

CURRICULUM CONNECTIONS

Step Afrika!



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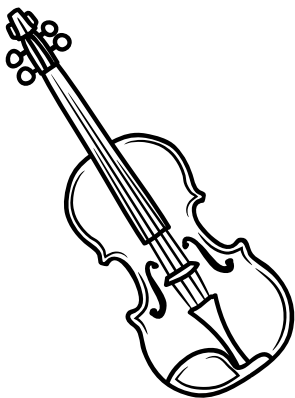
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Know Before you Go:

- Arrive at the theater 15 to 20 minutes before show time. Allow extra time for Broward County traffic. We are unable to start a show late.
- Please stay on the bus until greeted by a SEAS usher. At that time, please give the usher your BUS document and the usher will escort you to the theater.
- Remember to watch our Know Before You Go Video:

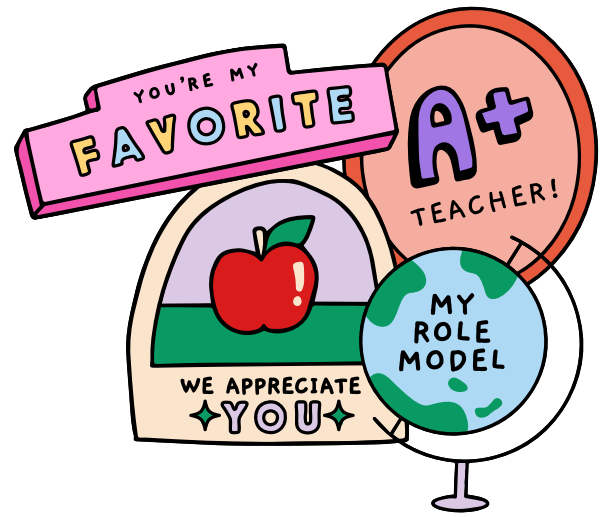
<https://tinyurl.com/SecondaryWelcomeSEAS>





Dear Teacher,

We appreciate you!



This guide can help in your classroom, whether before or after coming to see a play or musical it can be used to highlight important concepts. The curriculum connections introduced by the Broward Center for the Performing Arts are always aligned to the Florida Standards with the idea that they introduce another tool to effectively implement engaging methods to bring the page to the stage.

Curriculum Connections improve comprehension, help students organize information, and assist students' metacognition by enabling students to check for understanding. It is designed to be used before or after coming to the theater unless otherwise stated and may contain activities for certain grade levels (this will be clearly labeled).

Curriculum Connections will always contain a reminder of theater etiquette as well as a social emotional learning activity, and a Student-Family Cooperative Activity. The activities may be re-printed for individual use, used on smart boards as class activities, or in groups. It is suggested to discuss the play or musical as a class before your field trip.

Remember to follow us on Facebook and Instagram @Broward Center Education and use the QR code (below) for our Teacher's Lounge to receive insight about discounted tickets and information for you and your students!

*nothing
but
gratitude!*

**MUCH
appreciated**





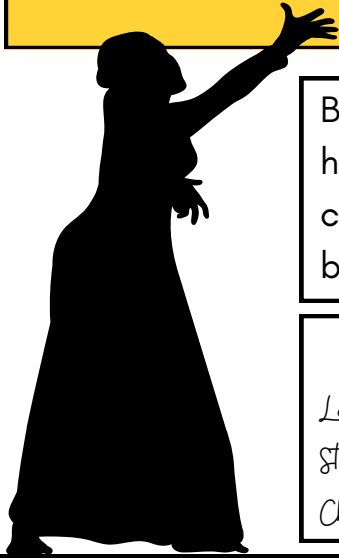
Theater etiquette

There is so much that goes into creating a show for the stage. Behind the scenes, there are people who control the lights and the sound, the sets and the props. There are directors, writers, producers, musicians, and choreographers. So many people work together to create the performance you and everyone in the audience watches.

