

Theater PEI	Grade Level	OER and Description
A1	K-2	<p><b>The Meaning Behind the Mask, lesson plan</b>  <a href="http://edsitement.neh.gov/view_lesson_plan.asp?id=314">http://edsitement.neh.gov/view_lesson_plan.asp?id=314</a></p> <p>In this lesson, students explore the cultural significance of masks, see online pictures of masks, discuss their impressions, hear folktales, and make simple masks to perform the story. From EDSITEment, the website of the National Endowment for the Humanities, which contains lesson plans searchable by grade level and subject category. <a href="http://edsitement.neh.gov/">http://edsitement.neh.gov/</a></p> <p>Most links in the lesson plan are up to date but some are broken. Links to the Kennedy Center ARTSEdge page are broken but African information can be found here <a href="http://artsedge.kennedy-center.org/themes/africa.aspx">http://artsedge.kennedy-center.org/themes/africa.aspx</a> And another lesson using masks with Aesop's Fables is here <a href="http://artsedge.kennedy-center.org/educators/lessons/grade-k-2/Masks_and_Aesops_Fables.aspx">http://artsedge.kennedy-center.org/educators/lessons/grade-k-2/Masks_and_Aesops_Fables.aspx</a></p> <p>The lesson plan includes a reference to the excellent Smithsonian web site African Voices <a href="http://www.mnh.si.edu">http://www.mnh.si.edu</a></p>
	9-12	<p><b>Noh Theater, lesson plan</b>  <a href="http://artsedge.kennedy-center.org/educators/lessons/grade-9-12/Noh_Theater.aspx">http://artsedge.kennedy-center.org/educators/lessons/grade-9-12/Noh_Theater.aspx</a></p> <p>In this lesson students study the art of the Japanese Noh theatre and act out a Noh play. In learning about the history, theatrical elements, music and dance, and costuming, they compare and contrast these to Greek, Elizabethan and Modern Theater. Students prepare a handout for the class on their research topic, and present their findings to the class. From the searchable website ARTSEdge — the National Arts and Education Network — which supports the placement of the arts at the center of the curriculum and advocates creative use of technology to enhance the K-12 educational experience. ARTSEdge offers free, standards-based teaching materials for use in and out of the classroom, as well as professional development resources, student materials, and guidelines for arts-based instruction and assessment.</p> <p>This link to the Otsuki Noh theatre in Osaka Japan <a href="http://www.noh-kyogen.com/english/index.html">http://www.noh-kyogen.com/english/index.html</a> provides additional background information about the plays, stage, costumes etc.</p> <p>Other examples of Noh drama can be seen on the Japan Society (NYC) website including a clip of the</p>

Kashu-Juku Noh Theater performing NOH: *Aoi no Ue (Lady Aoi)* In this famous adaptation of a story from the classic novel *The Tale of Genji*, the jealous Lady Rokujo--who had sent a spirit to possess Genji's wife, Aoi--is confronted in combat by a Buddhist monk intent on saving her soul.

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A2

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3-9

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In this lesson students analyze how a character's personality traits, actions and motives influence the plot of a story. Students participate in activities to learn how storytellers use their faces, bodies, and voices to express emotion, act out scenarios, learn about the importance of using their senses to help make characters come alive, and study character and character development. From the searchable website ARTSEGE — the National Arts and Education Network — which supports the placement of the arts at the center of the curriculum and advocates creative use of technology to enhance the K-12 educational experience. ARTSEGE offers free, standards-based teaching materials for use in and out of the classroom, as well as professional development resources, student materials, and guidelines for arts-based instruction and assessment.

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B3

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1. Identify their feelings about Shakespeare's plays, addressing their readability and relevance to their lives.
2. Learn about the effects of remaking Shakespeare plays in a modern context, as well as differences that emerge when a play is turned into a film, by reading and discussing "A Simpler Melancholy in a Different Denmark."
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4. Synthesize understanding of the issues behind modernizing Shakespeare; produce a piece of writing that reflects their understanding of how modern settings can influence a classic work.

