



Arts In Education 2017-2018 Curriculum Guide



Background

Street Beat is a kinetic, maximum energy explosion of urban rhythm and dance, utilizing junk, household items and found objects for drums and percussion and featuring the pinnacle of modern “street” choreography.

Street Beat merges African, Cuban, Latin, West African and jazz concepts to create a theatrical show that is simultaneously multi-layered in its richness of experience and pure simple joy in its delivery, as thrilling to watch as it is to hear.

The infectious nature of **Street Beat** is that they take the most ancient of art forms—drumming and dancing—bring it to the modern stage and draw the audience into its magic.

Wyoming State Standards:

PE 8.1.6 (Movement) Students compare and contrast skills used for different movement patterns.

PE 8.1.1 (Movement) Students demonstrate movement skills and patterns in a variety of activities.

Theatre (Aesthetic Perception) FPA8.2.T.1: Students view and analyze a live performance including articulating emotional responses to the performance

Music (Aesthetic Perception) FPA8.2.M.4: Students form and defend their preferences for musicians, musical works and genres

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Pre-Show Discussion Concepts:

- Urban rhythm and dance
- Re-purposed percussion
- Culture of Africa, Cuba, Latin, and West African dance
- Music in everyday life
- Research the history of drumming in various cultures
- Rhythm study with an emphasis on counting



Explore the website of streetbeattheshow.com.

- Watch/listen to recordings found on their website
- Discuss and make predictions concerning their combined style of mixing drumming and dancing into a theatrical performance. What elements must be added to create a theatrical experience versus a concert?

Class activity:

- Explore the [Five\(ish\) Minute Drum Lesson—African Drumming Lesson 1](#): The Djembe (speaker explains African music, culture, and history) Supported by The Kennedy Center/Arts Edge

Attend the performance.

Post performance

Activity: Describe the basic concept of “Call & Response”. Teacher clap a rhythm, students clap it back. Practice several times with four count rhythms. Teacher then clap a rhythm, students create that rhythm with their bodies, without clapping. Encourage creativity and continue this exercise until students are comfortable creating noise with body parts other than clapping and stomping.

Activity: Name four items that you can find at home, that can be used/re-purposed as percussion instruments. *Bonus: ask students to bring some small item from home to repurpose as an instrument. Break students into small groups to create rhythm patterns. (This can be tied directly into the 6th grade unit one interim assessment.) Alternate activity: Street Beat recommends teachers to further explore making percussive music with students. A good solid setup for this is to have each student work with one bucket and one pair of drumsticks.

Activity: Comparison of contrasting cultures, specifically how cultures have influenced the style of their music.

Experience/Identify: Why is it important to count when we play music? Count and analyze beats performed by Street Beat or alternative group of your choosing. Identifying the Musical Beat Count the beats of a song: 1, 2, 3, 4, 1, 2, 3, 4. Walk to the beat of the music. Walk on every beat; do not go faster or slower. March to the beat. Give students rhythmic challenges: move on every other beat; freeze on every second count; walk twice as fast as the beat in the music; walk up high for four counts, then low for four counts; turn for two counts, jump for two counts. Discuss how finding the beat in music helps to create rhythms. What rhythms can the students create on their own or in small groups? Can they notate them on the board?

References:

<http://www.streetbeattheshow.com/>

http://edu.wyoming.gov/downloads/standards/2013_fine_and_performing_arts_standards.pdf

<https://edu.wyoming.gov/downloads/standards/2015/2014-SS-WyCPS-FINAL.pdf>