It is helpful to remind students of appropriate audience etiquette by explaining and discussing WHY these rules of behavior are important:

- Restroom visits are best made prior to the performance.
- Listen carefully to the ushers and your teachers. This gets everyone to your seats quickly and ensures a pleasant experience.
- Turn watches and cell phones to silent.
- Walk single file, hold hand rails as you use the steps for your safety.
- Listen carefully to each performer. They are working hard to entertain and inform with lots of clues about the story.
- Refrain from TALKING. This allows everyone to enjoy the show without distraction. Sometimes we think that if we whisper it is okay. But, if everyone in the audience whispers, it becomes disruptive.
- Laugh if something is funny, but not too loudly, you don't want to miss any dialogue.
- Photography and recording are not permitted.
- Pay attention to the lighting, scenery, costumes and music. All of these elements help provide more details to tell the story in an interesting way.
- Applaud (clap) and laugh at the right moments. This shows the performers that you respect and appreciate their work.

From Page to Stage



Books make wonderful theater! When adapting a book however, changes must be made to the plot, setting and/or characters to accommodate the length of the play or to help bring the show to life on stage!

Here are some famous adaptations you may know:

Legally Blonde/Les Miserables/The Wonderful Wizard of Oz/Mary Poppins/How the Grinch Stole Christmas/The Color Purple/A Christmas Carol/The Secret Garden/Charlie and the Chocolate Factory/Cinderella/Alice in Wonderland/Beauty and the Beast/Romeo and Juliet

Vocabulary to share with students:

Adaptation: Something that has changed so that it can be presented in another form.

Playwright: A person who writes plays.

Lyricist: A person who writes the words of a song.

Composer: A person who writes music.

Author: A person who writes something such as a book or an article.

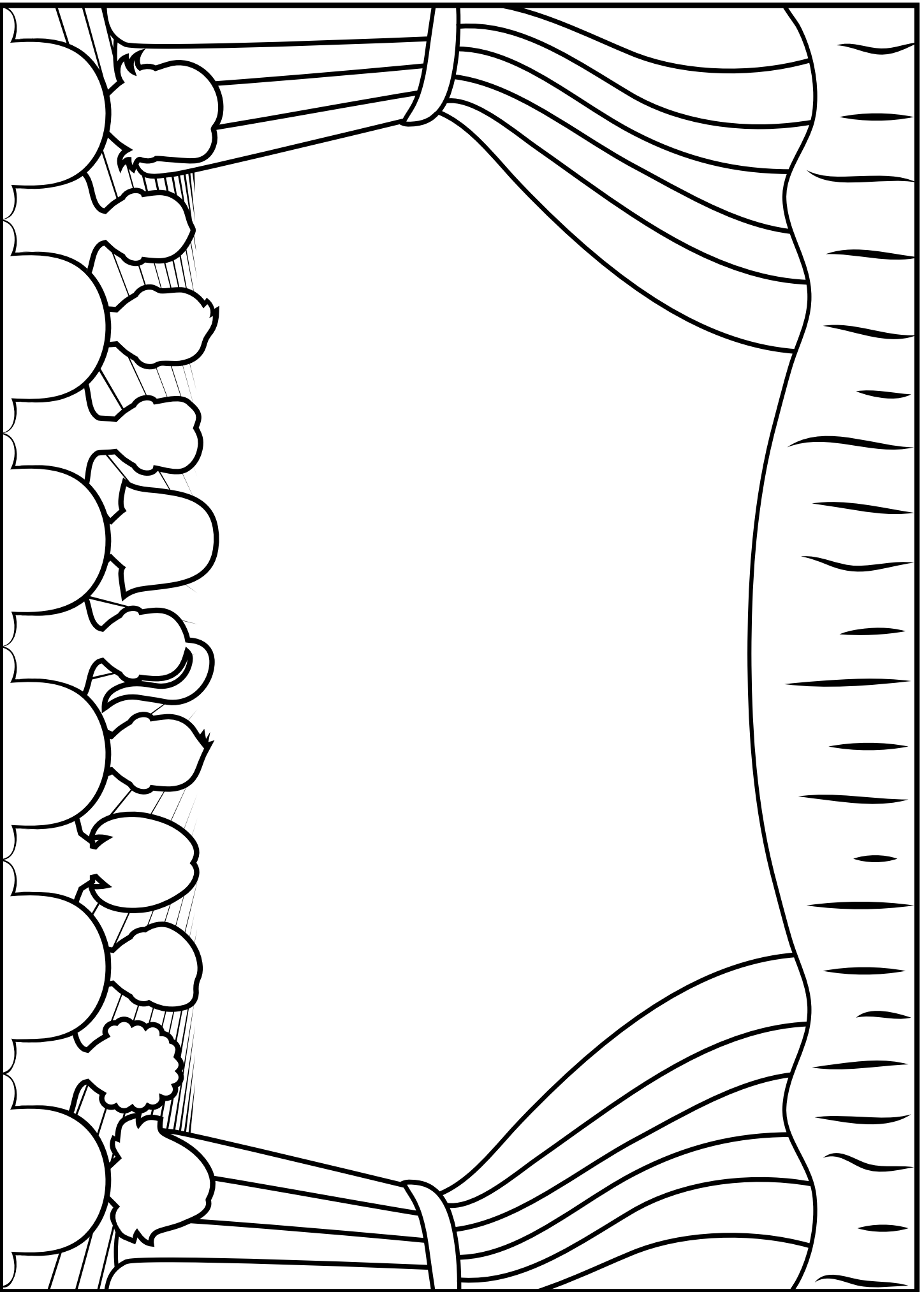
Characters: the individuals portrayed by actors in a play or musical.

