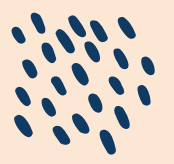
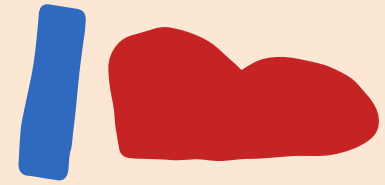


ARTS INTEGRATION IN HS THEATRE DESIGN



C.J. Celeiro, 09/13/24
Philadelphia Teaching Residency
Boys' Latin of Philadelphia Charter High School



ARTS & HUMANITIES

PA ACADEMIC STANDARDS

DANCE



Kinesthetic art form that satisfies the human need to respond to life experiences through movement of the physical being.

MUSIC



Aural art form that satisfies the human need to respond to life experiences through singing, listening, and/or playing an instrument.

THEATRE



Interdisciplinary art form that satisfies the human need to express thoughts and feelings through written text, dramatic interpretation, and multimedia production.

VISUAL ARTS



Spatial art form that satisfies the human need to respond to life experiences through images, structures, and tactile works.



TEACHING PHILOSOPHY

As a theatre maker, I've always said that I believe theatre should **provoke thought and arouse conversation.**

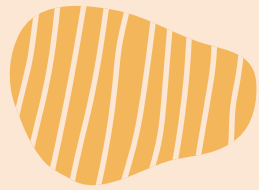
The same can be said about my teaching philosophy as a theatre instructor. Incorporating expressive arts beyond theatre in my classrooms **allows students to respond to materials in a multitude of ways that are engaging, enjoyable, and empowering.**



Khary Brown in *Mlima's Tale* by Lynn Nottage, May 2021



Mekhi Holly, Neil Collymore, Jr., Taj Brooks-Jones, Ethan Kennedy, Kenneth Walker, and Robert Dobbs in *Thoughts of a Colored Man* by Keenan Scott II, November 2023





INSTRUCTIONAL GOALS

1

YES, AND!

Create space for students to contribute without fear of being shut down or told they are wrong.

2

M.I.

Create diverse modes of assessment that allow exercise of multiple intelligences.

3

TIPPY TOP

Keep summative assessments at the top of Bloom's Taxonomy.

4

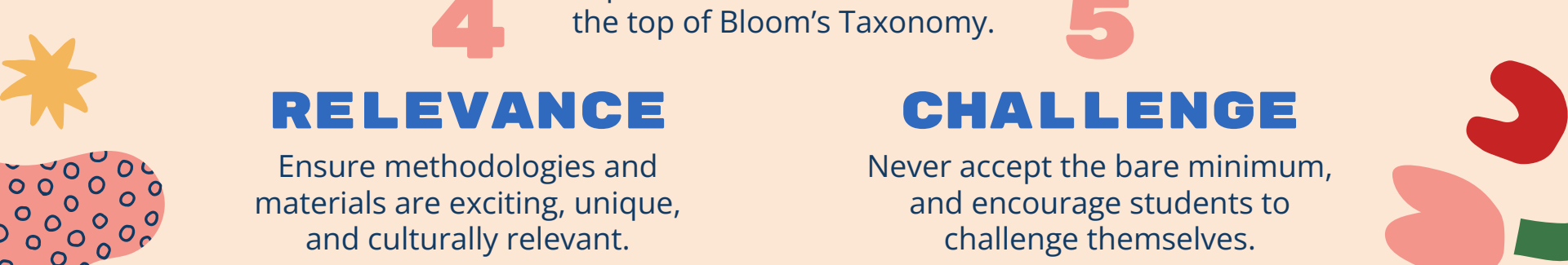
RELEVANCE

Ensure methodologies and materials are exciting, unique, and culturally relevant.

5

CHALLENGE

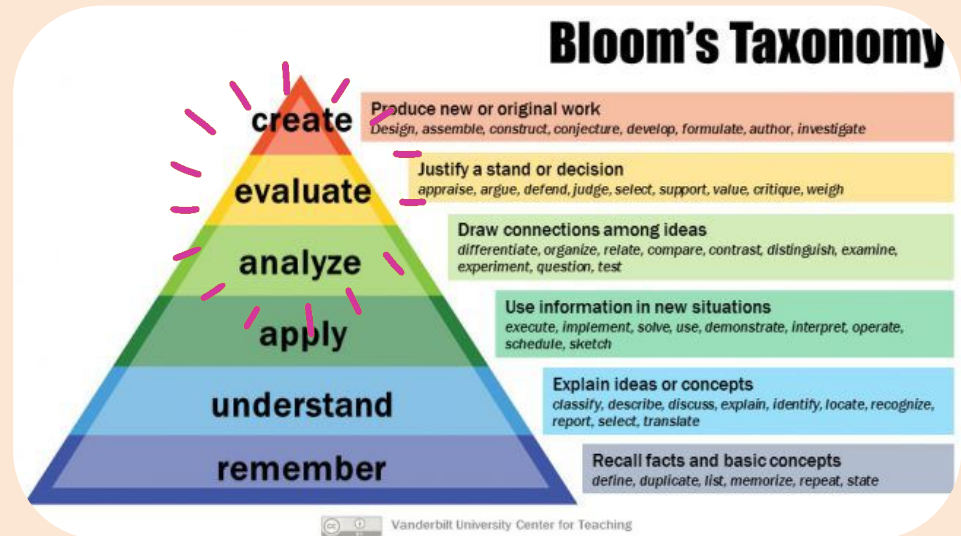
Never accept the bare minimum, and encourage students to challenge themselves.



