

**San Diego School of Creative and Performing Arts
High School
Summer Reading List and Writing Assignment 2008**

Incoming students are required to read a book and write an essay based on their reading. Essays are **due the first day of school in English** and will be incorporated into the first quarter's grade in English.

Purpose:

- Improve students' reading and writing ability
- Develop curiosity about the world through literature
- Create artists and scholars that are citizens of the world

Going into Grade 9

Please read one of the following:

- *Life of Pi*, Yann Martel
- *The Curious Incident of the Dog in the Nighttime*, Mark Haddon
- *A Tree Grows in Brooklyn*, Betty Smith
- *Haveli*, Suzanne Fisher Staples
- *The Alchemist*, Paulo Coelho
- *1984*, George Orwell

Going into Grade 10

Please read one of the following:

- *Lord of the Flies*, William Golding
- *The Glass Castle*, Jeannette Walls
- *How the Garcia Girls Lost their Accents*, Julia Alvarez
- *An American Brat*, Babsi Sidhwa
- *Nisei Daughter*, Monica Itoi Sone
- *The Handmaid's Tale*, Margaret Atwood
- *The Girl with the Pearl Earring*, Tracy Chevalier

Advanced 10, read the following:

- *The Pearl*, John Steinbeck

Going into Grade 11

Please read one of the following:

- *A Separate Peace*, John Knowles
- *Catcher in the Rye*, J.D. Salinger
- *The Color Purple*, Alice Walker
- *The Bonesetter's Daughter*, Amy Tan
- *Kindred*, Octavia Butler
- *Catch 22*, Joseph Heller
- *Native Son*, Richard Wright

AP English Language, read the following in addition to chosen book above (this does not have an essay attached to it but there is another assignment from teacher:

- *Spunk and Bite*, Arthur Plotnik

Grade 12

Please read one of the following:

- *Rain of Gold*, Victor E. Villaseñor
- *Yellow Raft in Blue Water*, Michael Dorris
- *Confederacy of Dunces*, John Kennedy Toole
- *Disturbing the Peace: A Conversation with Karel Huizdala*, Vaclav Havel
- *One Hundred Years of Solitude*, Gabriel Garcia Marquez
- *Beloved*, Toni Morrison
- *Picture of Dorian Gray*, Oscar Wilde
- *Northanger Abbey*, Jane Austen

Writing Prompt

Background

Attending the San Diego School of Creative and Performing Arts means that you have an interest in one of the following art fields: dance, drama, instrumental music, vocal music, or the visual/media arts. To help foster your creative talents, but to build the necessary skills of critical reading and writing, you have been asked to choose a novel to read and write an essay. Pay attention to the following elements of fiction as you read:

- plot (events)
- characters (major and minor)
- setting (location and time)
- conflict (the problem that is either internal or external)
- theme (the message of the story)

Prompt

In an essay, explain how you would adapt the novel you read to your art form (dance, drama, instrumental music, vocal music, or visual arts). In other words, explain, to someone who is familiar with your art form, how you would represent the novel's plot, character(s), setting(s), conflict, and/or theme in your art and why you would represent it this way.

Requirements

- typed 12-point Times New Roman/Arial font
- 1" margins
- double space
- paragraph indents (no spaces between paragraphs)
- name, grade, and art field in upper left corner
- due on the first day of school (will count for the first quarter's grade in English)
- Paper length: 1000-1500 words

Expectations

- write for a knowledgeable reader
- use essay structure: introduction, body, conclusion
- use a thesis statement
- use concrete details & discipline vocabulary to explain how you would represent the novel
- clear reasons as to why you would represent the novel in the way you describe
- sentences that clearly follow from another; nothing unstated for your reader
- use your voice as a reader, artist, and scholar
- revise and edit essays to have minimal spelling, grammar, and mechanical errors