The lesson is inspired by Elvis's Mitchell's May 12, 2000 review of the movie *Hamlet* by director Michael Almereyda. *A Simpler Melancholy in a Different Denmark*

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K-2

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D1a

6-8

**A Midsummer Night's Dream: Conflict Resolution and Happy Endings, lesson plan**

[http://edsitement.neh.gov/view\\_lesson\\_plan.asp?id=779](http://edsitement.neh.gov/view_lesson_plan.asp?id=779)

The activities in this lesson invite students to focus on the characters from A Midsummer Night's Dream, to describe and analyze their conflicts, and then to observe how those conflicts get resolved. From EDSITement, the website of

the National Endowment for the Humanities, which contains lesson plans searchable by grade level and subject category.

Additional lesson plans for Midsummer can be found at the Folger Shakespeare website

<http://www.folger.edu/eduLesPlanArch.cfm#66> Guess that play is a lesson plan for middle school students which helps them to identify the main idea in a play <http://www.folger.edu/eduLesPlanDtl.cfm?lpid=606>

This link to the Royal Shakespeare Company has video clips of their production of Midsummer

<http://www.rsc.org.uk/exploringshakespeare/default.htm> but requires **Flash Player version 7 or later installed to play video clips and audio files**

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D1 a&d 9-12

### **The World of Broadway and Professional Theatre, resource**

<http://www.ibdb.com/index.php>

IBDB (Internet Broadway Database) provides a comprehensive and searchable database of shows produced on Broadway, including all "title page" information about each production. IBDB also offers historical information about theatres and various statistics and fun facts related to Broadway. Information found in IBDB is derived primarily from theatre programs (in most cases from a production's opening night). Supplemental information was taken from newspaper and magazine reports, theatrical text books, interviews with theatre professionals, and

Broadway League archives. This website is invaluable for students researching productions or the careers of actors, directors, designers and playwrights.

To supplement the database, a good site for multimedia resources is the Playbill Video Index

<http://www.playbill.com/multimedia/video/index.html> for clips of current Broadway productions and media information about Broadway. Another tool for researching Broadway Theatre is the official website of the Tony Awards. Video clips and lots of background information are available at

[http://www.tonyawards.com/en\\_US/interactive/video/index.html?category=showclips](http://www.tonyawards.com/en_US/interactive/video/index.html?category=showclips)

The Paper Mill Playhouse in Millburn, New Jersey <http://www.papermill.org/> is a highly respected professional theatre which specializes in American Musical Theatre. Clips of their productions and backstage stories can be found in their video gallery <http://www.papermill.org/photovideo-gallery/video-gallery.html> and their YouTube site <http://www.youtube.com/user/PaperMillPlayhouse>

A wealth of information about working in the theatre, including video interviews with theatre professionals, can be found at the American Theatre Wing's website <http://americantheatrewing.org/wit/>

D1a&d 9-12

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<http://learning.blogs.nytimes.com/2000/05/12/the-bard-in-the-big-apple/>

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1. Identify their feelings about Shakespeare's plays, addressing their readability and relevance to their lives.
2. Learn about the effects of remaking Shakespeare plays in a modern context, as well as differences that emerge when a play is turned into a film, by reading and discussing "A Simpler Melancholy in a Different Denmark."
3. Modernize a scene from "Hamlet" by setting it in modern times.
4. Synthesize understanding of the issues behind modernizing Shakespeare; produce a piece of writing that reflects

their understanding of how modern settings can influence a classic work.

The lesson is inspired by Elvis's Mitchell's May 12, 2000 review of the movie *Hamlet* by director Michael Almereyda. *A Simpler Melancholy in a Different Denmark*  
[http://www.nytimes.com/learning/teachers/featured\\_articles/20000512friday.html](http://www.nytimes.com/learning/teachers/featured_articles/20000512friday.html)

9-12 **The World of Broadway and Professional Theatre, resource**

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The Paper Mill Playhouse in Millburn, New Jersey <http://www.papermill.org/> is a highly respected professional theatre which specializes in American Musical Theatre. Clips of their productions and backstage stories can be found in their video gallery <http://www.papermill.org/photo-video-gallery/video-gallery.html> and their YouTube site <http://www.youtube.com/user/PaperMillPlayhouse>

A wealth of information about working in the theatre, including video interviews with theatre professionals, can be found at the American Theatre Wing's website <http://americantheatrewing.org/wit/>

