



## **2021-2022 Program Descriptions**

Supported by Jefferson County Public Schools in  
partnership with Fund for the Arts

# drive educational success

Fund for the Arts is excited to partner with Jefferson County Public Schools (JCPS) to offer educational arts integration during the 2021-2022 school year through the **Middle School Success (MSS)** Program.

## Did you know...?

**4x**

A student involved in the arts is 4x more likely to be recognized for academic achievement.

**2x**

Low income students who are highly engaged in the arts are 2x more likely to graduate from college than their peers with no arts education.

This brochure details the arts in education MSS programs offered by our partner organizations to JCPS middle schools for the 2021-2022 school year. MSS programs:

- Are connected to core content and led by professional teaching artists;
- Address issues of racial inequities and social-emotional needs;
- Expand upon the Backpack of Success Skills; and
- Provide students with opportunities that will lead to the development of one or several Backpack of Success artifacts.

All MSS programs are designed to be two-week residencies.

## How to use this brochure:

- Use the At-A-Glance page to search by discipline or academic content connections to find the program best suited for your classroom.

## Questions?

Contact the Community Impact team at [grants@fundforthearts.org](mailto:grants@fundforthearts.org) or 502.582.0104





## At-A-Glance Middle School Success Residencies

**Residency** = Multi-session experience, in-person, virtual, or combination of both. All MSS residencies must run for two weeks.

Experience Title	Arts Discipline	Organization Name	ARTS & HUMANITIES	ENGLISH / LANGUAGE ARTS	GLOBAL COMPETENCY	MATH	PRACTICAL LIVING /CAREER STUDIES	SCIENCE	SOCIAL STUDIES	WORLD LANGUAGES	WRITING	GRADES	PAGE
Ali Summit	Theatre & Musical Theatre	Actors Theatre of Louisville	X	X							X	6,7,8	1
Artist Residency Program	Visual Arts, Folk & Traditional Arts	KMAC Museum	X	X	X	X	X	X	X			6,7,8	2
ARTivism	Theatre & Musical Theatre, Literature	Commonwealth Theatre Center	X	X	X			X	X			6,7,8	3
Hip-Hop Shakespeare	Theatre & Musical Theatre	Kentucky Shakespeare	X	X							X	6,7,8	4
Racial Dynamics in the Women's Suffrage Movement: A Devising Residency	Theatre & Musical Theatre, Historic Buildings/Landmarks	Looking for Lilith Theatre Company	X	X	X				X		X	6,7,8	5
Sounding the Human Condition: Lessons in Humanity from Jazz	Music (Instrumental, Vocal, General)	Louisville Jazz Initiative	X		X				X			6,7,8	6
Tapestry of Lives	Theatre & Musical Theatre	StageOne Family Theatre	X	X								6,7,8	7
The Black Owned Businesses of Historic Walnut Street: A Devising Residency	Theatre & Musical Theatre, Historic Buildings/Landmarks	Looking for Lilith Theatre Company	X	X	X				X		X	6,7,8	8
The Other America – Artmaking and the Legacy of Anne Braden	Puppetry, Film/Video/Radio/TV Production	Squallis Puppeteers	X	X	X		X		X		X	6,7,8	9
Writing Celebration	Publishing, Literature/Poetry/Writing	Young Authors Greenhouse		X							X	6,7,8	10
YouthSpeak: A Racial Inequity Devising Residency	Theatre & Musical Theatre	Looking for Lilith Theatre Company	X	X	X				X		X	6,7,8	11

### Questions?

**Virtual Office Hours** Join Fund for the Arts' staff at 3:00pm January 7, 12, 18, or 25 on Zoom to get questions answered, assistance completing the application, and more. Learn more and access the Zoom link by visiting [fundforthearts.org/middle-school-success/](https://fundforthearts.org/middle-school-success/)

**Contact** [grants@fundforthearts.org](mailto:grants@fundforthearts.org)

# Middle School Success

## Ali Summit     Actors Theatre of Louisville

The Ali Summit residency is centered around the play of the same name, written by Idris Goodwin for Actors Theatre's Humana Festival of New American Plays. The students will learn about Muhammad Ali's life and legend, and write pieces in various styles about themselves as legends as well. Classes will focus on movement (krumping), monologues, spoken word, and poetry.

