



"Annie" Media

Audience

Involves direct and first-hand viewing by an audience. Actors and actresses bring story and character to life on stage. Audience supplies immediate feedback to performance quality and character rendition through applause, laughter, gasps, and other physical and vocal responses. Other forms of media address story, character, and audience as well, but in different and alternative ways.

National Standards: Fine Arts > Theatre.

NA-T.K-4.6 NA-T.5-8-6

Comparing and connecting art forms by describing; analyzing methods of presentation and audience response for theatre, dramatic media, and other art forms. (Grade 4) (Grades 5 & 6)

- Describe visual, aural, oral, and kinetic elements in theatre, dramatic media, dance, music, and visual arts.
- Describe characteristics and compare the presentation of characters, environments, and actions in theatre, musical theatre, dramatic media, dance, and the visual arts.
- Express and compare personal reactions to several art forms.
- Describe and compare the functions and interaction of performing and visual artists and audience members in theatre, dramatic media, musical theatre, dance, music and visual arts.

NA-T.K-4.7 NA-T.5-8-7

Analyzing and explaining personal preferences and constructing meanings from classroom dramatizations and from theatre, film, television, and electronic media productions. (Grade 4) (Grades 5 & 6)

- Articulate emotional responses to and explain personal preferences about the whole as well as the parts of dramatic performances.
- Describe and analyze the effect of publicity, study guides, programs, and physical environments on audience response and appreciation of dramatic performances.

NA-T.K-4.8 NA-T.5-8.8

Understanding context by recognizing; analyzing the role of theatre, film, television, and electronic media in daily life; in the community and in other cultures. Grade 4) (Grades 5 & 6)

- Identify and compare the various settings and reasons for creating dramas and attending theatre, film, television, and electronic media productions.

NL-ENG.K-12.5 Communication Strategies (Grades 4-6)

- Employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

Kentucky: Arts and Humanities>Drama/Theatre (2.22, 2.26)

Elements of Drama

AH-4-Dr-1, AH-5-Dr-1

- Use appropriate terminology to discuss; analyze elements of drama such as plot, character, visuals (e.g., scenery, costumes, props, make-up) and acting (e.g., voice, expression, diction, projection).

AH-6-Dr-6

- Discuss theatre experiences in terms of meaning for self and society.

Kentucky: Arts and Humanities>Writing (1.11, 2.22)

ELA-4-W-1, ELA-5-W-1, ELA-6-W-1

- Respond to reading, listening, observing, and inquiry through applying writing-to-learn strategies in situations such as journals and graphic organizers and writing-to-demonstrate-learning strategies in situations such as open-response questions and graphic organizers. (1.10, 5.1, 6.3)

Ohio: Arts>Drama/Theatre Standards

Analyzing and Responding

- Respond to dramatic/theatrical texts, experiences and performances by describing the distinguishing characteristics and interpreting meaning, themes and moods.
- Analyze the creative techniques used in creating and performing dramatic/theatrical works and evaluate dramatic/theatrical works using appropriate criteria.

Benchmark(s)

Grade 4

B. Explain the impact of choices made by artists (e.g., playwrights, actors, directors, designers) in dramatic/theatrical works or experiences.

C. Apply criteria for evaluating a theatrical work.

Grades 5 & 6

C. Articulate opinions about dramatic/theatrical work using established criteria.

Valuing Drama/Theatre/Aesthetic Reflection

- Demonstrate an understanding of reasons why people value drama/theatre and a respect for diverse opinions regarding dramatic/theatrical preferences.
- Develop personal drama/theatre philosophies and articulate the significance of drama/theatre in their lives.

Benchmark(s)

Grade 4

B. Represent the diversity of personal opinions expressed in response to a drama/theatre work or experience.

Grades 5 & 6

B. Compare their personal responses to a drama or theatre event with the response of another person.

Ohio: Language Arts> Writing Process Standard

- Engage in the major phases of the writing process—prewriting, drafting, revising, editing and publishing.
- Plan writing for different purposes and audiences.
- Apply writing skills in increasingly sophisticated ways to create and produce compositions that reflect effective word and grammatical choices.

Benchmark(s)

Grades 4

C. Apply knowledge of graphics or other organizers to clarify ideas for writing assignments.

Grades 5 & 6

C. Clarify ideas for writing assignments by using graphics or other organizers.

Objective

Students will compare and contrast the similarities and differences between live theatre and other media, and the impact on audience response.

Students will defend their personal preference for media presentation of *Annie* (e.g., dramatic production, film (DVD or video), or print, comic strip).

Materials

- DVD or video of a dramatic production of *Annie*.
- Print samples of the comic strip, *Annie*.
- Handout, *Media Attribute Matrix*

Vocabulary

- Media
- Attribute

Activity

Teacher will:

- Facilitate student discussion on how live theatre and other media forms such as film, television and print are similar and differ.
- Instruct students in the making of an “attribute matrix” that visually illustrates similarities and differences between media formats and delivery.
- Instruct students to identify and compare the media formats and attributes for the dramatic/theatrical performance of *Annie*, a filmed version of *Annie*, and a print version of *Annie* (comic strip). This will require viewing of a filmed version of *Annie* either before or after viewing the play.
- Instruct students to review their completed matrix and formulate an opinion for a personal preference of content delivery by asking themselves the following guiding questions.
 - Does this media format provide for your direct participation?
 - Does this media format allow for your immediate feedback to those involved in its creation (e.g., artist, author, writer, director, actor, producer, etc.)?
 - Does this media format allow for your development of an emotional attachment to the character(s)?
 - Does this media format provide for the most impact on audience response?
- Instruct students to summarize their preference of media format in support of impact on audience response.

Students will:

- Attend the dramatic/theatrical production of *Annie*, view a filmed version and read a print version.
- Compare attributes of the various media formats.
- Answer the guiding questions to form an opinion and preference for media format and delivery of content.
- Summarize their opinion in a brief written or oral statement



Different Same Different

Media Attribute Matrix

	Book	Live Theater	Film/ Movie	Multimedia	Radio	Television
Provides direct audience participation		X				
Immediate feedback to performers						
Generates emotional attachment						
Directly impacts audience behavior						
<i>Teacher and students may add additional attributes for comparison.</i>						