



## LESSON 7

# Weaving Song

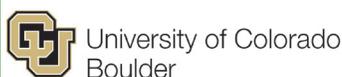
[insidethegreenhouse.org/shine](http://insidethegreenhouse.org/shine)



The creation of this curriculum has been funded in part through Inside the Greenhouse project at CU Boulder

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  
[insidethegreenhouse.org/shine](http://insidethegreenhouse.org/shine)



## Description

Students will rehearse and perform the Weaving song from *Shine* as a class and discuss the ideas, concepts, and challenges of the performance.

## Concepts

1. Students can be authors and actors in performance-based communication
2. Dramatic metaphor can help us understand the concept of community

## Outcomes

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

1. Perform the unique expression of their community
2. Through fine art, movement and music, they will represent what binds their community and feel what it means to them



## Lesson 7: Weaving Song

[insidethegreenhouse.org/shine](http://insidethegreenhouse.org/shine)

### Outline

- I. Set Up (15 min.)
- II. Introduction (20 min.)
  - a. Behavior Guidelines
  - b. Learner Level Assessment
- III. Weaving (15 min.)
- IV. Rehearse and Perform (25 min.)
- V. Follow-up Activities
  - a. Weave On!
  - b. The sound of community
- VI. Additional Resources
  - a. Sources
  - b. Vocabulary
- VII. Standards Addressed

### I. Set Up (15 min.)

For this lesson, we'll be setting up and performing the third song of *Shine*, "Weaving". The choreography for "Weaving" is on the *Shine* website: [http://www.insidethegreenhouse.org/shine/shine\\_choreography.html](http://www.insidethegreenhouse.org/shine/shine_choreography.html)

Read through pages 12 through 15.5 of the script, which will be performed as part of this lesson.

Watch the Human Knot video to better understand the warm up activity: <https://www.youtube.com/watch?v=KahMCA0bR7s>

#### Materials Needed

- The paper strips created in lesson six, rolled with a rubber band gently holding each
- A screen, projector, and an internet connection for this lesson

### II. Introduction (20 min.)

**Background:** From Chapter 4 of *Performance for Resilience: Engaging Youth on Energy and Climate Through Music, Movement, and Theatre*:

...Dramatic metaphor has the capacity to tease out a more nuanced understanding of both problems and solutions. 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. Metaphor extends beyond





one thing merely serving as a symbol for the other. When working with youth, dramatic metaphor can be useful in learning the meaning of complex concepts because it can provide a more visual and active description.

James Geary, author of the book *I Is an Other: The Secret Life of Metaphor and How It Shapes the Way We See the World*, asserts that metaphor “systematically disorganizes the common sense of things—jumbling together the abstract with the concrete, the physical with the psychological, the like with the unlike—and reorganizes it into uncommon combinations[i].” He goes on to say that metaphor, “shapes our view of the world, and is essential to how we communicate, learn, discover, and invent, yet we typically fail to recognize it” as it “takes place mostly outside our conscious awareness[ii].” This is powerfully relevant in *Shine*, where the use of metaphor seeks to jumble the many factors at play to invigorate youth towards fresh ways of approaching both global and local challenges. Putting metaphor into performance means that a sideways scattering of the hips distributes the harvest seeds. The heartbeat of a drum pumps life into ancient animals. A pole thrust into the earth signals ownership of the black gold beneath its depths. A storm of fossil fuel flags disrupts the natural carbon cycle, its wreckage ripping through the fabric of community. With arms reaching towards the sky, youth stretch for new solutions with outstretched hands. The use of metaphor here reaches into the bones and muscles; it needn’t be intellectually understood to be effective, in fact, it’s more effective if it is first felt, sung, danced, and experienced. Invention can arise from unlikely configurations and improvised action.

[i] James Geary, *I Is an Other: The Secret Life of Metaphor and How It Shapes the Way We See the World* (New York: Harpers Perennial, 2012), 3.

[ii] *Ibid.*

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

**Learner Level Assessment:**

Human knot: We will work through this activity twice, once with basic instructions and a second time with a community metaphor focus.

Round One

1. Divide students into groups of five to six people (four will be a little too easy and seven will be a little too hard for this activity).
2. Ask each group to form a circle facing in.
3. Have each student raise their right hand and grasp someone’s hand across from them (if there are an odd number, one person will have to grab with their left hand as well).
4. Next, grasp left hands with a different person.
5. Students have now formed a human knot. They should carefully try to untie themselves without letting go of anyone’s hand. They can go under, over, around, and through the arms of classmates, change level, twist, and turn in order to reform a circle in which students can either be facing in or out (careful not to painfully twist each other’s arms).





## Lesson 7: Weaving Song

[insidethegreenhouse.org/shine](http://insidethegreenhouse.org/shine)

### Round Two

1. Divide students into groups of five to six people (four will be a little too easy and seven will be a little too hard for this activity).
2. Ask each group to form a circle facing in.
3. Everyone in the group should think of a problem they see in their community.
4. When they have each thought of something, each student should raise their right hand and say their problem out loud.
5. Each student should then grasp someone's hand across from them (if there are an odd number, one person will have to grab with their left hand as well).
6. Next, grasp left hands with a different person.
7. Students have now formed a human knot that represents the interconnected problems of their community. They should carefully try to untie themselves without letting go of anyone's hand. They can go under, over, around, and through the arms of classmates, change level, twist, and turn in order to reform a circle in which students can either be facing in or out.

Optional variation or round three: Do everything the same as is listed in round two except when students get to step three, they should think of a problem they all see and agree is an issue. For step four, they should state their agreed upon problem as a group. All following steps remain the same. Finish by completing the assessment for this round.

**Assessment** (Outcome 1 and 2): *After students have untied their knot and are standing in a circle, ask each person to think of a solution to the problem they had and share their solution with the group. Discuss as a class how a community must find solutions to their problems while maintaining their connection, and through helping each other we can find solutions. Through working together, we can untie our "human knots" while still maintaining the connections that enable us to be a group. Through this exercise, introduce the idea of metaphor. What would it mean for someone to let go during this game? Did the circle look the same before and after we worked through the knots? What does that say about community?*

### III. Weaving (15 min.)

As a class, watch the "Inside the Studio" feature with composer Tom Wasinger located in the music section of the *Shine* website from minute 11:30 to minute 17: <https://vimeo.com/217016473>. This should help give students a feel for how the song was composed and which instruments were used. Next, watch this video (link is also in additional resources) that features a Turkish woman weaving: <https://www.youtube.com/watch?v=KpoXTVT5tr4>





## Lesson 7: Weaving Song

[insidethegreenhouse.org/shine](http://insidethegreenhouse.org/shine)

**Assessment** (Outcome 2): *In pairs, small groups, or as a class ask students to describe the sounds which they can identify from each video that are similar and which are different. Have students make a list to compare and contrast. You may need to play the weaving song and the video again. How closely does the music match the sounds of the loom?*

## IV. Rehearse and Perform (25 min.)

Optional (depending on time between lessons and if a recap of the plot of *Shine* is needed):

Begin by reading pages 12 to 15 of *Shine* to establish the movement of the plot from "Harvest" to "Weaving." This can be done through choosing character roles to read, rotating through student volunteers, or by the teacher. Next, watch the "Weaving" choreography as a class: <https://vimeo.com/217015849>

For this song, the focus will be on performance and choreography rather than signing (Unless you have extra class time and would like to teach the full song to students! Full lyrics are available in the script). Select the "Weaving" song with vocals here: [http://www.insidethegreenhouse.org/shine/shine\\_music.html](http://www.insidethegreenhouse.org/shine/shine_music.html)

In lesson six, students created eight paper strips decorated to represent the fabric of their community. For the weaving, each strip will require two students, one on each end. This will accommodate 16 students. Each student should have an opportunity to perform, so this likely means working through the weaving, as shown in the choreography, twice. Some students may need to perform in both rounds. Ask the students not performing to be an attentive audience and take a moment after the performance to ask the audience their feedback (What went well, what could have been stronger, what did they learn/better understand by watching).

**Assessment** (Outcomes 1 & 2): *Perform the choreography to the "Weaving" song using the props created in lesson six.*

**Assessment** (Outcomes 2): *Ask students to consider the metaphor of weaving. How is the action of bringing our paper weaving strips together as a group like forming community? How is it different? How did the activity make them feel? How many people did it take to weave the paper fabric and how many does it take to weave and create the "fabric" of their community? Spend 5-10 using these questions as writing prompts*

## V. Follow-Up Activities

### a. Weave on!

In this activity, ask each student to create their own individual paper weave. You will need construction paper scissors and glue. Cut slits at regular intervals leaving a one-inch border in the piece of paper that will serve as your background color. Next, weave ½" to 1" strips of a different color through the background. Detailed instructions can be found here: <https://cdn.dick-blick.com/lessonplans/paper-weaving/paper-weaving-paper-weaving.pdf>. Once a student has created their paper weave, ask them to fill in the squares





## Lesson 7: Weaving Song

[insidethegreenhouse.org/shine](http://insidethegreenhouse.org/shine)

with symbols of their community. In the center, have them draw what they feel is the center of the community to them. This could be their house, school, the town square, or something else. From there, have them fill in the adjacent squares with elements of the community that are directly connected to it. This could be roads, people, adjacent buildings, etc. Students should continue until all paper weave squares are filled with symbols.

**Assessment** (Outcomes 2): *In small groups or as a class, have students present their paper weaves and explain the symbols they chose. .*

### b. The sound of community

So far, we've been focused on the visuals that create community and weaving them together. For this activity, we will focus on the sounds.

If weather allows, open the windows. Gather students in a circle. Ask everyone to be completely silent and close their eyes. Next, ask students to listen to the sounds that are farthest away. Allow time for everyone to focus. Then ask students to try and listen to the sounds near the school. Then, ask students to listen to the sounds inside the school and classroom. Have each student mentally identify as many sounds as possible during this process, without shouting out or sharing.

Ask each student to choose one sound they heard or to think of another that represents their community (ex. A honking car horn, a dog barking, a train moving). Have them decide how to represent that sound with voice or body. Go around the circle and ask each student to make their sound (Don't identify what it is yet so that students have the freedom to make different sounds to represent the same thing). Next, have one student step into the circle and begin making their sound. They should keep making it as other students step in and each add their sound until all students are making their sounds together. This process can happen randomly with volunteers stepping in or by going around the circle. Option: Have students consider the relative volume of the sound they chose and adjust the volume in relation to the other sounds being made.

**Assessment** (Outcome 2): *Students work together to create the soundscape of their city. After the soundscape is complete, ask each student to identify the sound they chose and why.*

## VI. Additional Resources

### a. Sources

Script of *Shine*: [http://www.insidethegreenhouse.org/shine/assets/shine\\_script.pdf](http://www.insidethegreenhouse.org/shine/assets/shine_script.pdf)

Music of *Shine*: [http://www.insidethegreenhouse.org/shine/shine\\_music.html](http://www.insidethegreenhouse.org/shine/shine_music.html)

Choreography of *Shine*: [http://www.insidethegreenhouse.org/shine/shine\\_choreography.html](http://www.insidethegreenhouse.org/shine/shine_choreography.html)

Dick Blick Art Materials' Paper weaving lesson: <https://cdn.dick-blick.com/lessonplans/paper-weaving/paper-weaving-paper-weaving.pdf>





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

Turkish woman weaving via YouTube: <https://www.youtube.com/watch?v=KpoXTVT5tr4>

### **b. Vocabulary**

Weaving: Bringing multiple strands together to form an integrated whole.

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

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.

Fabric of community: Characteristics, features, monuments (natural and human made), local aspects of community such as foods, music, clothing, dance, recreation, that come together to provide an integrated community structure.

## VII. Standards Addressed

### **a. Next Generation Science Standards Addressed**

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.

### **b. JeffCo Generations Skills**

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.





## Lesson 7: Weaving Song

[insidethegreenhouse.org/shine](http://insidethegreenhouse.org/shine)

**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.

**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*

- 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

#### *Critically Respond*

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

