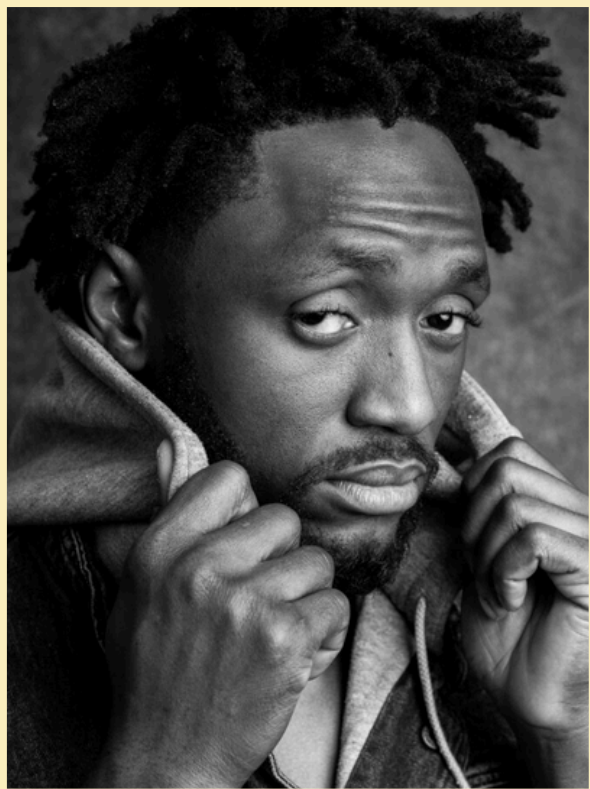


**LIVE**

Arts

# TEACHER GUIDE



## The Art of Performance Poetry

With: Eric Gabriel

Grade: 3/4

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 Three

CP3.3 Sustain roles in dramatic situations and accept/respond to others in role, using the environment (e.g., natural, constructed, imagined) as inspiration.	<i>d. Use language purposefully when speaking and writing in role.</i>
CR3.2 Respond to arts expressions that use the environment (natural, constructed, imagined) as inspiration.	<i>a. Demonstrate ways that arts expressions can represent ideas and convey meaning verbally and non-verbally (e.g., music that conveys a mood; drama that conveys ideas about compassion; visual art work or graphic that conveys a social message)</i>
CR3.1 Describe ideas and problem-solving processes used in own arts expressions.	<i>a. Identify and describe how arts expressions make them think and feel.</i>

## Grade Four

CP4.3 Assume a range of roles and strategies in drama work, using a Saskatchewan context as inspiration.	<i>f. Use language purposefully when speaking and writing in role.</i>
CP4.3 Assume a range of roles and strategies in drama work, using a Saskatchewan context as inspiration.	<i>i. Examine connections between personal experiences and own contributions to the work</i>
CP4.4 Contribute ideas, when in and out of role, and further the development of the drama by participating in consensus building, choice of strategies, and selection of dramatic alternatives.	<i>d. Listen at all times within a drama and recognize the value of doing so.</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.

## EXERCISE 2 - Persona Poetry

- Have your students practice perspective taking by writing a poem from the perspective of an object.

- Read them a persona poem written by some students in Chicago:

<https://www.poetrycenter.org/poems/persona-poems/>

Or show them some of the persona poems in this video (poem at 1:23 is very accessible)

<https://www.youtube.com/watch?v=gS-S87D-G4s>

- Ask each student to think about an object that they see in their every day life



# Pre Workshop Exercises



- Put the following questions on the board and have the students write their answers on a piece of paper:

1. What is something that your object sees every day? Use at least 2 words to describe what they see.
2. What is something that your object smells every day? Describe that smell in at least 2 words.
3. How does your object feel when you touch it? Soft? Smooth? Fuzzy? Heavy?
4. Does your object ever get moved around? What moves it around? Where does it go?
5. If your object had a friend that was another object? What other object would be their friend?
6. What makes your object feel happy? Is it something that it was made to do? Is it a certain color or sound?

- Have your students write out a simple little poem using the answers to their questions and inserting them into lines that generally start with 'I' statements:

*I see shiny shiny metal and soft paper every day  
I smell fresh, dark ink  
I feel smooth and heavy in your hand  
And when you press my head down I clink and clunk  
I make friends with every single staple  
And we feel happy when we bring paper together*

*(a stapler)*



# 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 point 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 describing 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)

