

**School/Grade(s):** 6th - 7th Grade

**Date:** Today

**Teaching Artist:** Taylor Valentine & Cievel Xicohtencatl

**Inquiry Questions:**

In an increasingly technological world, how do we preserve traditional forms of storytelling and use these traditions to inform our identity?

How can we use theatre skills and visual art forms inspired by different cultures to express ourselves and tell our unique stories?

Prompts: (What tradition are we creating for ourselves?  
How are we telling and sharing our stories?)

**Residency Goals:**

**Overall:**

Students will...

- Learn how to identify cultural traditions through written, physical and visual art forms and styles
- Reflect on how stories are told through visual cultural markers and physical & vocal behaviors
- Acquire creative skills that will encourage them to uniquely and imaginatively tell stories, both as individuals and as a community
- Discover and explore a tradition or culture with which they identify
- Create self-empowerment through the celebration of their own stories/voices.
- Build trust and respect for each other; become safe keepers of other people's stories.

**Art making:**

Students will...

- Analyze visual story elements of native folk art from distinct cultures.
- Consider how artists have incorporated traditional ideas to make contemporary art.
- Explore how masks are used and created in different storytelling traditions.
- Using creative elements of learned traditions, create an individual mask that represents their identity.
- Create individual or group street art pieces inspired by their own story.

**Performing:**

Students will...

- Create a storytelling presentation honoring a specific cultural tradition
- Compose and create a performance representing the community tradition they have chosen for their class or group

- Be Seen: Acquire physical tools that enhance storytelling: Ensemble technique, Kinesthetic Response and Spatial Awareness, Use of Shape and Gesture
- Be Heard: Acquire vocal tools that enhance storytelling: Choral Speaking, Sound-scaping, Projection, Tempo
- Be-lieve: Apply imagination and commitment to physical & vocal work to enhance the art of storytelling

### **Creative Elements:**

#### **Skills/artistic concepts:**

- Brainstorming; call & response; ensemble technique; composition; focus
- Tableaux; choral speaking; soundscaping; repetition; improvisation,
- Stenciling/tracing, pattern-making, symbolism and motifs, drawing illustration, collage and color representation

#### **Themes:**

- Storytelling & tradition
- Identity
- Community-building
- Collaboration
- Accessing individual creativity

### **Culminating Products and Events:**

- Masks
- Performance of chosen tradition using masks created in class
- Street art-inspired project
- Final performance: group-created performance incorporating artwork from residency telling story of class community identity

### **Skills students will develop:**

- Active listening; compare & contrast; respectfully critique others' work; collaboration; confidence; trust
- Performance skills:
  - Physical and spatial awareness; vocal variation and strengthening
  - Understanding of how stories can be told through body and voice
- Art making skills:
  - Refine fine motor abilities by building masks out of templates, following detail oriented tasks.
  - Learn sculpting and fine drawing skills through drafting and techniques.
  - Students will explore how symbolism, color theory, patterns and motifs can be used to tell stories.

### **Artists/ Authors/ Works of Art:**

- "Elephant's Child" by Rudyard Kipling
- "Hamilton" by Lin-Manuel Miranda
- Commedia Dell'arte

- Neutral Mask a la *Sleep No More*
- Yoruba folk art
- Yu'pik folk art
- Bread and Puppet Theatre Company

### **Curriculum Integrations:**

The Common Core curriculum in these lessons will include

#### **- Vocabulary and Language**

Through the study of poems and informational text presented to them in the first 3 week, students will:

- **CCSS.ELA-LITERACY.L.6.5:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- **CCSS.ELA-LITERACY.L.6.5.A:** Interpret figures of speech (e.g., personification) in context.
- **CCSS.ELA-LITERACY.L.6.5.B:** Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.

#### **- Observation and Analysis**

On week 8 and beyond, after students study from text from Hamilton, they will be able to:

- **CCSS.ELA-LITERACY.RL.6.2:** Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- **CCSS.ELA-LITERACY.RL.6.3:** Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
- **CCSS.ELA-LITERACY.RL.6.7:** Through share out of their work and performance, students will compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.
- **CCSS.ELA-LITERACY.RL.6.9:** Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

## **- Discussion**

Throughout the entirety of the course, student will have the opportunity to:

- **CCSS.ELA-LITERACY.SL.6.1.A:** Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- **CCSS.ELA-LITERACY.SL.6.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

## **Student Outcomes:**

**Leadership:** Students exhibit self-motivation to learn by being engaged with the creative and educational process. Demonstrated by asking questions, completing individual work, participating in group collaborations, and offering inventive solutions.

**Literacy:** Students will exhibit an increase in comprehension skills for reading. Students will analyze content using compare and contrast to interpret reading materials.

**Critical Thinking:** Students will exhibit an increased ability to participate in discussion focused on analysis of texts and other works of art. Students exhibit and increase in ability to apply what they learn to their lives, surroundings and experiences.

**Citizenship:** Students work together to accomplish collaborative writing and/or art-making projects and culminating events.

**Cultural:** Students will enhance their awareness by creating stories for their local classroom community. They will also be encouraged to self-explore while honoring difference and promoting cultural competency.