### Experience Details

**This experience can be offered In-Person or as a Virtual – Live Stream**

**Arts Discipline:** Theatre & Musical Theatre

**Grades:** 6,7,8

**Content Areas:** Arts & Humanities, English/Language Arts, Writing

**Program Availability:** Any time during the school year.

**Includes:** Lesson Plan(s), Pre-Assessment(s), Post-Assessment(s)

**JCPS Backpack Outcomes:** Prepared and Resilient Learner, Effective Communicator, Productive Collaborator

**Artifact Development:** The residency will culminate with a reading the poetry/spoken word pieces that the students will write during the residency. This will aid them in being an effective communicator and collaborator.

**Applicable Standards:** Cognitive, effective, interpersonal/social



# Middle School Success

## Artist Residency Program KMAC Museum

Have a professional visual artist visit your classroom for a two-week residency to work with students to create individual, take-home projects or a group project. Artists introduce students to their own work and historical and contemporary examples. Projects include printmaking, mixed media, traditional crafts, ceramics, fiber art, or a customized theme. Students will be introduced to art and artists from diverse backgrounds. Students will collaborate, plan, implement and share their ideas and creations. Projects will align with the Visual and Performing Arts standards and provide artifacts for their Backpack of Success Skills.

### Experience Details

**This experience can be offered In-Person or as a Virtual – Live Stream**

**Arts Discipline:** Visual Arts, Folk & Traditional Arts

**Grades:** 6,7,8

**Content Areas:** Arts & Humanities, English/Language Arts, Global Competencies, Math, Practical Living & Career Studies, Science, Social Studies

**Program Availability:** Any time during the spring semester, pending KMAC's capacity to provide the program.

**Includes:** Other learning activities

**JCPS Backpack Outcomes:** Prepared and Resilient Learner, Globally and Culturally Competent Citizen, Effective Communicator, Productive Collaborator, Emerging Innovator

**Artifact Development:** Students will produce a visual art object which can be used, along with a possible corresponding writing assignment, as a Backpack of Success artifact.

**Applicable Standards:** Media Arts Anchor Standards 1, 5, 6



# Middle School Success

## ARTivism Commonwealth Theatre Center

This six-session residency introduces students to youth activism through the arts. Students will observe examples of prominent young leaders to analyze what makes a powerful call to action. Each participant will identify their own issue, compile and organize information and create themed performative art to inspire change. Students will present final projects on the last two days of the residency. Each session is 60 minutes. The residency can be taught over a period of two weeks.

### Experience Details

**This experience can be offered In-Person or as a Virtual – Live Stream**

**Arts Discipline:** Theatre & Musical Theatre, Literature/Poetry/Writing

**Grades:** 6,7,8

**Content Areas:** Arts & Humanities, English/Language Arts, Global Competencies, Science, Social Studies

**Program Availability:** Any time during the school year pending Commonwealth Theatre Center's capacity to provide the program. Sessions will be available consecutively.

**Includes:** Lesson Plan(s), Pre-Assessment(s), Post-Assessment(s), Other learning activities: The Teacher Resource Guide will include lesson plans, enrichment activities, resources, and references (includes works cited and links to videos, etc.)

**JCPS Backpack Outcomes:** Prepared and Resilient Learner, Globally and Culturally Competent Citizen, Effective Communicator, Emerging Innovator

**Artifact Development:** Each student undergoes a thorough process in understanding youth activism, identifying personal social values/needs, research, and creating an expressive call to action. With classroom teacher approval, students may elect their mode of creative expression. All project developments lead to a final public speaking engagement, which includes either a performance of artistic call to action and/or a performative speech to explain a visual call to action. The writings and performances of this project may become artifacts of learning for the Backpack Skills and/or be incorporated into a defense.

**Applicable Standards:** This program has a strong focus on National Theatre Anchor Standards 1 - 11 and Kentucky Academic Standards for Reading and Writing focusing on the Guiding Principles for Reading Literature and Informational Text, Guiding Principles for Composition, and Guiding Principles for Language. There are some variations in the program standards due to the collaborative nature of the residency program, pending the needs of classroom teacher, to allow for better universal design practices in permitting students to elect their modality of expressive communication as well as an investment in student interest/voice for the content. This may mean that content standards could incorporate Anchor Standards in visual art or music to address a topic based on student-selected issues in science, health, or social studies (civics, history, etc.).



