

Program 1: Principles of Artful Teaching
Choosing Instructional Approaches
Fostering Genuine Communication

SEGMENTS 3 AND 5 BACKGROUND INFORMATION

John Fredricksen - THEATRE
27 years teaching

About the School

Mamaroneck High School
 Mamaroneck, NY

Type:
 Suburban/Comprehensive

Grades:
 9-12

Students:
 1,400
 Middle/High socio-economic status

Arts Requirement:
 New York has a 1-credit art or music requirement (180 minutes of instruction per week for one year)

About the Performing Arts Program

Faculty:
 3

Students:
 245

Facilities:
 Well Above Average in Area

- 220-seat proscenium theatre
- Control Booth
- Lighting board + lighting instruments
- Sound mixer
- 2 classrooms - including a music room
- Office for our official business

Required Courses:
 The Performing Arts Curriculum Experience (PACE)

PACE 1 – Introduction to the performing arts (theatre, dance, and music), full-year course, mostly filled with freshmen

PACE 2 – Beginning technique in theatre, dance, and music, full-year course, mostly filled with sophomores

PACE 3 – Advanced performing arts (theatre, dance, and music), full-year course, mostly filled with juniors

PACE 4 – Theatre, dance or music concentration, full-year course, seniors only

About the Featured Classes

The Performing Arts Curriculum Experience (PACE):

Students elect to take this curricular program, which offers them four progressive years of study in theatre, dance, and music as well as extra-curricular performance and production projects. Students study across the performing arts out of a belief that performers learn better when they learn all of the performing arts. For example, actors learn better if they are experienced in dance (learn to use their body) and music (learn to use their voice) and vice versa.

In Segment 3, students learn the fundamentals of playwriting.

In Segment 5, students explore the technical aspects of performing arts production.

Student Motivation:

High. Most students have seen past productions or have been in productions in middle school and wish to learn more, improve, and have fun.

Student Level:

Novice to Advanced

In the Teacher's Words

Can you describe the PACE experience, in particular the educational approach and sequential nature of the program?

Much of the work that we do would be considered "child-centered." Most of our in-class and after-school projects are devoted to original work. Students choreograph the dances, write the plays, and compose the songs.

The curriculum was developed in a sequential manner matching the growing maturity level of the students. Freshman do short in-class projects while seniors work on projects over weeks. We rely a great deal on older students mentoring younger ones. Building a sense of community within and across grade levels is a particular goal.