

SUGGESTED COMMON CORE CONNECTIONS

Art Assembly programs contribute to meeting the following Common Core Standards, which can be expanded upon in classroom activities.

SPEAKING & LISTENING

Discussions and clarification of ideas derived from SL.3.1, SL.4.1, SL.5.1, SL.6.3, SL.7.3, SL.K.5, SL.1.5, SL.2.5, SL.3.5, SL.4.5, SL.5.5 – Students will gain experience listening to others present ideas, and will communicate their own thoughts in discussions and during performing arts activities.

After the performance:

- Talk about the topic of the performance to reinforce what students learned.
- Engage in group discussions to reflect on the theater experience.
- Ask questions about the performance to clarify comprehension and deepen understanding of the topic.
- Make a drawing or other visual display to recount the experience and clarify thoughts.

LANGUAGE

Words and oral communication derived from K.5, L.1.5, L.2.5, L.3.5, L.4.5, L.5.5, L.6.5, L.7.5 – Students will understand various modalities for expression including music, theater, and storytelling.

After the performance:

- Review any words used by the performers that may have been confusing to students.
- Compare the way the story was expressed in the performance to another modality such as writing or painting.

READING

Stories and central message derived from RL.2.2, RL.3.2, RL.4.2, RL.K.9, RL.1.9, RL.2.9, RL.3.9, RL.4.9, RL.5.9 – Students will determine messages about various cultures expressed in the performances.

After the performance:

- Compare and contrast adventures, characters, and themes in the performance.
- Discuss the show's story and how it is specific to a certain culture or myth. Then determine the central message and purpose.
- Analyze interactions among individuals, events, and ideas.
- Describe how the story in the performance progressed and reached a resolution.

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ART ASSEMBLY

For Educators

ABOUT ART ASSEMBLY

MASS MoCA's Art Assembly programs offer regional youth the opportunity to experience today's most innovative performing artists in our professional theater spaces. The goal of these educational programs is two-fold: to broaden children's experiences with art and to reveal ideas about the world using a multiplicity of modalities and art forms. This teacher activity guide is intended to help prepare students for the theater experience and to make connections to classroom activities.

WARM-UP ACTIVITIES

To ready your students' minds and bodies for the performance, we recommend that you do the following activities a few days prior and/or on the day of the show, and review the *About the Performance & Performers* insert.

A) DISCUSS HOW TO ENGAGE WITH A LIVE PERFORMANCE

Attending a live performance requires mindful participation different from watching television or a film. The audience plays an active role in the creation of a live performance. Since the performers are aware of the audience's moods and responses and can tell if the audience is paying attention or distracted, it is important to be engaged. Read to your students the following ways that audience members show their respect and appreciation of a performance:

Observing: Make sure the performers know you are interested in the performance by focusing your attention on the stage. Don't talk to the person next to you.

Responding: If the action onstage is funny and you feel like laughing aloud or clapping along to the rhythm, go ahead! Performers love to hear the audience respond to the action onstage.

Applauding: To communicate to performers that you are having a good time, you should applaud at the beginning and end of the show, or scene. Don't be afraid to applaud after a particularly exciting moment.

B) LEAD MINDFUL MOVEMENT ACTIVITIES

Similar to a performer, we should recognize the way in which our bodies move and the sensations experienced when we sit still or expend energy.

Sit silently and breathe

Ask your students to sit in a circle. They should sit comfortably and close their eyes or look down toward the floor. Ask them to take five long deep breaths to calm themselves. They should pay attention to the feel of the air moving in their noses, down into their lungs, filling their bellies, and then back out again. They can put their hands on their bellies to feel the movement of their breaths. Ask them to take note of how they feel in their bodies and if they are thinking about anything in particular.

Free movement to quicken heart rate

The students should stand up and move around freely. They can walk in a circle, jog in place, make silly movements... anything to get their heart rates moving faster. After two minutes, have your students sit down, and talk about how their bodies feel now. Are they tired? Have them feel for their pulse or heartbeat—is it beating fast?

Repeat

You might do this mindful activity more than one time, even on the bus on your way to the museum. (Instead of standing for free movement, have students move their arms and legs while sitting.)

Stay focused at the performance

Remind your students to pay close attention to the movements of the performers, and if they find themselves getting distracted, they can try taking a few deep breaths to bring back their concentration.



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