# Middle School Success

## Hip-Hop Shakespeare Kentucky Shakespeare

The great poets of our time pair up with one of the greatest writers of all time - William Shakespeare. Students will explore Shakespeare's sonnets and verse alongside contemporary music to discover rhythm, poetry, and language. Throughout this residency, students will learn about the Hip-Hop movement, study the writing of sonnets and literary elements involved, and work on collaborating with their peers to create their own sonnet rap set to music. They will be able to choose topics that are meaningful to them and find unique ways to express their experiences as they prepare to share them with their peers.

### Experience Details

**This experience can be offered In-Person or as a Virtual – Live Stream**

**Arts Discipline:** Theatre & Musical Theatre      **Grades:** 6,7,8

**Content Areas:** Arts & Humanities, English/Language Arts, Writing

**Program Availability:** Any time during the school year.

**Includes:** Other learning activities: Supplemental guides on Shakespeare, links to online resources, worksheets, and template forms to practice their writing.

**JCPS Backpack Outcomes:** Globally and Culturally Competent Citizen, Effective Communicator, Productive Collaborator

**Artifact Development:** The Hip-Hop Shakespeare residency will provide students the ability to work on self-expression with topics that are meaningful to them through the creation of their sonnet rap, examine different perspectives from the life experiences of their peers, and collaborate with others in the creation of an art performance that will incorporate their words and music.

**Applicable Standards:** TH:CR1.1.4-5, TH:CR2.1.4-5, TH:CR3.1.4-5, TH:PR4.1.4-5, TH:PR5.1.4-5, TH:PR6.1.4-5, TH:RE7.1.4-5, TH:RE8.1.4-5, TH:CN10.1.4-5, TH:CR1.1.6-8, TH:CR2.1.6-8, TH:CR3.1.6-8, TH:PR4.1.6-8, TH:PR5.1.6-8, TH:PR6.1.6-8, TH:RE8.1.6-8, TH:CR3.1.I-III, TH:PR4.1.I-III, TH:PR5.1.I-III, TH:RE7.1.I-III, TH:RE8.1.I-III



# Middle School Success

## Racial Dynamics in the Women's Suffrage Movement: A Devising Residency Looking for Lilith Theatre Company

Looking for Lilith (LFL) artists guide students through a collaborative playwriting process (devising) to create scenes which take an honest look at the racial dynamics in the Women's Suffrage Movement in the USA with an emphasis on the movement in Louisville. This is a time-tested process developed over 20 years of working with communities to create plays on topics of importance to them. The devising process allows students to explore various perspectives on the topic, share lived experience when appropriate and create a play that expresses their unique voice.

LFL Teaching Artists will begin the process by creating ensemble guidelines and introducing basic devising skills through a scaffolded series of activities designed for participants with little theatrical experience. Next the group will begin to explore the history of the racial dynamics in the Suffrage movement both nationally and in Louisville. The residency will showcase prominent Black activists in the local and national movements. LFL teaching artists, with input from teachers, will craft devising activities for the group. These activities will use historic photographs, first person accounts, news articles, music and sound clips, historical documents and other primary and secondary source materials as a jumping off point for creating monologues or scenes in small groups. The scenes and monologues will be combined to become a short play that can be written into a script or filmed as a performance, creating an artifact for students' Backpacks of Success.

LFL is an Anti-Racist organization, which has done extensive training around racial equity. Some of this training was with Race Peace, a group of artists who work with organizations to unpack racial dynamics using the performing arts. LFL is excited to bring these skills to schools and communities.

### Experience Details

**This experience can be offered In-Person or as a Virtual – Live Stream**

**Arts Discipline:** Theatre & Musical Theatre, Historic Buildings/Landmarks

**Grades:** 6,7,8

**Content Areas:** Arts & Humanities, English/Language Arts, Global Competencies, Social Studies, Writing

**Program Availability:** Any time during the school year.

**Includes:** Pre-Assessment(s), Post-Assessment(s), Other learning activities: LFL artists will share with the teacher any photographs, songs, articles, historical documents, etc. used in the creation of the play, which could be used in other assignments.

