



LESSON 12

Shine Performance

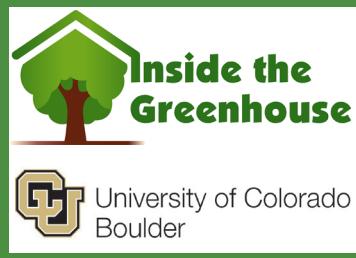
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This lesson strives to address NGSS, Colorado 2020 and JeffCo Generations standards and goals, cited at the bottom of the lesson, by communicating science through embodied expression

Shine, The Musical
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Description

It is a tradition in cultures throughout the world to end public gatherings with an inspirational song and dance that ensures the sustainability of the energy and commitment necessary to follow through with the issues addressed at the gathering. We'll complete this curriculum by performing "Shine."

Concepts

1. We have the power to change the future
2. Dance, movement, and song can combine to create a powerful performance experience for both participants and audience members

Outcomes

Upon Completion of this lesson, students will be able to:

1. Use embodied, written and verbal communication to describe new possibilities for their communities that will lead to a more resilient future.
2. Use dance, movement, and song, to create joy and hope



Outline

- I. Set Up (10 min.)
- II. Introduction (15 min.)
 - a. Behavior Guidelines
 - b. Learner Level Assessment
- III. Rehearse and Perform (45 min.)
- IV. Follow-up Activities
 - a. Perform Shine for your community!
- V. Additional Resources
 - a. Sources
 - b. Vocabulary
- VI. Standards Addressed

I. Set Up (10 min.)

Background: Performance: The Importance of Celebration

It is a tradition in cultures throughout the world to end public gatherings with an inspirational song and dance that expresses the achievement of the gathering's purpose. A song combined with synchronized movement can nudge the follow-through from concern to action regarding the purpose addressed at the gathering. If you leave humming the final tune, you carry the spirit of commitment with you into your daily life. It can infuse your thoughts and actions with the inspiration that was built into the event purposefully by its organizers. Participating in song can provide an experience of connection and joy which allows the singer to feel the value of community, which in turn, will hopefully strengthen the resolve to act on its behalf.

Shared cultural expression unites us, allows us to feel who we are as a community and provides a medium to communicate that beyond our borders. The final song may even set the attitude for moving forward towards new behavior. Attitudes inform behavior. Without the right attitude, certain behaviors don't make sense; if you don't have an attitude of generosity, sharing your lunch doesn't make sense. If we are hoping adults will change behavior, we best attend to our attitude.

The culminating song is best characterized as being accessible, catchy, and affirmational for group membership. In her book *Utopia in Performance*, Jill Dolan "investigates the potential of different kinds of performance to inspire moments in which audiences feel themselves allied with each other, and with a broader, more capacious sense of a public, in which social discourse articulates the possible, rather than the insurmountable obstacles to human potential ." When people dance and wave streamers in rhythm to a beat, they literally take up more room as they expand into the public realm, and, despite their many





differences, feel part of a unified beat, pumping life through their shared community. Songs and anthems are a vital tool in nation building and can be used for city spirit building as well.

- Osnas, Performance for resilience: Engaging youth on energy and climate through music, movement, and theatre. Chapter 4

For this lesson, we'll be setting up and performing the final song of *Shine*, "Shine". The music for "Shine" is on the project website. One version of the choreography is there as well. This can serve as an inspiration, but your students can also create their own simpler choreography. Please watch and review before the lesson.

Read through pages 17 through 18 of the script to review where we are at in the performance. While we have already worked through this dialogue as a class, a review may also be useful for students.



II. Introduction (15 min.)

Behavior Guidelines: This lesson involves embodied learning. Please review the "Guidelines for Embodied Lessons in the Classroom" included in this curriculum.

Learner Level Assessment: Lesson 11 review

Ask students to get back into their groups from the last lesson in which they created and performed skits. Give groups two or three minutes to remember and rehearse their skits. Next, ask each group to find a group to partner with and perform their skit. The group watching has a responsibility: they should note what they feel is the most powerful single moment in the skit they watch.

Assessment (Outcomes 1 and 2): *Each group tells their partner group what they feel is the most impactful moment of their partner's performance.*

III. Rehearse and Perform (45 min.)

After finishing the song "Progress" in lesson nine, we read through pages 17 and 18 of the *Shine* script to prepare for our skits. It may be helpful to remind students of where we're at in the script and what we did in lesson nine before moving on to the final song, "*Shine*."

For this performance, we are going to try to learn both the music and choreography. Begin by learning the words to the song. Full lyrics are available in the script. Practice a couple times as a class using the "*Shine*" with vocals track found here: http://www.insidethegreenhouse.org/shine/shine_music.html

Next, it's time to create your choreography. You can find the full video for the choreography of "*Shine*" here: <https://vimeo.com/217015793>. Watch as a class and then work through each movement, following along. If the movements in the video prove too difficult, create your own!