Director: A key creative figure in theater responsible for overseeing the artistic aspects of a production.

Pre-Show creative questions:

Ask your students, "If you could adapt any book for the stage, which book would you choose and why?" Invite them to draw a picture of the story they would adapt on stage. Define "costumes" and "set" and ask them to draw what the set would look like on stage as well as the characters' costumes. (Use the next page to spark creativity)

Choose a book or story to adapt to a play or musical.
Draw a picture of the set and props and/or actors in costume here.



STEP AFRIKA!

ABOUT US:

Founded in 1994 by C. Brian Williams, Step Afrika! is the first professional company dedicated to the tradition of stepping. Under Mr. Williams' leadership, stepping has evolved into one of America's cultural exports, touring more than 60 countries across the globe, and the Company now ranks as one of the top ten African-American dance companies in the United States.

Step Afrika! blends percussive dance styles practiced by historically African American fraternities and sororities; traditional African dances; and an array of contemporary dance and art forms into a cohesive, compelling artistic experience. Performances are much more than dance shows; they integrate songs, storytelling, humor and audience participation. The blend of technique, agility, and pure energy makes each performance unique and leaves the audience with their hearts pounding.

Step Afrika! promotes stepping as an educational tool for young people, focusing on teamwork, academic achievement and cross-cultural understanding. The Company reaches tens of thousands of Americans each year through a 50-city tour of colleges and theaters and performs globally as Washington, DC's one and only Cultural Ambassador.

Step Afrika! has earned Mayor's Arts Awards for Outstanding Contribution to Arts Education, Innovation in the Arts, Excellence in an Artistic Discipline and headlined President Barack Obama's Black History Month Reception at The White House. The Company is featured prominently at the Smithsonian's National Museum of African-American History & Culture with the world's first stepping interactive exhibit.



STEP AFRIKA! VOCABULARY

What is Stepping?

Stepping is a percussive, highly-energetic art form first developed through the song and dance rituals performed by African-American fraternities and sororities. In stepping, the body becomes an instrument, using footsteps, claps and spoken word to produce complex poly-rhythms. Stepping has been described as “one of the most exciting dance forms created in the 21st century.”

DEFINE THE FOLLOWING ESSENTIAL TERMS:

ritual:

fraternity:

sorority:

poly rhythm:

aesthetic:

storytelling:

discipline:

percussive:

contemporary:

cohesive:



STEP AFRIKA!: MUSIC IN THE MAKING

MUSIC OSTINATO

OSTINATO IS A MELODIC PATTERN THAT REPEATS

BODY PERCUSSION OSTINATO

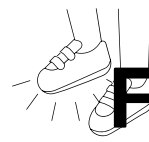
Use the key below to create your own repeating pattern in the boxes below.



CLAP hands



SNAP fingers



STOMP feet

--	--	--	--	--	--	--	--	--

example:

C	C	C	S	S	F	F	F	S
---	---	---	---	---	---	---	---	---

MUSIC BEAT OSTINATO

Use the key below to create your own repeating pattern in the boxes below.