9-12 **Noh Theater, lesson plan**

[http://artsedge.kennedy-center.org/educators/lessons/grade-9-12/Noh\\_Theater.aspx](http://artsedge.kennedy-center.org/educators/lessons/grade-9-12/Noh_Theater.aspx)

In this lesson students study the art of the Japanese Noh theatre and act out a Noh play. In learning about the history, theatrical elements, music and dance, and costuming, they compare and contrast these to Greek, Elizabethan and

Modern Theater. Students prepare a handout for the class on their research topic, and present their findings to the class. From the searchable website ARTSEEDGE — the National Arts and Education Network — which supports the placement of the arts at the center of the curriculum and advocates creative use of technology to enhance the K-12 educational experience. ARTSEEDGE offers free, standards-based teaching materials for use in and out of the classroom, as well as professional development resources, student materials, and guidelines for arts-based instruction and assessment.

This link to the Otsuki Noh theatre in Osaka Japan <http://www.noh-kyogen.com/english/index.html> provides additional background information about the plays, stage, costumes etc.

Other examples of Noh drama can be seen on the Japan Society (NYC) website including a clip of the Kashu-Juku Noh Theater performing NOH: *Aoi no Ue (Lady Aoi)* In this famous adaptation of a story from the classic novel *The Tale of Genji*, the jealous Lady Rokujo--who had sent a spirit to possess Genji's wife, Aoi--is confronted in combat by a Buddhist monk intent on saving her soul.

<http://www.youtube.com/watch?v=o--VbWf6M0c>

Kyogen is another traditional Japanese form. Below is a link to YouTube video provided by the Japan Society [http://www.japansociety.org/performing\\_arts\\_program](http://www.japansociety.org/performing_arts_program)

Kyogen: Traditional Comic Theater of Japan Yamamoto Kyogen Company, clips of Shido Hogaku (Stop in Your Tracks): The classic kyogen tale of a master-servant relationship turned on its head. A servant is sent by his callous master on a shameful errand, and, in his spite, the servant vows to get his revenge. Hijinks ensue as the two engage in a riotous reversal of station, with the servant getting the last laugh.

and

Tsukimi Zato (Moon-viewing Blind Man): A farce in which a blind man meets a passerby on the road while enjoying a full moon and quickly becomes the object of a cruel trick perpetrated by the stranger.

<http://www.youtube.com/watch?v=oKfriCzdjSg&feature=channel>

9-12 **The Costumer's Manifesto: Your Free One-stop Site for Costume Information & Images, resource**  
<http://www.costumes.org/>

The Manifesto is an educational costume site for researching shows, school papers, and places to buy materials. It includes a full online college level course in costume history, numerous how-to pages, images from costume history arranged by date, free patterns and screensavers, and much more.

For more research assistance:

**Costume History - Wikibooks, collection of open-content textbooks**

[http://en.wikibooks.org/wiki/Costume\\_History](http://en.wikibooks.org/wiki/Costume_History)

This is a free, online textbook, so it is continually being updated and refined. The book covers costumes from Egyptian days up to the 20th century. This book is particularly useful because it contains primary source pictures of costumes rather than reinterpretations by later artists or historians.

Two useful museum websites are

**The Museum at the Fashion Institute of Technology's Online Collection**

<http://fashionmuseum.fitnyc.edu/code/eMuseum.asp?lang=EN>

This searchable site shows the online collections of historic and contemporary fashion and textiles. The link to the galleries is a particularly useful way to research costumes by time period

<http://fashionmuseum.fitnyc.edu/code/eMuseum.asp?page=collections>

**The Costume Institute at the Metropolitan Museum of Art**

[http://www.metmuseum.org/works\\_of\\_art/the\\_costume\\_institute](http://www.metmuseum.org/works_of_art/the_costume_institute)

This site is also searchable and includes highlights of the costume collection and an introduction to the work of the costume institute

E2

K-2

**The Meaning Behind the Mask, lesson plan**

[http://edsitement.neh.gov/view\\_lesson\\_plan.asp?id=314](http://edsitement.neh.gov/view_lesson_plan.asp?id=314)

In this lesson, students explore the cultural significance of masks, see online pictures of masks, discuss their impressions, hear folktales, and make simple masks to perform the story. From EDSITEMent, the website of the National Endowment for the Humanities, which contains lesson plans searchable by grade level and subject category. <http://edsitement.neh.gov/>

