

FORT HAYES ARTS AND ACADEMIC HIGH SCHOOL 2026-2027 SUMMER ASSIGNMENT



This summer, *all students* are required to participate in a **Live Arts Experience** and complete the assignments for EACH subject area below.

ARTS

Attend a **LIVE ARTS** event over the summer. There are MANY places where arts are free and available to you. The entirety of this assignment depends upon your attendance to an arts event or experience over the summer. In your own handwriting on notebook paper, please respond to the prompts below. Write in complete sentences. Be sure to include the event you attended and date you attended it. Turn into any arts teacher that you have on the first day of school.

Describe: What do you see, hear, or notice right away about the art? (What can be described without opinion?)

Analyze: How are the elements within this art organized or designed? How do the parts of the work relate to one another?

Interpret: What does this work mean? What do you think the artist is trying to communicate or explore? How do you know?

Evaluate: What is your personal response to this art? How did the piece make you feel, have questions about, make you think of or relate to?

SOCIAL STUDIES

In your own handwriting on notebook paper, please respond to the prompts below. Turn into your social studies teacher on the first day of school.

Who is the creator (author, artist, musician, choreographer, director) of this work? When was this work created?

What is the historical or current social context of this work? In other words, does the subject matter of this work relate to any particular event(s) or time period? How do you know?

What claim or claims does this work make? What evidence does the creator use to support these claims?

What method or methods does the artist use to achieve their creative goals? How does the creator's use of such method(s) affect how the work is viewed?

Who do you think is the intended audience for this work and how is it supposed to make you feel?

Research and identify at least one other artistic interpretation of this same subject matter, then explain one similarity and one difference in the method(s) the creators use. **OPTIONAL BONUS:** Create your own work based on the same subject matter. Your work can be any art form (writing, music, dance, theatre, drawing, painting, sculpture, photography, etc.)

SCIENCE

In your own handwriting on notebook paper, create a *bulleted list of scientific observations* and analyses of your Live Arts Experience.

Think about:

Where is the live art experience taking place? How well are the physical environs suited to the exhibit or performance?

How could the environs be modified to better suit it?

Describe any supporting structures and/or mechanical devices involved.

Describe any lighting and/or sound equipment - and its effectiveness.

Remember, scientists like to quantify. Use numbers and (approximate) measurements in your descriptions as much as possible.

Turn in to your science teacher on the first day of school.



In your own handwriting on notebook paper, write ONE clear paragraph (8-12 sentences) that shows your thinking about the sections below.

PART 1, NARRATIVE: What story is being told?

What story, moment, or situation is presented?

Is there a beginning, a middle, and an end?

What is happening, and how does it develop?

PART 2, CHARACTER: Who or what represents people?

Are there characters, performers, or figures?

What do they represent?

What do their actions reveal?

What is happening, and how does it develop?

PART 3, SYMBOLISM: What might things represent?

Identify at least one symbol (object, movement, sound, color, image).

What does it represent beyond its literal meaning?

PART 4, THEME: What is the message?

What is the main idea or message?

What does the audience learn or think about?

PART 5, SHOW YOUR THINKING:

DESCRIBE: What did you observe? Include specific details from the performance (what you noticed).

ANALYZE: How do the parts work together? Explain how and why those details matter (how the parts work together).

INTERPRET: What does it mean? Explain what the piece is saying (its message or theme).

EVALUATE: Was it effective? Give your personal evaluation (what worked and why).

Turn into your English teacher on the first day of school.



On the attached graph paper, create a floor plan of the performance or gallery space from your live arts event. Performers and set elements are to be represented by points on the coordinate plane. Focus on estimated locations of elements and the distances between them. The link below is to help guide you.

https://www.youtube.com/watch?v=CbyF54Jl_xQ

- Graphs must have coordinates, scale, and a legend.
- Graphs must have at least five performers or set elements.

On the back of your graph, answer the following prompts:

1. Estimate the number of performers and audience members. Describe the method you used to make these estimates. Consider if the audience is seated in rows or randomly standing. Explain your thinking.
2. Consider you are a stage manager, choreographer or museum curator for the performance or experience. Why would a floor plan be helpful or not to your work? Explain.

ADDITIONAL RESOURCES

There are FREE live arts experiences all over Columbus. Outdoor festivals are a great place to start but here are a list of websites to check out as well. A "live art experience" does not need to be expensive or formal. Community events, free exhibits, student performances, and public art all count when approved.

columbuscommons.org

comfest.com

festivallatino.net

alvtheatre.com

theactorstheatre.org

columbussympphony.com

asian-festival.org

gcac.org

columbusrecparks.com

columbus.museum.org (free sundays)

ohiodance.org

hotribscooljazz.org

wexarts.org

capa.com

westervillechamber.com

columbusartsfestival.org

columbusmakesart.com

How to Be Successful

- Take notes during or right after the event
- Save ticket stubs, programs, or photos (if allowed)
- Focus on observation first, opinion second
- Use specific details in responses
- Write neatly and completely