BLOOM'S TAXONOMY

Bloom's Taxonomy is a framework to categorize educational outcomes based on what students are asked to do. In the 2001 revision, action words were prescribed to the six domains to describe the level of cognition that student was asked to perform.

- **Remember:** recognizing, recalling
- **Understand:** interpreting, exemplifying, classifying, summarizing, inferring, comparing, explaining
- **Apply:** executing, implementing
- **Analyze:** differentiating, organizing, attributing
- **Evaluate:** checking, critiquing
- **Create:** generating, planning, producing



LOWENFELD'S STAGES OF ARTISTIC DEVELOPMENT

1



THE SCRIBBLING STAGE

1-3 years old,
Physical act of drawing, no connection between marks and representation

2



THE PRE-SCHEMATIC STAGE

3-4 years old,
Connections between shapes and their physical world, communication through drawing

3



THE SCHEMATIC STAGE

5-6 years old,
clearly assigned shapes to objects, order in development of drawing, distinctions in space, objects of more importance drawn bigger

4



THE DAWNING REALISM STAGE

7-9 years old,
objects in schematic space can overlap, the artist can critique their own work and efforts

5



THE PSEUDO-NATURALISTIC STAGE

10-13 years old,
use of value and light, artist determines success based on amount of realism

GARDNER'S THEORY OF MULTIPLE INTELLIGENCES

Gardner's Theory of Multiple Intelligences suggests that a person's full range of abilities **cannot be assessed on intellectual or academic capacities alone**. Instead, people possess multiple intelligences and simply display strengths in certain areas.

- **Visual-Spatial:** Visualizing practical spaces and imagery
- **Linguistic-Verbal:** Written and spoken word
- **Interpersonal:** Understanding emotions, relating to others
- **Intrapersonal:** Introspective, self-reflective
- **Logical-Mathematical:** Reasoning, patterns, numbers
- **Musical:** Rhythm and music
- **Bodily-Kinesthetic:** Body movement, physical action
- **Naturalistic:** Finding patterns and relationships in nature



ARTS INTEGRATED LESSON & ACTIVITIES

The class will read *Little Shop of Horrors* by Howard Ashman and Alan Menken. We will listen to the songs when they come up.

Then, students will complete 2 activities.

1. Students will create a **set design** of Mushnik's Florist Shop.
 - a. Elevation Sketch
 - b. Blueprint
 - c. Creative Writing Design Concept
2. Students will create a **prop puppet design** of Audrey II (Pod #2).
 - a. Puppet
 - b. Creative Writing Design Concept



Teacher samples

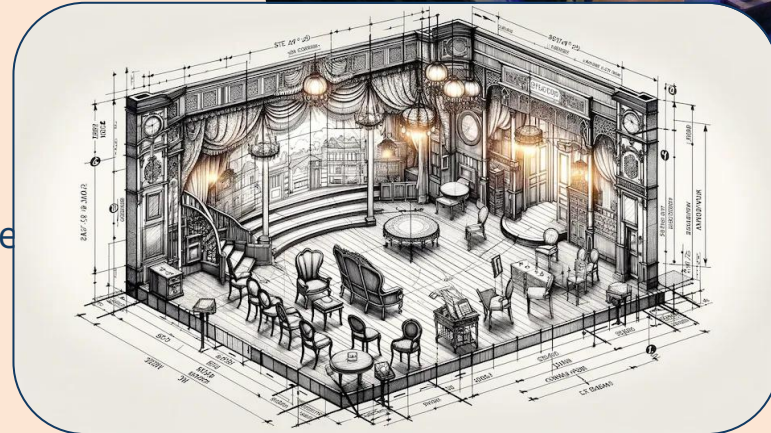


Exemplar student samples

CONTENT AREA

As a **high school theatre** teacher, the arts are already embedded into my curriculum by nature. However, I was eager to focus on how **art mediums are not mutually exclusive** and can provide extensive opportunities for learning.

In my work currently, I teach Acting, Black American Playwrights, and Theatre Design. For this assignment, I chose to focus on **Theatre Design**, which is an elective course for grades 9-12.



