

mean? The understanding of the process is equally as important as understanding the product.

The Activity

Groups of students (6 to 12 at most) working with a facilitator (teacher) first do non-verbal theater games. Activities which explore feelings, emotions, and impressions, are best, i.e., children are asked to show with facial expressions their concept of "happy," "sad," "hungry," "sleepy," "angry," etc. These are taped and played back. Usually kids will exaggerate those concepts (a big frown for "sad" or a licking of the lips for "hungry.") During play back emphasize the idea of exaggeration. Have everyone use their entire bodies to show how they feel. Have the kids move around portraying those different feelings. The same process can be done for animals, plants or machines. What is it like to be a fish, or a rose, or a TV.

These activities are taped. When played back, suggest to the group that sounds be added to the movements. This can be done in a variety of ways. While doing "emotions," selections of classical music of different styles can be played. For the concept of happy, for example, play various examples of concert music and ask the group which they feel "happiest" about. (You can also extend that to talking about why they think the composer wrote the music the way he did.) Students can create their own "happy sounds" using percussion instruments of just their voices. The sounds can be "orchestrated" by the group to go with various movements or emotions. A final tape is then created integrating the movements with the sounds either recorded or generated. When played back all sorts

of questions can be discussed: Does this really represent the idea we were trying to express?; How do we recognize how people feel without the use of words?; What other languages besides speech do we use to communicate?; What elements in music give us clues to the composer's intentions?; How does body movement indicate the way you feel inside?; What does it mean "to dance?"; What does it mean "to make music?"; When is music or dance "popular" or "classical?"

Variations and Follow-Up

Concentrate (especially with older kids) on integrating the process with other activities. A highly integrative activity might be to use a piece such as the 1812 Overture and explore the full implications of that work. Creating movements to go with the music, creating stories to act out to the music, investigating what the music was intended to express, researching the original event that sparked the writing of the piece, etc. The portapak role here is to serve as a mechanism for feedback and reflection.

Teaching Suggestions

The activity can be used best in the elementary school particularly with kids in the middle age group (6 to 10 years old.) Size and continuity are important. You need a small enough group so that students will feel comfortable yet large enough to enable interaction. And most important, develop activities which you are comfortable in carrying out. Never begin a project in which you have feelings of doubt or anxiety.

6:00 News

BRUCE COST

This activity is especially suited to courses in which mass media are studied. It gives students a conception of how TV and newspapers handle the same information. By doing this kids will begin to get an idea of the inherent capabilities of each medium. They will also discover how news changes when it is adapted for presentation in video and print. Finally, this exercise gives a small group, with little expertise, the chance to put together a production



Bruce Cost

in a few days.

The Activity

Hold a brief class discussion in which students list all possible areas covered by TV news (local news, sports, analysis, interviews, weather, etc.) Divide the class into groups of five or six. Each group should designate a director and an anchorman. Other roles are designated according to what the