**JCPS Backpack Outcomes:** Prepared and Resilient Learner, Globally and Culturally Competent Citizen, Effective Communicator, Productive Collaborator

**Artifact Development:** The scenes and monologues created by the students will be artifacts for the Backpack of Success either written script form or as videoed performances. Also, the class play, made up of the combined scenes either in written or in videoed form, can be an additional artifact. Students could also use the ensemble guidelines created by the class and a reflection on their experience of living into those guidelines as an artifact.

**Applicable Standards:** TH:Cr3.1, TH:Cn10.1, TH:Cn11.1





# Middle School Success

## Sounding the Human Condition: Lessons in Humanity from Jazz     Louisville Jazz Initiative

Music is a reflection of the people who create it and serves as a sounding board of the human condition. Hence, music not only exposes the stunning rhythms, sounds, and musical practices of the community in which it is created, it also reveals the rich complexity of its people, culture, history, and struggles for social justice. By taking a historical journey through jazz from its early roots in New Orleans to its present-day practices, we see how the artform reflects and communicates the overall cultural beliefs “of the people” and how jazz advocates for community, creativity, and justice. Louisville Jazz Initiative teaching artists will help students understand music as a cultural phenomenon, gain an appreciation for jazz and its musical practices, and come to understand how music was – and still is – used to promote social justice. Student activities include music composition, improvisatory role-playing, and collaborative performance based on music fundamentals: melody, harmony, rhythm, and timbre/sound.

### Experience Details

**This experience can be offered In-Person or as a Virtual – Live Stream\***

\*In-person is preferred, however, virtual is available if necessary

**Arts Discipline:** Music (Instrumental, Vocal, General)

**Grades:** 6,7,8

**Content Areas:** Arts/Humanities, Social Studies, Global Competency

**Program Availability:** Any time during the school year, pending LJL’s availability to provide the program.

**Includes:** Pre-Assessment(s), Post-Assessment(s), Supplemental suggested learning activities

**JCPS Backpack Outcomes:** Prepared and Resilient Learner, Effective Communicator, Productive Collaborator, Globally and Culturally Competent Citizen, Emerging Innovator

**Artifact Development:** As a part of the Louisville Jazz Initiative Residency, students will learn to perform foundational jazz standards, improvise within this repertoire, and compose original songs, culminating in a recorded class performance.

**Applicable Standards:** From the National Core Arts Standards – MU:Cr1.1.5b, MU:Cr1.1.7a, MU:Cr2.1.8a, MU:Cr2.1.8b, MU:Cr3.1.8a, MU:Cr3.1.7b, MU:Cr3.2.8a, MU:Pr4.1.7a, MU:Pr4.2.8a/c, MU:Pr4.2.7b, MU:Pr4.3.6a, MU:Pr5.1.5b, MU:Pr6.1.8a/b, MU:Re7.2.6a, MU:Re7.2.8b, MU:Re9.1.8a, MU:Cn10.1.8a, MU:Cn11.1.8a



# Middle School Success

## Tapestry of Lives StageOne Family Theatre

A Tapestry of Lives is a project designed to weave a sense of community through a combination of personal history, playwriting, and theatre for social justice.

In our technology-based society, young people spend a disproportionate amount of time-consuming media through their screens, cutting them off from their own past and individual social histories. Information is fed to them, a process which does not promote questioning, evaluation, analysis, and thus, understanding. Technology has sped things up. Students are influenced by images and language beyond their experience. Tension and conflict arise from miscommunication, misunderstanding and mis-gotten information.

Tapestry will address these issues and problems by allowing students to draw on problem solving and critical thinking skills, enhance the comprehension of and reflection on written works, stretch participants' communication skills, as well as develop and use conflict resolution skills.

During this program, students will take on the role of playwright and explore their relative personal experiences through a social justice lens. They will learn about playwriting process and structure, and will develop original work that addresses areas of social justice such as: access to resources, equity, participation, diversity, and human rights.

This two-week residency can be scheduled at any time throughout the year, and StageOne teaching artists will work with each individual teacher/school to build a timeline and class structure appropriate to their unique circumstances. At the conclusion of the residency, each student will have created and performed their own original work. The completed scripts along with videotape performance will be provided as artifacts for their Backpack of Success skills.

