



Designing a "Sleepy Hollow"

Setting

Detailed elements are included in the making of a play or theatrical drama. The characters are created through movement and expressions, and the setting through scenery, props and costumes. It is setting that provides context to aid the understanding of time and place in a theatrical production.

National Standards: Fine Arts>Theatre

NA-T.K-4.3 Designing by visualizing and arranging environments for classroom dramatizations (Grade 4)

- Visualize environments and construct designs to communicate locale and mood using visual elements (such as space, color, line, shape, texture) and aural aspects using a variety of sound sources.

NA-T.5-8.3 Designing by developing environments for improvised and scripted scenes (Grades 5-8)

- Explain the functions and interrelated nature of scenery, properties, lighting, sound, costumes, and makeup in creating an environment appropriate for the drama.
- Develop focused ideas for the environment using visual elements (line, texture, color, space) visual principles (repetition, balance, emphasis, contrast, unity), and aural qualities (pitch, rhythm, dynamics, tempo, expression) from traditional and nontraditional sources.

Kentucky: Arts and Humanities>Drama/Theatre Standards (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-2

- Select scenery, props, lighting, sound, costumes, and make-up appropriate for scripted scenes.

Historical and Cultural Context

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

- Describe how dramatic works reflect; communicate recognition of; specific cultures, periods, and styles.

AH-5-Dr-6

- Examine the effects of time, place, and personality on dramatic works.

AH-6-Dr-10

- Engage in dramatic activities depicting different historical times.

Ohio: Arts>Drama/Theatre Standards

Creative Expression and Communication

- Improvise, create, produce and perform dramatic/theatrical works.
- Experiment with dramatic/theatrical processes, develop dramatic/theatrical skills and participate in drama/theatre.

Benchmark(s)

Grade 4

B. Create places/spaces where performances can be staged.

Grades 5 &6

B. Explain the functions and interrelated nature of scenery, props, lighting, sound, costumes and makeup to create an environment appropriate for drama.

Objective

Students will design scenery that reflects the mood and setting for a depiction of a "sleepy hollow". (Use question prompts to spark student creativity and brainstorming.)

- What is the role of costumes and scenery in a play?
- How do these elements impact the story?
- What criteria are considered when designing scenery for a play's setting?

Materials

- Printed text of the story, The Legend of Sleepy Hollow.
- Shoebox for each student.
- Variety of materials for use as stage props.
- Scissors, glue and tape.
- Drawing paper.
- Pencils, crayons or colored pencils.

Activity

Teacher will:

- Read aloud to students the tale, The Legend of Sleepy Hollow.
- Discuss the time period in which the tale takes place.
- Discuss the influence time and place has on the costumes and scenery designed and used in a play.
- Divide the students into small groups.
- Have student groups design and construct model stage sets for the time period addressed in the story, The Legend of Sleepy Hollow.
- Have students write a short scene to accompany their created stage sets.