standard 1.2)
- Students will recognize the difference between different types of drama. (Standards 1.1,1.4)

- Students will be able to read a passage from a play and understand its meaning and value to the piece as a whole. (Standard 1.2)
- Students will be able to compare two pieces of drama. (Standard 1.1)
- Students will work cooperatively to compose a scene for a drama. (Standard 1.3)
- Students will construct a resume of skills applicable to future requirements in the field of theatre and drama. (Standards 1.3, 1.4)
- Students will relate a playwright or piece of work as it relates to political, social and economic issues. (Standard 1.5)
- Students will be able to identify design tasks related to a production. (Standards 1.1, 1.6)

### **III) TEXTBOOKS AND INSTRUCTIONAL MATERIALS**

- American Literature Text: The McDougal, Litell English Program Language of Literature (yellow) New York: 2000
- British Literature Text: The McDougal, Litell English Program Reading Literature (Purple level) New York: 1990
- \*Teacher's Guide: \_Prestwick House, Inc. Everything About Theatre: \*\*\*\***To be purchased for the Option 2 Program\*\*\*\***
- \*Teacher's Guide: Prestwick House, Inc. Theatre Arts 1 Teacher's Course Guide: \*\*\*\***To be purchased for the Option 2 Program\*\*\*\***
- \*Teacher's Guide: Prestwick House, Inc. Theatre Arts 2 Teacher's Course Guide: \*\*\*\***To be purchased for the Option 2 Program\*\*\*\***
- Movies/Videos (Different versions of the following examples):
  1. The Crucible
  2. A Raisin in the Sun
  3. The Red Badge of Courage
  4. My Antonia
  5. Glass Menagerie
  6. The Iliad
  7. Euripides Media
  8. Sophocles Oedipus the King
  9. Ovid Metamorphosis
  10. Beowulf

11. Canterbury Tales
12. The Divine Comedy
13. Macbeth
14. Hamlet
15. A Tale of Two Cities
16. Great Expectations
17. The Quiet Man
18. Other dramatic works that align with the curriculum

- On-site performance groups – TBD based on availability
- Field Trips – TBD based on availability

#### **IV) INSTRUCTIONAL STRATEGIES**

Various teaching methods are used in this course. Instruction will be given using prepared worksheets, class notes, and exercises from the book. Classroom demonstrations will be included. Group activities and cooperative learning may be used.

#### **SUGGESTED ACTIVITIES:**

- **Theater 9-12 - Standard 1.1-** All students will acquire knowledge and skills that increase aesthetic awareness in dance, music, theater, and visual arts.

##### **Activity**

Identify and compare two plays or two versions of the same play, e.g. compare a Greek play to Shakespeare or a 21<sup>st</sup> century piece, or Shakespeare's "Romeo and Juliet" with "West Side Story." Alternately, students identify two versions of the same play that exhibit differing philosophies. Analyze and compare the two plays viewed as to speech, pace, setting, time, use of color, shape/form lighting, sound effects, costumes, mood, etc.

##### **Suggested Plays:**

###### **Junior year:**

"The Crucible" with "The Glass Menagerie", "Death of a Salesman" with "Coyote Creation Myths"

###### **Senior Year:**

"Macbeth" with "Hamlet", "Macbeth" with "Phantom of the Opera"

### **Assessment**

Students categorize these observations into similarities and differences. After drawing conclusions, the students present their analysis orally or in writing.

- **Theater 9-12 – Standard 1.2-** All students will refine perceptual, physical, and technical skills through creating dance, music, theater and/or visual arts.

### **Activity**

Students do background research on a well-known, contemporary, prominent person through biographies, newspaper articles, television clips, etc. They study the person's:

1. Body: Posture, movement, rhythms, pace, gestures, poise;
2. Face: Expression, use of facial features/gestures, tilt of the head, etc; and
3. Voice: Pitch, dynamics, pace (the music of the voice as well as the words).

### **Assessment**

Each student writes a synopsis of the elements an actor would use to characterize the celebrity and then writes a brief monologue appropriate to that individual, using quotes from him and her (if possible). Students rehearse with partners in actor/coach roles.

Each student performs his/her monologue for the class, using as many props as possible that identify with the character. (If appropriate, a student may pair with a compatible character for a dialogue.) The class attempts to identify each prominent individual.

- **Theater 9-12 - Standard 1.3:** All students will utilize arts elements and arts media to produce artistic products and performances.