Suggestions

- do not wait until August to begin reading and writing
- brainstorm and outline before you write
- follow the example outline given to help you
- have several people (peers as well as adults) read, critique, and discuss your essay

Literary Terms to Remember

Character

Protagonist: the “hero” in the story

Antagonist: the “enemy” in the story

Supporting characters: those that aid the protagonist or antagonist

Conflict—the problem in the story

External: problem outside the protagonist (*man v. man, man v. society, man v. nature, man v. supernatural/God*)

Internal: problem inside the protagonist, usually an emotional conflict (*man v. man*)

Setting—where the story takes place; both time and place

Plot—the sequence of events in the story:

Exposition: introduces setting and characters

Rising Action: introduces the complications/conflict; builds suspense

Climax: turning point in the story; usually results in a change in protagonist

Falling Action: shows aftermath of conflict reaching the peak in climax

Resolution: how the story ends

Theme—author’s perception/idea about life or human nature

Arts Terms You May Want to Use in your Essay

Choral Music Vocabulary

- a cappella
- a tempo
- accelerando
- bass clef
- crescendo
- decrescendo
- forte
- mezzo forte
- pianissimo
- pitch
- rallentando
- rhythm
- ritardando
- sforzando
- time signature
- treble clef

Visual Arts Vocabulary

- abstract
- abstraction
- acrylic
- analogous
- angle
- aperture
- arch
- architecture
- armature
- asymmetrical
- atmosphere
- atmospheric
- atmospheric perspective
- axis
- balance
- blind contour
- broadside
- center of interest
- charcoal
- chiaroscuro
- chiaroscuro
- circle
- coil
- color
- color wheel
- column
- complementary
- composition
- compositional avenues
- cone
- conical
- contour
- contrast
- contrast
- core of shadow
- crop
- cropping
- cross-contour
- cubism
- cubist
- cubistic device
- cylinder
- degree
- depth
- develop
- diagonal
- diameter
- digital
- dilute/dilution
- dissolve
- distance
- drape
- draping
- ellipse
- elliptical
- emphasis
- enlarge
- fire
- fix
- focal point
- form
- format
- f-stop
- glaze
- gradation
- graded
- graphic
- graphite
- gray scale
- highlight
- horizon
- horizon line
- horizontal
- hue
- implied line
- impression
- impressionistic
- intensity
- intermediate
- landscape
- layout
- lens
- light
- light source
- line
- linear
- linear
- linseed
- lintel
- local color
- mannerism
- measurement
- media
- medium
- mock-up
- model
- modernism
- modified contour
- monochromatic
- movement
- natural
- oil
- outline
- overlap
- paint
- painterly
- pastel
- perpendicular
- perspective
- photography
- photo-realism
- picture plane
- pigment
- pinch
- plane
- portrait
- portraiture
- post-impressionism
- post-modernism
- pre-raphaelite
- primary
- prism
- proportion
- radial
- radial balance
- radius
- rainbow
- ray
- realism
- realistic
- repetition
- rhythm
- romanticism
- ruler
- scale
- secondary
- self-portrait
- shading
- shadow
- shape
- slab
- software
- space
- space
- spatial
- sphere
- spherical
- still life
- support
- surrealism
- surrealistic
- surrealistic device
- symmetrical
- synthetic
- tempera
- tertiary
- turpentine
- unity
- value scale
- variety
- vertical
- viewfinder
- wash
- watercolor
- wheel