### Experience Details

#### This is an in-Person experience\*

\*In-Person preferred; if virtual programming is necessary for your school context, please contact StageOne Education Director: [Ichambers@stageone.org](mailto:Ichambers@stageone.org)

**Arts Discipline:** Theatre & Musical Theatre      **Grades:** 6,7,8

**Content Areas:** Arts & Humanities, English/Language Arts

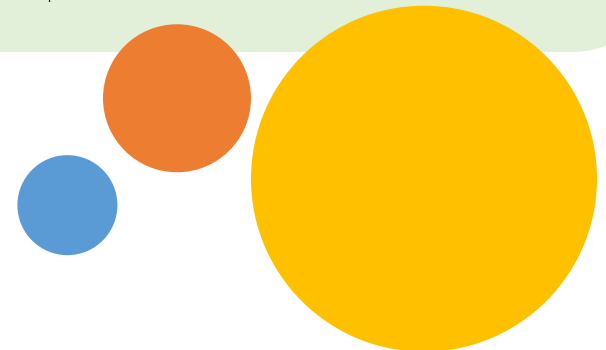
**Program Availability:** Any time during the school year.

**Includes:** Pre-Assessment(s), Post Assessment(s)

**JCPS Backpack Outcomes:** Effective Communicator, Productive Collaborator

**Artifact Development:** During this program the students will create written original scripts. Each script itself becomes a backpack artifact. Additionally, the teachers/students/ will have an opportunity to film the final reading of their scripts creating an additional backpack artifact.

**Applicable Standards:** W.6.3, W.6.4, W.6.5, W.7.3, W.7.4, W.7.5, W.8.3, W.8.4, W.8.5, TH:Cr 2.1.6 TH:Cr 2.1.7, TH:Cr2.1.8



# Middle School Success

## The Black Owned Businesses of Historic Walnut Street: A Devising Residency Looking for Lilith Theatre Company

Looking for Lilith (LFL) artists guide students through a collaborative playwriting process (devising) to create scenes exploring the history of the Black owned businesses of Walnut Street in Louisville in the 20th century. This is a time-tested process developed over 20 years of working with communities to create plays on topics of importance to them. This specific residency was developed in partnership with the theatre department of Central High School. The devising process allows students to explore various perspectives on the topic, share lived experience when appropriate, and create a play that expresses their unique voices.

LFL teaching artists will begin the process by creating ensemble guidelines and introducing basic devising skills through a scaffolded series of activities designed for participants with little theatrical experience. Next the group will begin to explore the history of the Old Walnut Street business district and how it was impacted by segregation, desegregation, and gentrification in Louisville. LFL teaching artists, with input from teachers, will craft devising activities for the group. These activities will use historic photographs, first person accounts, news articles, music and sound clips, historical documents and other primary and secondary source materials as a jumping off point for creating monologues or scenes in small groups. Students may also have the opportunity to explore how gentrification impacted the Walnut Street business district and continues to affect BIPOC neighborhoods in our city. The scenes and monologues will be combined to become a short play that can be written into a script or filmed as a performance, creating an artifact for students' Backpacks of Success.

LFL is an Anti-Racist organization, which has done extensive training around racial equity. Some of this training was with Race Peace a group of artists who work with organizations to unpack racial dynamics using the performing arts. LFL is excited to bring these skills to schools and communities.

### Experience Details

**This experience can be offered In-Person or as a Virtual – Live Stream**

**Arts Discipline:** Theatre & Musical Theatre, Historic Buildings/Landmarks **Grades:** 6,7,8

**Content Areas:** Arts & Humanities, English/Language Arts, Global Competencies, Social Studies, Writing

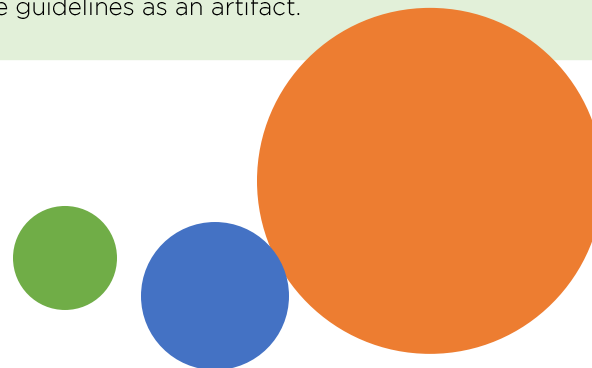
**Program Availability:** Any time during the school year.