Most links in the lesson plan are up to date but some are broken. Links to the Kennedy Center ARTSEdge page are broken but African information can be found here <http://artsedge.kennedy-center.org/themes/africa.aspx> And another lesson using masks with Aesop's Fables is here [http://artsedge.kennedy-center.org/educators/lessons/grade-k-2/Masks\\_and\\_Aesops\\_Fables.aspx](http://artsedge.kennedy-center.org/educators/lessons/grade-k-2/Masks_and_Aesops_Fables.aspx)

The lesson plan includes a reference to the excellent Smithsonian web site African Voices <http://www.mnh.si.edu>

K-2 **What a Character!, lesson plan**

[http://artsedge.kennedy-center.org/educators/lessons/grade-3-4/what\\_a\\_character.aspx](http://artsedge.kennedy-center.org/educators/lessons/grade-3-4/what_a_character.aspx)

In this lesson students analyze how a character's personality traits, actions and motives influence the plot of a story. Students participate in activities to learn how storytellers use their faces, bodies, and voices to express emotion, act out scenarios, learn about the importance of using their senses to help make characters come alive, and study character and character development. From the searchable website ARTSEGE — the National Arts and Education Network — which supports the placement of the arts at the center of the curriculum and advocates creative use of technology to enhance the K-12 educational experience. ARTSEGE offers free, standards-based teaching materials for use in and out of the classroom, as well as professional development resources, student materials, and guidelines for arts-based instruction and assessment.

<http://artsedge.kennedy-center.org/educators.aspx>

3-9 **Imagining the Environment - Scene Design, lesson plan** [http://artswork.asu.edu/arts/students/tb/99\\_tg\\_11.htm](http://artswork.asu.edu/arts/students/tb/99_tg_11.htm)

This lesson from the Drama & Theatre Source Book is designed to help students visualize environments and to teach about the nature and importance of the 'environment,' (setting, lights, sound, costumes and props) for a play or a story. The lesson includes links to classroom activities called "Making the Environment" and "Setting Collage." It is found on the ArtsWork website which offers K-12 arts education materials for visual arts, dance, music and drama/theater in formats useful for teachers, students and parents. Artswork unites Arizona State University artists and scholars with community leaders in research and programs focused on children and the arts.

The website for the textbook *Scene Design and Stage Lighting* by W. Oren Parker, R. Craig Wolf, and Dick Block, has useful links and web based materials which would add to this lesson plan.

<http://www.wadsworth.com/cgi->

[wadsworth/course\\_products\\_wp.pl?fid=M20b&product\\_isbn\\_issn=9780495501909&discipline\\_number=25&token=](http://www.wadsworth.com/cgi-wadsworth/course_products_wp.pl?fid=M20b&product_isbn_issn=9780495501909&discipline_number=25&token=)

6-8 **A Midsummer Night's Dream: Conflict Resolution and Happy Endings, lesson plan**

[http://edsitement.neh.gov/view\\_lesson\\_plan.asp?id=779](http://edsitement.neh.gov/view_lesson_plan.asp?id=779)

The activities in this lesson invite students to focus on the characters from A Midsummer Night's Dream, to describe and analyze their conflicts, and then to observe how those conflicts get resolved. From EDSITEment, the website of the National Endowment for the Humanities, which contains lesson plans searchable by grade level and subject category.

Additional lesson plans for Midsummer can be found at the Folger Shakespeare website

<http://www.folger.edu/eduLesPlanArch.cfm#66> Guess that play is a lesson plan for middle school students which helps them to identify the main idea in a play <http://www.folger.edu/eduLesPlanDtl.cfm?!pid=606>

This link to the Royal Shakespeare Company has video clips of their production of Midsummer

<http://www.rsc.org.uk/exploringshakespeare/default.htm> but requires **Flash Player version 7 or later installed to play video clips and audio files**

E3 3-9 **Imagining the Environment - Scene Design, lesson plan** [http://artswork.asu.edu/arts/students/tb/99\\_tg\\_11.htm](http://artswork.asu.edu/arts/students/tb/99_tg_11.htm)

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E4

9-12

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