Dance Vocabulary

- | | | | |
|----------------|-----------------|-----------------|----------------|
| • á terre | • en dedans | • pas de | • sissonne |
| • adagio | • en dehors | bourrée | • skip |
| • allegro | • en face | • pas de deux | • slide |
| • arabesque | • en l'aire | • passé | • sous-sus |
| • assemblé | • en tournant | • percussive | • soutenu |
| • asymmetrical | • extend | • petit | • speed |
| • attitude | • fall/collapse | • pied | • stage left |
| • balance | • fermé | • piqué | • stage right |
| • ballon | • flex | • pirouette | • stretch |
| • bend | • floor slide | • plié | • su le cou de |
| • cambré | • fondu | • pointe | pied |
| • chaîné | • frappé | • poloka | • suspend |
| • changement | • gallop | • port de bras | • sustained |
| • chasse | • glissade | • port de corps | • swing |
| • cou de pied | • glissé | • pulse | • symmetrical |
| • coupe | • grand | • relevé | • tempo |
| • croise | • grand | • retire | • temps levé |
| • dance walk | battement | • rhythm | • temps lié |
| • dégagé | • grande jeté | • rise | • tendu |
| • demi | • hop | • roll | • tombe |
| • derrière | • jop | • rond de | • triplet step |
| • devant | • jump | jambe | • turn |
| • développé | • leap | • rond de | • twist |
| • downstage | • lower | jambe á terre | • upstage |
| • echappé | • ouvert | • rondo | • vibrate |
| • efface | • pas | • run | • walk |
| • élevé | • pas de | • sauté | • waltz |
| • en croix | basque | • serre | |

Drama Vocabulary

- above
- auditorium
- backstage
- blocking
- counter
- cross
- downstage
- apron
- backdrop/drop
- below
- center stage
- cover
- cyclorama
- entrance
- exit
- front
- offstage
- open
- rake
- stage
- fourth wall
- house
- onstage
- proscenium
- set
- stage directions
- stage left
- stage right
- teaser
- trap
- upstage
- wings
- allegory
- amphitheater
- antagonist
- arena stage
- articulation
- back light
- beat
- black out
- build
- character part
- cheat
- climax
- comic relief
- deadpanning
- denouement
- double take
- epilogue
- exposition
- farce
- French scene
- font light
- heavy
- ingénue
- juvenile
- kill
- legs
- melodrama
- mime
- mugging
- objective
- pacing
- practical
- pratfall
- presentational play
- prologue
- props
- protagonist
- punchline
- schtick
- sight gag
- slapstick
- soliloquy
- stage whisper
- tableau
- thrust stage
- timing
- top
- tragedy
- underplay
- upstaging

Instrumental Music Vocabulary

- accelerando
- accent
- accompaniment
- adagio
- allegretto
- allegro
- andante
- baroque
- binary form
- cadence
- cantata
- chord
- classical
- consonance
- crescendo
- da capo
- diminuendo
- dissonance
- dolce
- dynamics
- espressione
- fermata
- fine
- forte
- fortissimo
- grave
- gusto
- harmony
- interval
- istesso tempo
- legato
- largo
- legato
- lento
- melody
- maestoso
- meno
- mezzo forte
- mezzo piano
- molto, molta
- obbligato
- ostinato
- piano
- pianissimo
- presto
- phrase
- polyphonic music
- polyrhythms
- ritardando
- retrograde
- romantic
- root
- root position
- rubato
- scale
- scherzo
- sforzando
- slur
- sostenuto
- spirito
- staccato
- syncopation
- tempo
- theme
- timbre
- tone
- tutto, tutta
- vivac

Outline

I. Introduction

- A. opening sentence that captures the reader's attention (question, statement, quote, fact)
- B. thesis that gives in one to two sentences:
 - 1. the name of the novel
 - 2. the element of fiction (plot, character, setting, conflict, or theme)
 - 3. the art field (dance, drama, instrumental music, vocal music, or the visual/media arts)
 - 4. brief (phrase or two) explanation as to how you will represent the novel
 - 5. brief (phrase or two) explanation as to why you would represent it that way.

II. Body

- A. process as to how you would adapt the novel to your art
 - 1. use of concrete examples and vocabulary
- B. explanation as to why it should be adapted in the way you describe
 - 1. specific reasons and effects

III. Conclusion

- A. explanation as to what you would want your audience to get out of your adaptation
- B. Closing sentence that leaves your reader wanting more