### **Activity**

Working in teams, students write a scene that subtly utilizes issues in a current news event. First, they determine the time, place, etc., for their scene and utilize appropriate tools, arts, elements, and media to give force to the scene. Students use technological tools such as the computer to draft the script or to design lighting, music, sound effect, visual effect, costumes, props, etc. Each group will design and publish their own "organizational chart" and "program" outlining their individual (or multiple) role(s) within the group: director, actor(s), technicians, etc.

## **Assessment**

As each group performs, the rest of the class (the audience) evaluates the production. Using predetermined criteria regarding content, technical, and artistic efforts, the audience also rates each participant's contribution and makes positive recommendations for improvement. Students rate and record in their resume, in order of importance, the transferability of the skills applicable to future work requirements in their selected fields of interest. They write an appraisal of the efforts of their group: how they allocated and used their time and talents.

- **Theater 9-12 – Standard 1.4:** All students will demonstrate knowledge of the process of critique.

## **Activity**

Students summarize, compare, and contrast at least two theater works from either two different artistic styles/genres or two different social or historical eras. They include commentary on how they would change an aspect of the theatrical arts.

## **Suggested Plays:**

### **Junior year:**

“The Crucible” with “The Glass Menagerie”, “Death of a Salesman” with “Coyote Creation Myths”

### **Senior Year:**

“Macbeth” with “Hamlet”, “Macbeth” with “Phantom of the Opera”

## **Assessment**

The students brainstorm examples of how they will transfer this process of critique to the workplace in various careers. The ability to evaluate the work of others and to objectively assess one's own ideas is important to later success in the workplace. All places of business strive to do better or they will fail in the marketplace. Theater organizations are not different. Those who can improve upon the operations of the business and their part in it become valued employees.

- **Theater 9-12 – Standard 1.5:** All students will identify the various historical, social and cultural influences and traditions which have generated artistic accomplishments throughout the ages, and which continue to shape the contemporary arts.

## **Activity**

Identify an artist or a theatrical work that connects with a political, social, cultural, or historical event/issue. Examples include the following: Scientific discoveries or inventions and their social impact; the women's improvement; and two people of diverse cultures meeting. Analyze and state the artist's or work's viewpoint regarding the event/issue and then present their analysis orally or in written form.

### **Suggested Plays:**

#### **Junior Year:**

"The Crucible" with "The Glass Menagerie", "Death of a Salesman" with "Coyote Creation Myths"

#### **Senior Year:**

"Macbeth" with "Hamlet", "Macbeth" with "Phantom of the Opera"

## **Assessment**

Using a word-processing system, students write a scene that communicates their personal opinion or ideas concerning an event/issue that they feel strongly about. These opinions may be subtly or strongly expressed in the scene. Instruct the students to number the lines and pages for easier referencing. Remind them that a first draft is seldom accepted and rewrites may be necessary. Write a brief statement concerning how another playwright, research, critique of your work may have influenced the way the scene was written. Students perform their edited version of the scene for the class.

- **Theater 9-12 – Standard 1.6:** All students will develop design skills for planning the form and function of space, structures, objects, sound, and events.

## **Activity**

Students choose a play production currently done at a chosen grade level. They identify all the design tasks associated with this production (e.g., playbill, sets, costumes, and lights). They create and submit resumes to apply for design functions such as the following:

1. Director
2. Designers
3. Crew
4. Public Relations

5. Dressers
6. Managers
7. Makeup
8. Performers

**Suggested Plays:**

**Junior year:**

“The Crucible” with “The Glass Menagerie”, “Death of a Salesman” with “Coyote Creation Myths”

**Senior Year:**

“Macbeth” with “Hamlet”, “Macbeth” with “Phantom of the Opera”

**Assessment**

Several experienced theater students review the computer-generated resumes/portfolios, “hire” for these functions, and audition for roles. All students will be given a role based on abilities specified in the resume and experience. Members of this company work cooperatively to produce the play. They observe all safety precautions.

**V) ASSESSMENT**

Students are evaluated using the following criteria:

1. Class participation
2. Attendance
3. Periodic test and quizzes
4. Homework
5. Projects
6. Class Assignments

PASSAIC COUNTY TECHNICAL INSTITUTE  
OPTION TWO:

IMPLEMENTATION OF FINE ARTS INTO THE  
ENGLISH CURRICULUM

“THEATRE”



SCHOOL YEAR 2006