RELATED BOOKS AND RESOURCES



Libretto Vocal Book

LITTLE SHOP OF HORRORS

Book and Lyrics by **Howard Ashman**
Music by **Alan Menken**
Based on the film by **Roger Corman**
Screenplay by **Charles Griffith**

Originally Produced by the WPA Theatre (Kyle Renick, Producing Director)

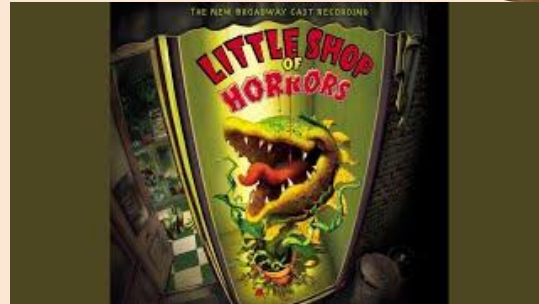
Originally Produced at the Orpheum Theatre, New York City
by the WPA Theatre, David Geffen, Cameron Mackintosh
and the Shubert Organization

MUSIC ACTIVITY

While reading, students will listen to the Broadway cast recording. This will also help students identify the energetic, campy tone of the horror narrative.

Students are welcome to sing along (the lyrics will be in their librettos)

To demonstrate final puppet's ability to open and close mouth, students will sing a small portion of "Feed Me" while manipulating the puppet or make their puppet mouth the lyrics while the song plays.



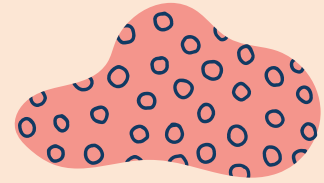
DANCE / MOVEMENT ACTIVITY

One of the requirements is that the puppet must be able to open & close its mouth effectively and dance, just as it would need to do in the play.

To test, students will use their completed puppets to dance to the song "Ya Never Know."

Best dancers receive a prize!

Students might also dance during the reading of the play... it happened last week in fact!



CREATIVE WRITING ACTIVITY

Students will complete a constructed response about their puppet where they will discuss the following...

- Chosen design concept (representational, in the style of, high concept, etc...)
- A physical description of their puppet
- Justification as to how their physical description embodies their chosen design concept
- Description of *how*, in their mind, the plant uses its body and powers (Does the plant have muscles and/or bones? How does the plant process blood and turn it into energy?)

Component	1	2	3	4	5
CLAIM	Does not make a claim, or the claim is inaccurate. Does not answer all parts of the prompt.	Makes a claim that is accurate but not relevant to the prompt.	Makes a claim that is accurate but weak/vague/not specific in relation to the prompt. Answers some of the prompt.	Makes an accurate claim that answers the prompt.	Makes an accurate and complete claim that restates/refers to the prompt and answers all parts of the prompt.
EVIDENCE	Does not supply evidence to claim from the text.	Supplies evidence, but it is not directly related to the claim.	Supplies one short piece of evidence to support the claim.	Supplies at least one example from the text as evidence to support the claim.	Supplies 2 or more examples of evidence to support the claim.
REASONING	Does not support evidence with analysis.	Supports evidence with analysis, but does not directly relate to the claim.	Supports evidence with minimal analysis to support the claim.	Supports evidence with adequate analysis to support the claim.	Consistently supports evidence with analyses to support the claim.
CONCLUSION	Does not supply a concluding statement.	Provides a concluding statement that is irrelevant or does not support the claim.	Provides a concluding statement that partially relates to the claim.	Adequately provides a concluding statement that supports the claim.	Skillfully provides a concluding statement that supports the claim.
SYNTAX & VOCABULARY	Does not use appropriate professional language.	Rarely uses professional style and tone.	Establishes professional style and tone, but fails to maintain it.	Adequately establishes and maintains professional style and tone.	Consistently establishes and maintains professional style and tone.
MECHANICS	16+ spelling or grammatical errors.	10-15 spelling or grammatical errors.	6-10 spelling or grammatical errors.	3-5 spelling or grammatical errors.	0-2 spelling or grammatical errors.

VISUAL ARTS ACTIVITY

During the set design component, students will use art materials to create 2D drawings (elevation sketches) of how they believe Mushnik's Florist looks. There are specific elements that must be incorporated based on needs dictated in the script and must be in a predetermined design concept.

During the prop component, students will use materials to create "Pod 2" puppets of the plant. The plant must be able to open & close its mouth and dance. The puppet must be in a predetermined design concept.

