

# Art and English II Collaboration

Fall 2010

Unit Outline

Mrs. Anderson

## Week One:

Identify and define drama unit terminology- pantomime, stage directions, comedy, tragedy, melodrama, monologue, dialogue, aside, diction, theme, foreshadow, characterization, mood, tone, inference, exposition, rising action, climax, falling action, resolution, protagonist, antagonist, irony, suspense, prologue, scenes, connotation, suspense  
Vocabulary Pre-Assessment- matching test

Read “The Monkey’s Paw” by WW Jacobs

Guided Reading- stop and think, stop and write, stop and predict

Associated Terminology to explore and identify examples: suspense, foreshadow, setting (time, place, social context), and plot chart elements, mood, tone

Recall important aspects of the story

Identify examples of the literary terminology- each group identifies examples for two or three of the lit terms and then shares out at the end of the session

Read “Heat Lightning” by Robert F. Carroll

Small group reading- stop and think, stop and write, stop and predict- rotate through at the end of each page

Associated Terminology to explore and identify examples: suspense, foreshadow, setting, plot, antagonist, protagonist, irony, characterization, inference, mood, tone, melodrama

## Week Two:

Review all presented terminology from week one, review pre-assessment

Read “The Other Player” by Owen Arno

Small group reading

Associated Terminology to explore and identify: pantomime, stage directions, melodrama, plot, inference, irony, connotation

Whole Group Discussion- What do all the plays have in common?

Possible Answers:

- few characters: 3-5
- one problem or conflict explored
- one setting
- short in length
- characters are not completely developed



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Advised students of collaboration with Sculpture Class

Collaboration Discussion: Why do we write?

We write to be read and understood.

We write to explain, inform, and entertain.

We write to express ourselves.

### **Week Three:**

Students read two George Segal articles and annotate for themes, specific details that George Segal incorporated in his art and common elements to the one-act play portion of our drama unit

#### **FIRST MEETING:**

Sculpture class and English II class meet in all-purpose room for initial meeting on the project. Groups of 8-10 students identified prior to this meeting by the teachers.

Group color assignments given, and students sit at large tables with their mixed Sculpture and English class members.

The whole-class will view a brief video on George Segal and the themes and purpose behind creating his artwork.

Students in each group identify the interesting components from the video as related to units of study in English II and Sculpture classes.

Brief teacher-led discussion on themes and connections to school. Teachers discuss the project of bringing one-act and sculpture together. Students will explain to members of other class what the George Segal sculpture requirements are and what the one-act play requirements are. Each group should then discuss how they can represent the ideas from each in a final product-one sculpture and one play per group. The play should tell the story of the sculpture, and the sculpture should be the main character in the play. These creations should be based on themes and connections that can be made at school. The student body should be able to relate to the concepts incorporated in both the play and sculpture.

Students brainstorm possible themes and ideas of their world and experiences in school that they could create and use as material for a short play

Students agree on theme and sketch a rough draft picture and plot chart

Students exchange contact information- names and emails



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## PROJECT ASSIGNMENTS

English II students decide on roles for the project

Dialogue playwrights- 2

Stage Direction playwright- 1

Journalist/Blogger- 1-2 (moves between both art and English classrooms to document process and procedures; relays messages between groups about problems, changes, or suggestions)

The one-act play is written over the course of one week. In that one week students:

- Identify and visit the location for which the sculpture will be placed within the school so that dialogue and stage directions can be clear based on the setting of the play
- Speak with other students to identify characteristics of believable dialogue
- Write, revise, share, write, revise, share- with other small groups and as a whole group with their sculpture class counterparts (two times during end of the day study hall)

The journalism process is completed over the course of two weeks. The first week documents the entire process for both English and sculpture classrooms, the second week the websites are updated with photos, videos, and blogs. The sculpture class will finish their creation during the second week and final pictures will be taken at that time.

All individual websites will be linked together to one final website displaying the entire collaborative project.



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