**Includes:** Pre-Assessment(s), Post-Assessment(s), Other learning activities: LFL artists will share with the teacher any photographs, songs, articles, historical documents, etc. used in the creation of the play, which could be used in other assignments.

**JCPS Backpack Outcomes:** Prepared and Resilient Learner, Globally and Culturally Competent Citizen, Effective Communicator, Productive Collaborator

**Artifact Development:** The scenes and monologues created by the students will be artifacts for the Backpack of Success either in written script form or as videoed performances. Also, the class play, made up of the combined scenes either in written or videoed form, can be an additional artifact. Students could also use the ensemble guidelines created by the class and a reflection on their experience of living into those guidelines as an artifact.

**Applicable Standards:** TH:Cr3.1, TH:Cn10.1, TH:Cn11.1



# Middle School Success

## The Other America - Artmaking and the Legacy of Anne Braden Squallis Puppeteers

This 42-minute film combines various forms of puppetry to tell the true story of a white family and a Black family who worked together to challenge Louisville's racist housing policies in 1954. The show is designed to help students of all races envision unique roles within movements for racial justice by taking a deep look at our city's own troubled history. The film's many artforms are all simple and accessible, inspiring students' abilities to tell important, meaningful stories in creative ways.

The residency will begin with students watching the film, then spending three days in group discussion/activities to absorb and respond to the show's complex historical content. The anti-racist curriculum encourages students to connect individual emotional awareness and participation to larger systems of oppression. Throughout the process, students will generate writing of their own, which will form the basis for the next six days of the residency, where they will work with a multiracial team from Squallis Puppeteers to develop their own short puppetry film. This will activate multiple creative talents present among the students, and will be completely unique to the chemistry of different skills present in the room (acting, singing, making masks/puppets, musical performance, and writing — everyone will write!). The team at Squallis will work with students to facilitate processes of crafting their own story, choral narration, ad-hoc puppeteering, working together, making simple masks / puppets /set-pieces, and activating unique gifts to serve collective storytelling. This process dovetails perfectly with the JCPS "Backpack of Success," cultivating in particular the roles of Productive Collaborator and Globally & Culturally Competent Citizen. The final product will be shared with all students and will be a great addition to their Digital Backpacks. Any teachers (social studies, language arts, music, theater, art, etc.) who are interested in pre-planning to focus the film's content on a particular historical character or other specific subject matter (songs, texts, images) should contact the team at least three weeks beforehand to discuss integrating this project into existing classroom curriculum.

Importantly, students can be accommodated to participate virtually (partially or fully) given unknown pandemic circumstances, and the entire project may be conducted remotely, assembled/edited by facilitators, and shared with the collective in its final form.

### Experience Details

**This experience can be offered In-Person or as a Virtual – Live Stream**

**Discipline:** Puppetry, Film/Video/Radio/TV Production **Grades:** 6,7,8

**Content Areas:** Arts & Humanities, English/Language Arts, Global Competencies, Practical Living & Career Studies, Social Studies, Writing

**Program Availability:** Any time after November 15, 2021.

**Includes:** Other learning activities: The curriculum for diving deeper into the content of our film is included in a large slide-presentation, which can be used in multiple ways by teachers as a reference to the film's historical and emotional lessons.

**JCPS Backpack Outcomes:** Globally and Culturally Competent Citizen, Productive Collaborator

**Artifact Development:** The final product of the film, integrating multiple forms of creative work, will be a meaningful artifact for Digital Backpacks of all participants.

**Applicable Standards:** SS-06-2.3.1; SS-06-5.1.1; SS-07-5.1.2; SS-08-5.1.2; W.6.4; W.6.5; SL.6.2; SL.6.5; W.7.4; W.7.5; SL.7.2; SL.7.3; SL.7.4; SL.7.5; RL.8.3; RI.8.7; W.8.3; W.8.10; SL.8.1; SL.8.2; SL.8.5; SL.8.6; L.8.3; RH.6-8.7; WHST.6-8.5; WHST.6-8.10



# Middle School Success

## Writing Celebration Young Authors Greenhouse

This residency will start with the question, “What is poetry?” and end with every student sharing poems they wrote. Students will read poems by writers who are Black, Indigenous, people of color, LGBTQIA+, and work from other young poets in our community. Each residency will celebrate a theme: the self, community and friendship, nature, food, and change. Within these themes, students will choose someone or something to celebrate and give the gift of a poem. Students will learn how to use sensory details, similes, metaphors, personification, and alliteration to make their poems sparkle!

