

# TEACHER GUIDE



## The Art of Performance Poetry

With: Eric Gabriel

Grade: 1/2

Date: Feb 11th

Artistic Discipline: Literary Arts



### OVERVIEW

What is it that makes us so nervous to be seen performing in front of other people? Join Eric Gabriel, a seasoned performance poet, as he brings out your inner performer and walks your students through the art of performance. Grow your ability to engage with an audience and have your story be heard.

### CLASSROOM SETUP

Arrange your students in a large semi-circle facing the board/projector screen

### MATERIALS

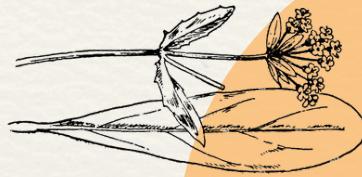
- Projector/HDMI Cable
- Pencil
- Paper to write on

### ARTIST BIOGRAPHY

With a unique poetry style described by many as celestial, Gabriel 'ArchAngel' Ehijie, is a Pan-human writer, poet, and interdisciplinary artist. A passionate student of the human experience, Ehijie believes in the psycho-social healing properties of art, and constantly seeks new ways to aid that healing process.



# Curriculum Outcomes & Indicators



## Grade One

CP1.5 Create music expressions and contribute to decisions about ideas, sounds, instruments, and order (e.g., loud/soft, fast/slow, high/low).	<i>a. Experiment with the voice and instruments by creating and imitating sounds.</i>
CP1.3 Enter into the fiction provided by the drama.	<i>f. Use imagination in dramatic contexts.</i>
CR1.1 Demonstrate understanding that the arts are a way of expressing ideas.	<i>d. Discuss how arts expressions can represent feelings and ideas.</i>

## Grade Two

CP2.3 Adopt roles and collaborate with others in role within dramatic contexts, using community as inspiration.	<i>e. Use imagination to explore various possibilities in dramatic contexts.</i>
CH2.1 Identify key features of arts and cultural traditions in own community.	<i>c. Recognize there are a variety of arts expressions in Saskatchewan (e.g., film, dance, theatre, music, photography, graphic design, sculpture, architecture).</i>
CP2.4. Contribute ideas when engaged in a variety of drama strategies and during periods of reflection.	<i>d. Use visual images and language to represent ideas, both in and out of role.</i>

# Workshop Vocabulary

## Tone

How loud/hard or soft we say something.

## Gesture

A way we move our hands to tell someone something.

## Emotion

What we feel in our hearts

## Improvise

When we make something up that we've never thought of before.

## Beatbox

When we use our mouth to make drum sounds

# Pre Workshop Exercises

Name:

Duration:

Materials:



## EXERCISE 1 - Getting Out Some Rhythm

- Read the Shel Silverstein poem below to your students

<https://allpoetry.com/Put-Something-In>

- Depending on your students ability, write the poem out and have them read it along with you. Alternatively, have them repeat the last 4 lines until they have it memorized.
- Have the students stand up and ask them to try and feel the rhythm of the poem. Have everyone read it aloud while clapping to the rhythm of the words.
- Have the students make body movements each time they land on one of the beats of the poem, try and get them to feel the rhythm in their body.
- Once the students are all seated again, ask them to think about how the poem makes them feel. Ask them to try and figure out what emotions the poem brings out. Talk about what the poem might be about.
- Put the students into pairs and have them try to memorize and then recite the last 4 lines of the poem and recite them to each other. See who can stand in front of the class and recite the most lines.
- As a fun additional activity, have your students make silly 'mumble-grumble' songs and 'loony goony' dances.

## EXERCISE 2 - Writing A 'Nutty Poem'

- Read the poem on the next page to your students. Then use the version of the poem with words taken out so it can be used like a Mad Libs poem.
- Use the random word generator below to fill in the blanks with your class and create a silly poem. Then ask the students to fill in the blanks themselves with whatever (appropriate) words they want.

<https://www.thegamegal.com/word-generator/>

# Pre Workshop Exercises

CAT IN A BOX - Dave Moran

I put a box upon the floor  
Then I turned my back.  
It only took a minute  
Now I can't find my cat.

Now my box is heavy  
It took me by surprise.  
I'll leave it for a moment  
What can be inside?

CAT IN A BOX - Dave Moran

I put a box upon the \_\_\_\_\_  
Then I turned my \_\_\_\_\_.  
It only took a \_\_\_\_\_  
Now I can't find my \_\_\_\_\_

Now my box is \_\_\_\_\_  
It took me by surprise.  
I'll leave it for a \_\_\_\_\_  
What can be inside?



# Broadcast Program

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00:00 - 00:05:

- Artist Bio Video + Introduction

00:05 - 00:10:

- Check In // Ground rules (Listen, Observe, Validate, Empathize)
- Warm Up + Grounding breathing exercise
- Game (Spaghetti)

00:10 - 00:15:

- Watch Video as a class, and discuss observations afterwards
- (0:17) "Winter Winter" Emotionless Read

<https://youtube.com/shorts/TgiLFayAldU?si=yGoqgeLlM9RsfA97>

00:15 - 00:25:

- Three key features of performance poetry:
  - Adding emotions to the way you speak
  - Speaking with rhythm
  - Improvise as you see fit

00:25 - 00:30:

- Tips to use in performance (Eyes, Body, Voice, Space, Poem, Ending)

00:30 - 00:40:

- Writing Prompt - Write a 3-line poem about your favorite food

00:40 - 00:45:

- Performance Prompt - Perform your poem to the class in the persona of a friend of yours in your class (e.g. best friend, seat-mate, etc.)

00:45 - 00:50:

- Artist's Q & A



# Post Workshop Exercises



## EXERCISE 1 - Being In Front Of People

- The art of performance means that we have to get comfortable being in front of people so this exercise will help your students develop their sense of resiliency to the discomfort of being in front of others.
- Have your students all sit in chairs but with room in front of them to stand up quickly. Play a short game of Name Whack-A-Mole. Whenever you say a student's name, have that student stand up and say hello as quick as they can. Then start to point at students while you say the name, but try and throw the students off by pointing to a different student than the name you're saying. Then have the students jump up and say, 'hello, my name is \_\_\_\_'.
- Next, set up some kind of mark on the ground at the front of the classroom. Have the students taking turns walking up to the mark on the ground, planting their feet, taking a breath and then saying, 'Hello, my name is \_\_\_\_'. Then have the class clap uproariously after each student says their name.

## EXERCISE 2 - Word Pictures

- Talk with the students about how words can paint pictures in our minds. Have them close their eyes and take them through a short visualization exercise to demonstrate. Use this video as an example if you'd like:  
<https://www.youtube.com/watch?v=jF-fYpujd2o>
- Next, you are going to work with the students to help come up with descriptive words for their own scene. Choose a setting (ie: forest, ocean, house etc) and have the class brainstorm descriptive words for that setting (ie: green, big, loud etc)
- Now put the students into pairs and have them choose a setting and then come up with at least 4 descriptive words for that setting.
- Have each pair find another pair of students who they will read their descriptive words to (but not the setting) to see if they can guess what setting it is.

# Additional Information

## Upcoming Workshops

Mar. 18-19	Ray the Nihilist – Music (Making A Hip Hop Beat)
Apr. 15-16	Kamisha Alexson – Visual Arts (Designing the 12 Tipi Teachings)
(French/English) May 5-7	Gabrielle Dufresne – Theatre (Puppetry)

You can contact Eric via email: [archangelpoetry@gmail.com](mailto:archangelpoetry@gmail.com)  
or follow him on Social Media: [@fansofarch \(instagram\)](https://www.instagram.com/@fansofarch)

