

Performing Arts Project Kit

Congratulations! You're going on a performing arts field trip! Use these project ideas to enrich your educational experience. Read through them before you go to make sure you understand the terms and concepts, and to help you determine if you want to expand upon any of them. **You'll find fun facts and printable worksheets at the end of this packet.**

a- elementary level activity b- middle school level activity c- high school level activity

Language Arts

Movement, motion, and music are all types of language. What is your show, play, dance, or concert saying to you?

- a. Choose one character or instrument to pay special attention to. What does it contribute to the show, play, dance, or concert?
- b. Write a short story inspired by your visit, including a main character and the main elements of a story (setting, plot, conflict, and resolution). How did the show, play, dance, or concert you saw tell a story?
- c. Choose between writing a fictional first-person narrative or a screenplay inspired by your visit.

Materials required: Notebook, pen/pencil

Submission: A copy of your writings/drawing, and any pictures/videos

Teaching or learning notes:

Applied Math

From set design, to costume, to musical composition, math is a critical component to shows, plays, and concerts.

- a. Go on a shape hunt. Draw and label the shapes you find. Also, draw a representation of at least two patterns you see during the show, play, dance, or concert.
- b. Look closer at one aspect of the show, play, dance, or concert. It can be anything: design, composition, layout, etc. Detail the math it would take to create it. Try to identify at least one part of your chosen area which would require math or skill beyond your current understanding. What could you do to learn that skill?
- c. Math is everywhere. Imagine you are one of the people working at the show, play, dance, or concert you're attending. Describe your job and what you would need to know and do to complete it. Choose at least one application of math that you see is needed in that job, estimate measurements, and use calculations to show how the worker designed and created that element.

Materials required: Notebook, pen/pencil, calculator or smartphone (optional)

Submission: Your calculations, estimations, and conclusions, and any pictures/videos

Teaching or learning notes:

Science

There is a science to creating a performance that a crowd can experience. Learn more about the principles of sound and identify how those principles are used at your location.

- a. Draw and/or write about one feature of your location which helps people experience the show, play, dance, or concert.
- b. Identify three features for helping people experience the show, play, dance, or concert. Include why that feature is important and how it works to improve the experience.
- c. Design your own performing arts theater or hall. Include features which improve audience experience. Label them and describe their functions and how they work.

Materials required: Notebook, pen/pencil

Submission: A copy of your drawings, diagrams, or designs, and any pictures/videos

Teaching or learning notes:

Social Studies

The performing arts are important to culture. All throughout time and in all places, people use performing arts to communicate, keep histories, tell stories, and enjoy each other. Learn more about the significance of the show, play, dance, or concert you are experiencing.

- a. Write or draw about the beginnings of the show, play, dance, or concert you attended. Who wrote it? Why? Was it popular when it was brand new?
- b. Choose one person who was influential to the history of the show, play, dance, or concert you attended and detail who they were and their importance.
- c. Choose one area of the location/venue to study. Detail its specific significance and history, including individual aspects of its design.

Materials required: Notebook, pen/pencil, smartphone (optional)

Submission: A copy of your writings/drawings, and any pictures/videos

Teaching or learning notes:

FUN FACTS

- Starting in the 6th century BC, the first recorded performing art began in Ancient Greece, ushered in by the tragic poets such as Aeschylus and Sophocles. These poets wrote plays which, in some cases, incorporated dance. Aristophanes is noted for his satirical comedies (5th century BC).
- By the 6th century AD, the Western performing arts died out as the Dark Ages began. Between the 9th century and 14th century, performing art in the West was limited to religious historical enactments and morality plays, organized by the Church in celebration of holy days and other important events.
- Since then, we've seen a boom in performing arts and it continues to make up a large part of all societies and cultures around the globe.
- Those in the performing arts need to have creative instincts, rigorous work habits, and the intellectual capacity to perform, produce, or direct. Formal dramatic training in voice, movement, characterization, acting styles, and Shakespeare generally is necessary.
- Producers have no specific training requirements. They must, however, have talent, experience, and business skills. Directors need to have experience in all areas of the theatrical arena.
- Pay varies widely. Those who become "stars" make many millions of dollars while the majority of those in the entertainment field must supplement their earnings by having another job.

Performing Arts

1. Draw a picture of your location/venue (inside or outside).



2. Describe the view from your seat.

3. What is one thing you learned about the art you saw?

4. Describe or draw your favorite part of the experience.



5. Draw or describe one of the acts or songs you liked.



6. What is one thing you learned about putting on a show?

BONUS:

Did you see something that intrigued you? What was it? How long does it take to learn how to do that thing? Would you like to learn how to do it? Why or why not?

