

APPROVED LESSON PLAN

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School: **Cale Elementary School**

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ARTIST-IN-RESIDENCE REQUESTED

1. Jim Gagnon - Handcrafted Didgeridoos/Lessons
2. Whit Whitten - Drum Call illustrating the Mali culture and Elementary Math Concepts
3. Hilda Ward - Poetry & Journaling Workshop

Artists in Residence Application

EXPLAIN: HOW WILL THIS ARTIST ENRICH YOUR CURRENT TEACHING

Third Grade African Folktale Production

Overview:

Our third grade students will participate in an interdisciplinary unit of study this fall with art, music, and movement enrichment. The product from this unit will be a series of school-based performances for their families and the community.

Early October: Folklore, Story Elements & Fluency

Pre-teaching for the project will begin in early October in our Media Center, where the **Media Specialist** will work with students on reading folktales, practicing oral fluency, reviewing story elements, and other skills to support the student performances.

Mid-October

Classroom teachers will introduce African Folktales, ultimately letting the students choose the stories and characters they would like to bring to life in the final performance. During their language arts classes, students will work on different aspects of performance, including the use of their voices and bodies in storytelling. They will also work to design and create the necessary set pieces for the production.

Late October/early November

In late October, 3rd grade **art classes** will begin constructing masks to support their performance. Each student will create a mask unique to their characters. The students will also begin working weekly with our **enrichment teacher** to explore African drumming and rhythm. They will make their own African Djembe Drums Using Papier Mache, learn to play them, and choose appropriate times in their performances where drumming will enhance the story.

Mid-December

The masks, drums, and storytelling preparation will result in a series of performances in mid-December, just before Winter Break and will serve as a natural springboard to our study of the Ancient Cultures of Mali, Greece, and Rome.

Use of Artists

Our hope is that multiple artists-in-residence can support student learning during this project. We would love to work with Jim Gagnon and William Whitten to help student understand the role of drumming in African culture, and how to play those rhythms on their own drums. We hope to work with Hilda Ward on the use of verbal and non-verbal behaviors in oral communication to strengthen our performances. The ideal situation from our perspective would be to work with all three of these artists to coordinate a grade-wide "kickoff" to this unit, and then work with them individually over multiple class sessions to bring their unique expertise to each class.

SCHEDULING

KICKOFF EVENT - Monday, October 15:

We will divide the third grade classes in to three groups, each visiting a different artist for 30-minute rotations. Thirty minutes would consist of the artist introduction, 20 minutes of sharing their art/talents, and 5 minutes to transition to the next group. Each artist would repeat his/her session three times for a total of a 90-minutes for our kickoff celebration.

The goal of the kickoff is to get the kids excited about the different aspects of African culture brought to life by our artist guests. Specifically, we want the children to experience storytelling and drumming. The time of day is currently TBD.

FOLLOWUP SESSIONS –

Whit:

We would like to invite Whit back multiple times to meet with our third graders to help them understand rhythm, drumming, and its significance in African culture. Our follow-up sessions would be with one class per day for 30 minutes over the course of the school week.

Followup Session 1 w/Whit –

10/29-11/2, M-F, 10:50-11:20

During his first follow-up session we hope to develop an understanding of rhythm in drumming with some demonstration and hands on practice.

Followup Session 2 w/Whit

11/19 & 11/20 (M & T) – 10:50-11:20

11/28-11:30 (W, Th, F) – 10:50-11:20

In the second follow-up session, children will have made their own drums. We hope to have Whit return to help the children develop an understanding of different drumming techniques, and the role of drumming in storytelling. This follow-up session would again be for 30-minutes per day of a 5-day school week, visiting with one class per day.

Hilda Ward - Followup Session 1

During the week of 11/22-11/26

Our hope is that once students have become familiar with their scripts, that Ms. Ward would help us to understand the role of verbal and non-verbal communication in making our storytelling effective. The children will be performing African folklore pieces, and we are hoping for assistance in the art of storytelling. Depending on Ms. Ward's availability, we have more flexibility in scheduling these sessions. We could combine two classes for an hour each day, resulting in 3 days of a school week where she works with a double class for one hour.

We would also happily welcome the artists in residence back for any critique and feedback during rehearsals, and invite them to our performance dates. (Dates for rehearsals and performances TBD, but we are hoping for mid-December just before Winter Break).

NUMBER OF LESSONS THAT YOU ARE REQUESTING – 5-6, depending on the artists' availability. Our vision is to have all of them present on the same day for a kickoff/immersion experience. Then we'd like to invite each of the artists back to work with each of the individual classes. There are five classes in total, but we can be flexible about how we group them on days that we work with visiting artists.

TYPE OF SETTING

1. Grade level for an immersion/kickoff experience celebrating African culture, split in to three groups – each group visiting with each artist for 20 minutes (plus time for introduction and transition)
2. Classroom – 2 follow-up drumming sessions would be for 30 minutes a day over the course of a 5-day week.
3. Classroom – w follow-up session with Ms. Ward would be for 45-60 minutes and could be one class at a time over the course of a week, or we could combine two classes for ease of scheduling.

ARTIST-IN-RESIDENCE REQUESTED

1. Jim Gagnon - Handcrafted Didgeridoos/Lessons

Based on the description online, we hope to focus on African drumming as opposed to didgeridoos for our kickoff event on October 15.

2. Whit Whitten - Drum Call illustrating the Mali culture and Elementary Math Concepts

We hope to have Whit join us for the kickoff event on 10/15 and for two follow-up sessions for drumming in October and November.

3. Hilda Ward - Poetry & Journaling Workshop

The description online describes Ms. Ward's focus on storytelling and the use of verbal and non-verbal behaviors to enhance communication – this is the area we'd hope to focus on. We hope to have her join our kickoff event on 10/15 and come back for follow-up sessions in November.

TIME ALLOTMENT

Session Length

Kickoff on 10/15 – 90 minutes total. Student will be in three large groups, rotating through each of the three artists for 30 minutes each.

Follow-up Sessions

Drumming sessions – Two 30-minute sessions, each being repeated 5 times (once for each class) for a total of ten sessions.

AUDIENCE - Please indicate all that apply and what specific grade levels

- Kickoff experience: 5 classes at once – same grade level
- Follow-up sessions: one classroom at a time, or could combine classes based on artist availability.

Thank you very much for your help and consideration!