**Emotionally Intelligent/Expressive:** Students will learn to express themselves through visual art and performance.

## **Rituals and Routines:**

### **Opening Ritual:**

- “Actor’s Neutral”, Breathe and Stretch,
- 1-2-3 Imagination Pose
- Shay Shay Coolay

### **Closing Ritual**

- “I have a voice” affirmation
- “All that is good” affirmation

## **Teaching Path:**

### **1. We Tell Stories**

*Introduction, Class/Community Rules, Choral Speaking*

*Ritual: 1-2-3 Pose; Storyteller Neutral*

*Intro: Storytelling definition;*

*Main: Group reading/tableaux of stanzas from Rudyard Kipling poem*

*Closing: "All that is good"*

### **2. Exploring Tradition**

*Ritual: Shay Shay Coolay; Storyteller Neutral*

*Intro: Graffiti Walls: re: masks; performance; culture and tradition*

*Main:*

*- Show short videos of: Yu'pik ritual & Bread and Puppet Theatre Company*

*- Students reflect with Bingo; Compare & contrast; (Prompt: What do you see? What can you infer and how?)*

*- Hand out choice of mask template; Explain process of designing personal mask in a tradition with which they identify (Elements: Shape/form, line, color, symbols, motifs)*

*- Homework: with Classroom Teacher, cut out choice of base mask form in preparation for next class.*

*Closing: "I have a voice"*

### **3. Masking our Identity**

*Ritual: Shay Shay Coolay*

*Intro: Short videos of: Yoruba ritual & Commedia performance*

*Main: Students will design and illustrate their personal mask in style of learned tradition, while connecting to their story and identity.*

*Closing: "All that is good"*

### **4. Masking our Body, Voice and Imagination**

*Ritual: 1-2-3 Pose*

*Intro: Show and Tell - bring in a few performance masks; students observe, react and discuss. Students continue to create their own symbols and motifs to illustrate on their own masks.*

*Main: (Using neutral mask from Sleep No More) Rules of Mask; "Peep";*

*Closing: "I have a voice"*

### **5. What Mask am I wearing?**

*Ritual: Shay Shay Coolay*

*Intro: "Mask your emotion" using neutral masks*

*Main: 1.) Using masks begun in lesson 3, finalize mask that represents your identity, using styles of chosen tradition(s);*

*2.) Students grouped according to common mask elements, choose theme, and "tell story" of the group using one moment each of ensemble*

*movement and choral speaking*

*Closing: "All that is good" (students wear mask they've finished)*

## **6. Honoring the hi-STORY**

*Ritual: 1-2-3 pose*

*Intro: Sound circles*

*Main: Voluntary mask share-out in a silent gallery followed by self-assessment and group reflection; Groups are set and each is given a piece of text from one of the learned storytelling traditions to be performed in first classroom performance.*

*Closing: "I have a voice"*

## **7. Compose Yourself**

*Ritual: Shay Shay Coolay*

*Intro and Main: Using text given out last class, groups create a performance using masks, tableaux, choral speaking and soundscaping. Group performances; Homework - decide on a cultural or historical tradition that 'speaks to you' or that you really want to tell)*

*Closing: "All that is good"*

## **8. The Hamilton Hook**

*Ritual: Shay Shay Coolay*

*Intro: Explore "Hamilton" and how it integrates performance styles & cultural traditions;*

*Main: Free-write in response to your chosen tradition (homework) and how you could tell its story in a musical, play or storytelling performance*

*Closing: "I have a voice"*

## **9. Making Your Mark**

*Ritual: 1-2-3 pose*

*Intro: Investigate storytelling tradition using street art: identify examples and their markers*

*Main: Students create an individual "mark", then combine them to make a group street art pieces using construction paper on the board or wall*

*Ritual: "All that is good"*

## **10. Compose Yourself...Again**

*Ritual: 1-2-3 pose*

*Intro: "Caucuses" Out of the four that TAs narrowed down from student's freewriting work in lesson 8, students persuade others to populate their groups to eventually settle on two groups;*

*Main: Two groups begin to brainstorm their composition: using finished masks, street art samples, and free-writing text to compose outline of story for the group*

*Closing: "I have a voice"*

## **11. Devise and Conquer**

*Ritual: Shay shay coolay*

*Intro and Main: Begin to devise a storytelling piece integrating learned performance elements and incorporating outlined visual and writing elements*

*Closing: "All that is good"*

## **12. What Is Your Tradition?**

*Ritual: 1-2-3 pose*

*Intro: "Director says"- exercise designed to help students with stage directions*

*Main: Full rehearsal for group pieces, really specifying the tradition and story that's being told*

*Closing: "I have a voice"*

## **13. Almost There...**

*Ritual: 1-2-3 pose*

*Intro and Main: Final rehearsal to add elements and costume pieces*

*Closing: "All that is good"*

## **14. Tell That Story...!**

*Culminating Event*

## **15. Continuing the Tradition**

*Spy-back, Breakdown, Reflection of Process and Residency*