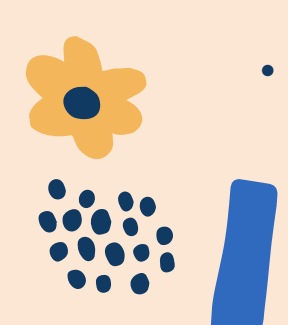




INSTRUCTIONAL STRATEGIES



GROUP

- Whole group play reading
 - Guided questions during play about practical set and prop design
- 




INDIVIDUAL

- Art projects (elevation sketch, blueprint, puppet making)
- Creative writing

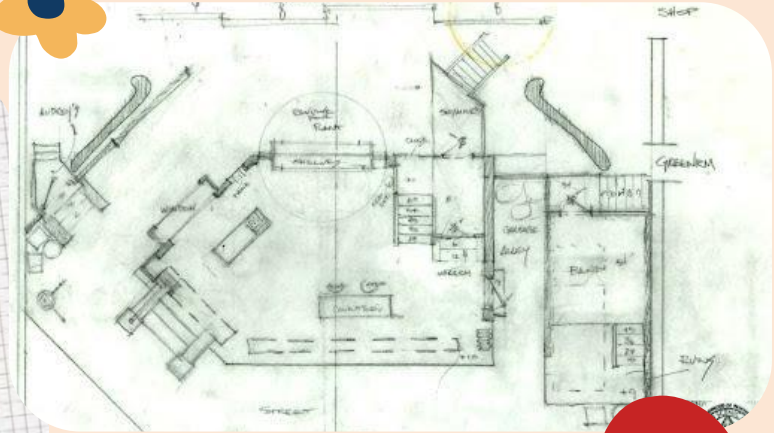
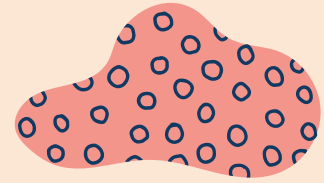


1-ON-1

- After-school office hours available
 - Individual support on art projects
 - Individual support on creative writing
- 

EXTENDED LEARNING ACTIVITY

Blueprinting will be done using Smartdraw's free online software to create blueprints of their stage design.



ASSESSMENT

Rubrics will be used to assess set designs, puppets, and creative writing components.

Do Nows on making predictions and inferences graded for participation.

Accuracy grades for guided questions during readings.

Additional Kickboard points (incentive dollars) rewarded to students that volunteer to read during class.

Constructed response (writing) rubric

Component	1	2	3	4	5
CLAIM	Does not make a claim, or the claim is inaccurate. Does not answer all parts of the prompt.	Makes a claim that is accurate but not relevant to the prompt.	Makes a claim that is accurate but weak/vague/not specific in relation to the prompt. Answers some of the prompt.	Makes an accurate claim that answers the prompt.	Makes an accurate and complete claim that restates/refers to the prompt and answers all parts of the prompt.
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INSTRUCTIONAL AND ASSESSMENT STRATEGIES

Project based learning (or PBL) is defined as “a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question, problem or challenge.”

Utilizing this strategy will allow students to create set and prop designs in the same fashion as professional theatrical designers, which involves four steps that are utilized in the lesson:

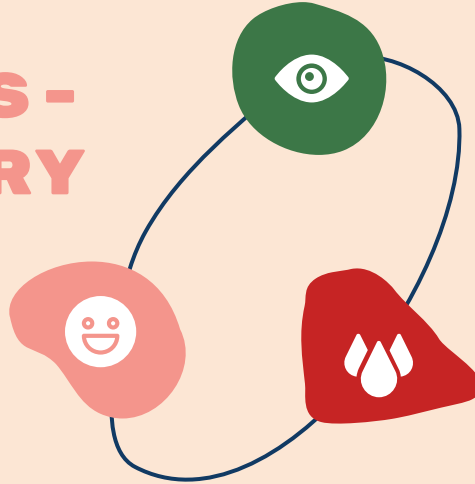
1. Script Analysis (close-reading of *Little Shop of Horrors*)
2. Planning (elevation sketches and blueprints)
3. Execution (puppet construction)
4. Evaluation (written responses)



CROSS-DISCIPLINARY APPROACHES

CROSS-DISCIPLINARY

Of, or relating to, or involving two or more disciplines.
Merriam-Webster



TRANS-DISCIPLINARY

Synonymous to *interdisciplinary*, involving two or more academic, scientific, or artistic disciplines.
Merriam-Webster

MULTI-DISCIPLINARY

Combining or involving more than one discipline or field of study
Merriam-Webster



SELF REFLECTION

As a creative professional, I thoroughly enjoyed taking the opportunity to specifically hone in on *how* the creative things I teach directly impact and support learning and achievement in the classroom.

Celebrating the talents of students and providing numerous opportunities for different talents to be exhibited is what helps students cultivate confidence and intelligence.

By the time students enter the workforce, problem solving skills are going to be asked of them, but rarely are they explicitly taught. By incorporating arts into education, students are naturally exercising their abilities to think critically, solve problems, and develop a sense of pride in what they create.

