It's All Greek To Me!



Objective:

The students will be able to apply their knowledge of the early practices of theatre and they will create theatrical masks.

Content Area TEKS:

§117.302.c.2.A Art I:

Use visual solutions to create original artwork by problem solving through direct observation, original sources, experiences, narrations, and imagination.

Theatre TEKS:

§117.315.c.4.B Theatre I:

Relate historical and cultural influences on theatre.

Recommended Grade Level:

9th Grade

Bloom's Taxonomy Levels:

Knowledge, Understanding, Application

Multiple Intelligences:

Verbal/Linguistic, Visual/Spatial, Bodily/Kinesthetic

Time Required:

50 Minutes

Materials:

- Post-It Notes
- Tape
- Computer
- TV or Projector
- Paper Plates, Glue, Paint/Markers, Different Textures and Art Supplies for the students to create their masks
- http://bit.ly/CCGreekDrama
- http://bit.ly/MaskPresentation

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Focus Activity: (5 minutes)

1. As students enter the room, give them each two post-it notes and then ask them to write down as many bullet points as they can on one of them based on their existing knowledge of the origins of theatre.
2. Once everyone has written something down, have the students volunteer to share what they already know about the origins of theatre. They may also be able to write down questions they'd like answered.
3. After they've shared with the class, put all the post-its together on one wall or board that has been divided in half by a piece of tape. Make sure they hang onto the second post-it.

Input/ Information Share: (15 minutes)

1. Here is where the instructor will show this Crash Course Video on the Origins of Greek Drama: http://bit.ly/CCGreekDrama. After the video, the class will have a discussion on the different topics presented in the video. Some questions you can ask are:
    - What were some things you found interesting?
    - What is one thing about Greek theatre you learned from the video that you didn't know before?
    - Are there any connections between theatre nowadays and theatre in Ancient Greece?
    - Was there anything in the video that you already knew?

Modeling/Examples: (8 minutes)

1. The instructor will present a powerpoint presentation about different fundamental elements of Greek theatre, primarily focused on the masks that were used in the early practices of theatre. This will provide the students with examples and inspiration and ideas for the group activity.
    - Link to Presentation: http://bit.ly/MaskPresentation

Guided Practice/Group Activity/Check for Understanding: (15 minutes)

1. The students will now use the examples and information provided to create their own theatrical masks inspired by the masks used in Ancient Greece. The instructor can give the student different categories to create their masks from, such as specific emotions, or they can allow the students to create from their own ideas. The students must use an emotion or character that can be put to action.

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Independent Practice/Assessment: (5 minutes)

1. The students will present the masks they made by creating their own character with the mask. The instructor will assign the class an action, and each student will have to complete the action in the way that the character wearing their mask would. Some examples could be:
    - Saying "I love you"
    - Passing through a crowded group of people
    - Skipping across a room
    - Trying to introduce themselves to someone new

    This will allow students to present their masks while also engaging them to create a connection between the importance of how masks served to portray various emotions and how different characters would use them.

Closure: (2 minutes)

1. Once all the presentations have finished, discuss with the students how their knowledge and understanding of the origins of theatre changed from before the lesson to now. You can also discuss how Elements of Ancient Greek Theatre are still present in theatre today, and ask them to be on the lookout for these things in the Oresteia.
2. For an exit ticket, have the students use the second post-it note to write down the answers to the questions they had at the beginning. Then, they will add the post-its to the other half of the board. This can be used to gauge how the students understood the material, and it can reveal questions that have been left unanswered for future lessons.

Differentiated Instruction/Accommodations

- Paper copies can be made of the powerpoint presentation prior to the lesson. This can allow for students to view the different masks, and they can keep it with them as they create their own masks.
- If time becomes an issue, assign the students specific types of masks to make, rather than allowing each student to choose their own.