

***Collington Square: Day One***

MR. SSUUNA, TEACHING ARTIST: [clapping] Bah, bah, bah-bah-bah

SSUUNA AND STUDENTS: [mimic the beat on drums and desks]

***Ms. Gross and Ms. Cori: Theatre/Acting & Literacy***

MS. CORI, TEACHING ARTIST: [in nasally voice] Say, "I'm really, really sneaky."

STUDENTS: [in high nasally voices] I'm really, really sneaky!

CORI: [in nasally voice] Can you turn to a new friend and say, "I'm really, really sneaky."

STUDENTS: [in louder nasally voices] I'm really, really sneaky!

CORI: And, can you all stand in actor's neutral? Now our next character voice is the famous actor or opera singer, OK? [in a very dramatic voice] So can you all puff out your chest, and look

at your audience and say, "I LOVE my audience!"

STUDENTS: I LOVE MY AUDIENCE!

***Ms. Muse and Ms. Pellerin: Visual Art/Clay & Math***

MS. PELLERIN, TEACHING ARTIST: How many do you see?

STUDENTS: Two

PELLERIN: Two. So, what's our answer going to be? How many do we have altogether?

STUDENT: One.

STUDENT: Four!

PELLERIN: Four. So open it up all together and look and you can count 'em, right? You see those... those long slices of paper, right? One, two... So, if I were to name this line, right? And you know I have two parts, what would I name this line?

STUDENT: Negative

PELLERIN: Not negative, what do you think?

STUDENT: Is it Half?

PELLERIN: Yeah! You got it! Half.

***Ms. Weaver and Ms. Cori: Collaborative Planning***

MS. WEAVER, CLASSROOM TEACHER: ... the development of the character, you're using it to develop...

KRISTINA BERDAN, EDUCATION DIRECTOR, YOUNG AUDIENCES: Yes!

WEAVER: ... um, the scene because they have to like look at the illustrations [inaudible] ... how art is exposed!

CORI: [gasps] I could teach them about dramaturgs!

CORI: There you go... so maybe she's like... go ahead, alright! Which one of those people does she look like she's... posing as? Is it this person?

STUDENTS: No!

CORI: Give me a thumbs-up or thumbs-down if you think it's this person. No? Is it this person?

STUDENTS: No.

CORI: Is it... this person?

STUDENTS: Yes!

***Ms. Thomas and Mr. Steve: Percussion & Literacy***

MR. STEVE, TEACHING ARTIST: ... Let's do it! [loud drumming] Alright everybody! When

we give it, we give it what?

STUDENTS: RESPECT!

[loud, rapid, steady drumming]

[calling out]

STEVE: Ahhhhh. Now. [in a sing-song voice] Now let's raise our hands. [Laughs] Hold on I gotta call on someone who did it right—somebody who was nice and quiet and raised your hand. Your name young man.

STUDENT: Davon

STEVE: David?

STUDENT: Davon.

STEVE: Davon! OK, Davon, what do you think? Davon's talking.

STUDENT: Angry

STEVE: Angry! Boom!

*Ms. Puzio and Mr. Ssuuna: African Dance & Social Studies*

SSUUNA: So, um, elements of dance are body, energy, space, time... and what's the last one?

STUDENTS: MOVEMENT!

SSUUNA: Movement! OK? Boys and girls, we are going to put all of those together with the ideas of the flags *and* the National Anthems to create a dance for our class.

STUDENT: Yay!

[Clapping]

SSUUNA: I don't know that! How do you do that?

STUDENTS: [chanting a class motto together]