STEP AFRIKA!: CREATING POLYRHYTHMS

After the performance, look at the chart on this page.

In class, divide into four groups: A, B, C, and D.

Each group should choose a different part of their body to create rhythm.

For example: A group can clap their hands, another can slap their knees, another can stomp their feet, and the last can repeat a short word like 'yes!'



Using the chart on this page:

Group A sounds all four beats

Group B sounds beats 1 and 3,

Group C sounds 2 and 4,

Group D sounds twice on each beat.

Each group needs to rehearse by itself and count the beats out loud and practice until they can repeat this rhythm three times with accuracy.

Finally, all four groups come together for a performance!

Beats	1	2	3	4
Group A	X	X	X	X
Group B	X		X	
Group C		X		X
Group D	XX	XX	XX	XX



STEP AFRIKA!: SEL

SENSE OF SOUND

Describe different sounds you might hear throughout your day and put them in the boxes. Answer the questions below.



My favourite sound is _____

because _____

STEP AFRIKA!: WRITING

Dear Family and friends,

Today, I saw a live, professional theatre performance presented called, Step Afrika!

The performance had intricate kick stomps and rhythms mixed with spoken word. From Appalachia to South Africa from stepping to gumboot to Zulu. Step Afrika seeks to build connections between people and to highlight the similarities in their dance forms, our lives and our communities. Here are my favorite moments from the show, my favorite dances and all of the things I remember:

Student to Family Cooperative Activity Ideas:

- Share impressions and discuss Black Violin: Sit down with your family and have a conversation about the performance. Share your impressions, thoughts, and emotions. Discuss the elements that stood out, such as the performances, the set design, or the storytelling.
- Does anyone in your family play an instrument, sing, dance? Interview some family members and see if you can discover a link to music. Write it down (journal) and save it for future generations.
- Family jam session: Write a song with your family. You can start a family band, or simply work on a song together as a team or unit. Share some of your favorite genres with your family (jazz/funk/hip-hop...and see who you have them in common with).
- Create a Playlist: Collaborate on creating a playlist featuring songs from the concert as well as favorites from everyone in the family. This can be a fun way to learn about music through the decades.
- **Remember, the goal is to create memorable and immersive experiences. Adapt these ideas based on your family's preferences and the resources available to you.**

Additional Activity Ideas:

- Attend workshops or classes: Look for theater workshops or classes that interest you and your child. Participating in these educational opportunities can help your kids develop their skills, gain confidence, and connect with others who share their interest in the performing arts.
- Encourage your kids to create their own journals or scrapbooks to document their childhood memories. Take the opportunity to share your childhood stories as you help them with their own projects. You can even contribute by adding some of your own stories or mementos to their journals.
- What was your favorite song, band or genre growing up? Play a few songs for your child/children and let them play a few of their favorites for you!
- Volunteer or participate in theater activities: If your kids have developed a keen interest in theater, encourage them to get involved in local theater groups or school productions. Volunteer backstage, audition for roles, or assist with set design and costumes. This hands-on experience allows us to gain practical knowledge and further nurture a passion for the performing arts, and the whole family can volunteer with the show!

Standards Alignment: Step Afrika!

Standards Alignment: The activities in this guide are aligned with the standards listed below. When teachers incorporate the arts, they increase student engagement, offer multiple points for students to access the curriculum, and provide alternate means for students to demonstrate what they know.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.)	
Kindergarten through Grade 12/ English Language Arts	
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.
ELA.K12.EE.3.1	Make inferences to support comprehension.
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.
Music 6-8	
MU.68.H.1.1	Describe the functions of music from various cultures and time periods.
MU.68.H.1.3	Describe how American music has been influenced by other cultures.
Music 9-12	
MU.912.H.1.1	Investigate and discuss how a culture's traditions are reflected through its music.
MU.912.H.1.5	Analyze music within cultures to gain understanding of authentic performance practices.



My Theater Review

I saw: _____

Reviewed by: _____

This play/musical was about...

Here's a drawing of
my favorite character:

It made me feel:

I learned:

I gave this play/musical stars.



**We'd love to hear from you! If you'd like to submit this review,
please send to jenriquez@browardcenter.org**