

**PROGRAM**

# Expanding an Emotional Moment



**ORGANIZATION NAME**

**Shea's Performing Arts Center**

**AVAILABLE FORMATS**

- Performance
- Single Workshop
- Multi-Session Residency Workshop
- Field Trip

**GRADE LEVELS**

- Pre-K
- K – 2nd
- 3rd – 5th
- 6th – 8th
- 9th – 12th

**MAX NUMBER OF PARTICIPANTS**

In-Person: 30  
Virtual: 30

**PROGRAM LENGTH**

60 minutes

**PROGRAM DESCRIPTION**

Why do people "break out" into song during a musical theatre performance?

Students will gain an understanding of the musical as a concept. A teaching artist will collaborate with the classroom teacher to use Rick Riordan's novel "Percy Jackson and the Lightning Thief" and its cast recording to explore how to expand an emotional moment with music. Students will choose a chapter of the book, decide what is the most important moment of the chapter, who the characters are, and what moment could use expansion. Students will then create lyrics and compose an original song with support from their music teacher. Students will stage, rehearse, and perform the song in their classroom or auditorium. If the residency is virtual, students will record the performance digitally.

**CURRICULUM STANDARDS**

**This program supports these NYS or Next Generation Learning Standards:**

New York State Learning Standards:

- 6R1: Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences.
- 6R2: Determine a theme or central idea of a text and how it is developed by key supporting details over the course of a text; summarize a text
- 6R3: In literary texts, describe how events unfold, as well as how characters respond or change as the plot moves toward a resolution.
- 6W1: Write arguments to support claims with clear reasons and relevant evidence.
- 6W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- 6SL1: Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of other.
- 6SL4: Present claims and findings, sequencing ideas logically and using relevant descriptions, facts, and details to accentuate central ideas or themes; use appropriate eye contact, adequate volume, and clear enunciation.
- 6SL6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

New York State Arts Learning Standards:

- TH:Cr2.1.8.a: Articulate and apply critical analysis, background knowledge, research, and historical and cultural context to the development of original ideas.
- TH:Pr5.1.4.a: a. Practice acting exercises that can be used in a group setting.

**Contact Arts for Learning WNY for more information**

**(716) 881-0917 | [info@artsforlearningwny.org](mailto:info@artsforlearningwny.org)**

A collaborative initiative of



**Arts for Learning WNY**

Inspiring, expand learning, and strengthen our community through engagement with the arts.

[artsforlearningwny.org](http://artsforlearningwny.org)



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## EDUCATIONAL OBJECTIVES

1. Recognize the potential of literary sources and/or historical events as inspiration for musical theatre
2. Identify aspects of theme and character development
3. Collaborate and exchange ideas with peers
4. Explore the actor's process of storytelling
5. Use improvisation to discover different methods of storytelling
6. Create a work of art as part of an ensemble

## LOGISTICS/EQUIPMENT

- In-Person Workshop: Classroom, music room, black box theatre space. Must be large enough to hold 30 students comfortably in a circle. Furniture should be moved out of the way. No microphones needed unless the room has sound challenges. Teachers must be present and participatory during workshop. The room should not be shared simultaneously with another learning group. If the workshop is virtual, the classroom teacher should have access to Zoom, Microsoft Teams, or another accessible video conference platform.
- Materials: Students should have access to paper or computers to take notes and record artistic compositions. There should be a class set of the novel "Percy Jackson and the Lightning Thief." The teaching artist will provide the cast recording and relevant handouts.

## VOCABULARY

**Improvisation**– Executing an action without prior preparation; thinking on your feet.

**Interpretation** – A stylistic representation of a creative work or dramatic role

**Warm/Cool Feedback**– Affirmative vs. constructive responses to a dramatic performance or artistic work.

## POST-PROGRAM ACTIVITIES & RESOURCES

Post-residency reflections (written or verbal)

Resources:

- <https://www.sheas.org/arts-engagement-and-education/>



### ORGANIZATION DESCRIPTION

Shea's Performing Arts Center Department of Arts Engagement and Education is committed to working closely with community stakeholders to provide children, adults, and families in Western New York with arts engagement initiatives that will enhance their quality of life and prepare them for active participation in a complex, ever-changing world.

We seek to provide equitable access to a variety of arts experiences supported by three pillars of arts inclusion:

#### ARTS ENGAGEMENT

- Building community through shared arts experiences in traditional and unorthodox performance spaces

#### ARTS INTEGRATION

- Connecting art forms to a variety of educational objectives in structured learning environments

#### ARTS EDUCATION

- Increasing public awareness of the arts, building skills to create art, and developing principles of artistic excellence



Arts for Learning WNY's mission is to inspire, expand learning, and strengthen our community through engagement with the arts.

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