Students who participate in these workshops and programs will have the chance to be published online or in a professionally designed and produced book in the summer of 2022.

**Residency Options:** Celebration of Yourself, Celebration of Friendship and Community, Celebration of Food, Celebration of Nature, or Celebration of Change.

### Experience Details

**This experience can be offered In-Person or as a Virtual – Live Stream**

**Arts Discipline:** Publishing, Literature/Poetry/Writing

**Grades:** 6,7,8

**Content Areas:** English/Language Arts, Writing

**Program Availability:** Available in April and May. Can accommodate 2-3 days a week, one school at a time, multiple classes rotated per day is possible.

**Includes:** Lesson Plan(s), Pre-Assessment(s), Post-Assessment(s)

**JCPS Backpack Outcomes:** Globally and Culturally Competent Citizen, Effective Communicator, Productive Collaborator, Emerging Innovator

**Artifact Development:** By the end of this program, students will have: at least one publication-ready poem, an artist's statement reflecting on the writing process, and other pieces of writing. They also will be given the opportunity to have their work published.



**Applicable Standards:** C.6.7, RL.6.1, RL.6.2, RL.6.4, RL.6.5, RL.6.6, RL.6.7, RL.6.9, C.7.7, RL.7.1, RL 7.2, RL 7.3, RL 7.4, RL 7.5, RL 7.6, RL 7.7, C.8.3, C.8.7, RL.8.1, RL.8.2, RL.8.4, RL.8.5, RL.8.6, RL.8.9

# Middle School Success

## YouthSpeak: A Racial Inequity Devising Residency Looking for Lilith Theatre Company

Looking for Lilith (LFL) artists guide students through a collaborative playwriting process (devising) to create scenes exploring the topic of racial inequity. This is a time-tested process developed over 20 years of working with communities to create plays on topics of importance to them and refined through our 5-year YouthSpeak partnership with Adelante Hispanic Achievers. The devising process allows students to explore various perspectives on the topic, share lived experience when appropriate and create a play that expresses their unique voice.

LFL teaching artists will begin the process by creating ensemble guidelines and introducing basic devising skills through a scaffolded series of activities designed for participants with little theatrical experience. Next the group will begin to explore racial inequity and equity through brainstorming activities and class discussion. Racial inequity is a broad topic. The brainstorm and discussion will help to narrow the group to a more specific aspect of racial inequity to be explored by the group. LFL teaching artists, with input from teachers, will then use the brainstorm and discussion to craft devising activities for the group. These activities may include using lived experiences, photographs, news articles, music and sound clips, historical documents and other primary source materials as a jumping off point for creating monologues or scenes in small groups. Students may also have the opportunity to explore what is needed for real racial equity to exist in our community by creating scenes depicting what racial equity looks like to them. The scenes will be combined to become a short play that can be written into a script or filmed as a performance, creating an artifact for students' Backpacks of Success.

LFL is an Anti-Racist organization, which has done extensive training around racial equity. Some of this training was with Race Peace, a group of artists who work with organizations to unpack racial dynamics using the performing arts. LFL is excited to bring these skills to schools and communities.

### Experience Details

**This experience can be offered In-Person or as a Virtual – Live Stream**

**Arts Discipline:** Theatre & Musical Theatre

**Grades:** 6,7,8

**Content Areas:** Arts & Humanities, English/Language Arts, Global Competencies, Social Studies, Writing

**Program Availability:** Any time during the school year.

**Includes:** Pre-Assessment(s), Post-Assessment(s), Other learning activities: LFL artists will share with the teacher any photographs, songs, articles, historical documents, etc. used in the creation of the play, which could be used in other assignments.

**JCPS Backpack Outcomes:** Prepared and Resilient Learner, Globally and Culturally Competent Citizen, Effective Communicator, Productive Collaborator

**Artifact Development:** The scenes and monologues created by the students will be artifacts for the Backpack of Success either in written script form or as videoed performances. Also, the class play, made up of the combined scenes either in written or videoed form, can be an additional artifact. Students could also use the ensemble guidelines created by the class and a reflection on their experience of living into those guidelines as an artifact.

**Applicable Standards:** TH:Cr3.1, TH:Cn10.1, TH:Cn11.1