Find a place to perform: To share this final song, perform to another class, the front office, or in front of your school. Making it public is part of a civic celebration and helps lead to a sense of culmination! If you can amplify the backing music with a speaker, great. If not, the students can perform it a cappella. If it's not possible for you to perform outside the classroom, you can film the performance on a cell phone and share it to parents and others as a video (this is also an option if you do find a performance venue!).

Assessment (Outcomes 1 and 2): *Perform "Shine" as the culminating activity for this curriculum.*



IV. Follow-Up Activities

a. Perform Shine for your community!

After working through this curriculum, you're ready to show the world what you've learned! *Shine* can be performed in its entirety to actively engage students in issues related to energy, climate, and resilience. Give yourself several class periods to rehearse using the script and choreography and create any props you'll need. Be sure to include students' skits from lesson eleven in the performance.

Assessment (Outcomes 1 and 2): Students work together to show their community what they've learned, create a sense of joy and hope, and start conversations that motivate action for a sustainable future.

V. Additional Resources

a. Sources

Script of *Shine*: http://www.insidethegreenhouse.org/shine/assets/shine_script.pdf

Music of *Shine*: http://www.insidethegreenhouse.org/shine/shine_music.html

Choreography of *Shine*: http://www.insidethegreenhouse.org/shine/shine_choreography.html

Dils, A., & Albright, A. C. (2001). *Moving history / dancing cultures: A dance history reader*. Middletown, Conn: Wesleyan University Press. https://www.oberlinlibstaff.com/acceleratedmotion/primary_sources/texts/ecologiesofbeauty/anthro_ballet.pdf



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Jill Dolan, *Utopia in Performance: Finding Hope at the Theater* (University of Michigan Press, 2005), 164.

Osnes, B. (2017). *Performance for resilience: Engaging youth on energy and climate through music, movement, and theatre*. Cham, Switzerland: Palgrave Macmillan.

b. Vocabulary

Community: A group that shares place, values, or feelings and is connected through a physical or virtual space.

Dance: American anthropologist and dance researcher Joann Wheeler Kealiinohomoku defines dance as "a transient mode of expression, performed in a given form and style by the human body moving in space. Dance occurs through purposefully selected and controlled rhythmic movements; the resulting phenomenon is recognized as dance both by the performer and the observing members of a given group." (Dils and Albright, page 38)

Metaphor: A figure of speech or a symbol that is representative of something else, especially something abstract (like community). Highlighting the similarities between the two and can help us the referenced idea or thing in a new or more nuanced way.

Dramatic Metaphor: A movement, action, property, or piece of dialogue can make a comparison to something dissimilar, in order to enhance its meaning and to reveal what they might have in common through performance.

Celebration- the action of marking an important event or occasion by engaging in enjoyable, typically social, activity, a public performance, to mark with a deviation from routine.

Backdrop- Painted, drawn, or designed material that hangs behind a performance to set the scene

VI. Standards Addressed

a. Next Generation Science Standards Addressed

4-ESS3-1 Earth and Human Activity

Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.

4-ESS3-2 Earth and Human Activity

Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.

5-ESS3-1 Earth and Human Activity

Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.



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**b. JeffCo Generations Skills**

Content Mastery: Students understand academic concepts and are able to apply and transfer that knowledge into multiple settings. Students must also understand how to access and process changing information, updating their own thinking and processes.

Civic & Global Engagement: Students take active roles in their communities, are prepared to be participatory citizens in our constitutional republic, and are engaged with issues of local, national, and global concern.

Self-Direction & Personal Responsibility: Students take initiative, are inquisitive, entrepreneurial, and curious. They persevere through challenging situations, take calculated risks, and stand accountable for their actions. They continually advocate for their own needs as well as the needs of others.

Communication: Students learn to effectively communicate in written, digital, artistic, and oral forms. Students learn to explore and articulate their own points of view, while respectfully exploring and understanding the perspectives of others.

Critical & Creative Thinking: Students learn to evaluate, weigh evidence, and apply reasoned decision making to problems. Students learn to use imagination, innovation, and ingenuity to solve problems.

Collaboration & Leading by Influence: Students learn to work together, harnessing the power of teamwork, and learn the importance of influence to motivate others to get things accomplished.

Agility & Adaptability: Students learn to change in response to dynamic situations, environments, and complex problems. Students adjust to disruptions, ambiguity, and uncertainty in themselves, their organizations, and their communities – and thrive in spite of the obstacles.

Colorado Academic 2020 Standards Drama and Theatre Arts*Create*

- Create characters from scripts or improvisation using voice, gestures and facial expressions
- Create and write simple dramas and scenes
- Design a scene through an inventive process, and perform the scene

Perform

- Participate collaboratively with partners and groups
- Demonstrate safe use of voice and body to communicate characters
- Define stage direction and body positions

Critically Respond

- Develop selected criteria to critique what is seen, heard, and understood
- Examine character dynamics and relations



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