

Content Area: Visual Arts/
Language Arts

Grades: 9-12

Task Description:

In groups of four, students will complete research on Greek Theatre. Students will specifically look at images, essays, and panos of the Theater at Delphi available on the Ashes2Art website when beginning their research. In their groups, students are expected to write a three-act play inspired by their research of Delphi as well as creating Greek inspired theater masks. Students will research various aspects of Greek history on the Ashes2Art website to gather material in preparation for the completion of their projects.

Background or Instructional Context/Curriculum Connections:

This lesson utilizes two content areas: Visual Arts and Language Arts. Students are expected to know vocabulary pertaining specifically to Language Arts such as: Theme, Symbolism, and Allegory, as well Visual Arts vocabulary. Students are provided with limited guidance as they research Greek Theatre and use their research to write a three-act play as well as produce a Greek inspire theater mask. This lesson create accountability in the students research efforts but allows them the opportunity to work with the subject matter they find most interesting.

The Attachments to this Lesson Include:

- Guided Research Worksheet
- Graduated Checklist
- Play Outline Worksheet

Objectives:

The student will:

1. Complete Research of Greek Theatre (Nat. Standard: IV. A. , IV. B.) Assessment: Guided Research Worksheet.
2. Write a Three-Act play inspired by his/her group's research (Nat. Standard: III B., VI B.) Assessment: Graduated Checklist
3. Complete a Greek Theatre inspired Mask that is well crafted and shows expression. (Nat. Standard: I A., II C.) Assessment: Graduated Checklist.
4. Use his/her research to directly influence, inspire, or inform his/her play. (Nat. Standard: IV C., V C.) Assessment: Graduated Checklist

Time:

(90 minute class periods)

- 1 class for Introduction of lesson, Research, Completion of Outline
- 1 class for Initial Mask completion
- 1 class for building of Expression on mask and writing of play
- 1 class for painting and continued writing of play
- 1 class for finalization of each
- 1 class for critique

Materials and Tools:

- Computers- 1 per group
- Plaster Strips
- Vaseline
- Paper Mache pulp
- Tempera or Acrylic Paint
- Water dishes
- Newspaper
- Paint Brushes
- Guided Research Worksheet
- Possible Topics for Play Handout
- Play Outline Worksheet
- Guided Instructions for Greek Mask Handout

Visuals and Resources:

Ashes 2 Art website: www.coastal.edu/ashes2art

Haddonfield, Cathy. "Ancient Greeks." 2008. Ken Roher and Judy Decker.
<<http://www.princetonol.com/groups/iad/>

Kerassias, Zerva, N. "Masks." Triantafillou Spyros 2008.
<<http://www.greekhandicraft.com/mask.html>>

Goals:

I. Understanding and Applying Media Techniques and Processes Creative Expression:

Students will develop and expand their knowledge of visual arts media, techniques and processes in order to express ideas creatively in their artworks.

II. Using knowledge of Structures and Functions

Aesthetic Perception/Creative Expression: Students will demonstrate knowledge of the elements and principles of design and show an aesthetic awareness of the visual and tactile qualities in the environment that are found in works of art.

III. Choosing and Evaluating a Range of Subject Matter, Symbols, and Ideas Creative Expression/Aesthetic Valuing:

Students will use a variety of subjects, symbols, and ideas in creating original artwork and will evaluate the use of these elements in the artworks of others.

IV. Understanding the Visual Arts in Relation to History and Cultures Historical and Cultural Perceptions:

Students will demonstrate a knowledge of artists, art history, and world cultures and will understand how the visual arts reflect, record, and shape cultures.

V. Reflecting upon and Assessing the Merits of Their Work and the Work of Others Historical and Cultural Perception/Aesthetic Valuing:

Students will use thorough analysis, interpretation, and judgment to make informed responses to their own artworks and those of others.

National Standards:

I. Understanding and applying media techniques and processes:

- A. Students apply media, techniques, and processes with sufficient skill, confidence, and sensitivity that their intentions are carried out in their artworks

II. Using knowledge of structures and functions:

- C. Students create artworks that use organizational principles and functions to solve specific visual arts problems.

III. Choosing and evaluating a range of subject matter, symbols, and ideas:

- B. Students apply subjects, symbols, and ideas in their artworks and use the skills gained to solve problems in daily life.

IV. Understanding the visual arts in relation to history and cultures:

- A. Students differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of works of art.
- B. Students describe the function and explore the meaning of specific art objects within varied cultures, times, and places.
- C. Students analyze relationship of works of art to one another in terms of history, aesthetics, and culture, justifying conclusions made in the analysis and using such conclusions to inform their own art making.

V. Reflecting upon and assessing the characteristics and merits of their work and the work of others:

- C. Students reflect analytically on various interpretations as a means for understanding and evaluating works of visual art.

Procedures:

1. Students will be introduced to Greek Theatre through lecture or presentation.
2. Divide students into groups of four
3. Introduce Lesson: In groups of four students will complete research on Greek Theatre and write a three-act play directly inspired by their research. Students will also create a Greek Mask using plaster gauze strips.
4. Have students begin research on Greek Theatre by viewing the Theatre at Delphi at the Ashes2Art website. Students should click on the Theater icon and read the essays and view the images and panos for their initial research. Then students should further explore the website to gain information and ideas for the subject matter of their plays.
5. Have students complete the guided research worksheet.
6. Provide students with the list of possible topics for their plays.
7. Have students complete Play Outline worksheet.
8. Pass out guided instructions for completion of masks to each group
9. Have students begin work on masks.
10. Each student should partner up with one other student in his/her group
11. Two of the students from each group should cover his/her face with a thin layer of Vaseline while his/her partner prepares the pre-cut gauze strips.
12. After the Vaseline has been applied have students place a thin layer of wet paper towels on their face, leaving a hole for each eye and mouth.
13. The student preparing the gauze strips should place them in water, squeeze off the excess and place them one by one on his/her partners face, directly on the paper towels.
14. This process should be repeated until a layer about 1/4th of an inch thick has been allowed to stiffen.
15. Students carefully remove their masks and allow to dry completely
16. While the first student's mask is drying repeat this process with other students.
17. After all students have finished their initial mask allow to dry over night
18. The next day (day three), have paper mache pulp prepared before class begins.
19. Each student is to take his/her initial mask and build up the features to create the desired expression using the paper mache pulp.
20. After this is completed, put masks aside and allow to dry.
21. Students should now review their outline for their play and begin writing.
22. On day four, have students begin by using tempera paint or acrylic paint to complete his/ her masks.
23. After masks are painted and put aside to dry, have students work on completion of their plays.
24. Day five is devoted to finalizations of either project. Students may need to apply finishing touches to his/her mask, or finish the writing of their plays.
25. Have each group present their masks, and discuss how their research directly influenced their play.

Guided Research Worksheet:

Name: _____

Summarize the research you have completed. You may bullet the significant points of interest:

How will you use this information to inform, inspire, or influence your play and mask?

Outlining Your Play:

Names: _____

What is the central Theme of your Play?

List and describe each of the Characters:

Describe the setting of your play:

Provide a brief synopsis of Act I: (rising action)

Outlining Your Play continued:

Provide a brief synopsis of Act II: (Climax)

Provide a brief synopsis of Act II: (falling action)

How does your research influence your play?

Discuss any symbolism or allegory you may be using:

Graduated Checklist:

Title of Work: _____

Grade: _____

Name of Artist: _____

Criteria	1 Unsatisfactory	2 Needs Improvement	3 Target: Satisfactory	4 Exceptional
Completed Three-Act play that is thoughtful and clearly researched. Research is an key component in the success of the work.				
Theater Mask is well crafted, researched, and shows expression.				
Guided Research was done thoughtfully, and completely, and handed in on time				
Outlining of Play worksheet was done thoughtfully, completely, and handed in on time				
Student handled materials and tools safely and respectfully. Student also contributed effectively and respectfully in his/her group				
Student discussed his/her research in a clear and thoughtful manner during class critique.				

Comments: