



Affiliated with the national Young Audiences
Arts for Learning network



Poetry Journey

Educator Guide

Enriching the lives of children and promoting creative learning by uniting arts and education

About the Program



Ray McNiece

performs a program of poetic drama from the curriculum enlivened with his blend of interactive theater, comedy, and improvised songs. Students will journey with Ray through the many ways of expressing theater from narrative, dramatic monologue, dialogue and

lyric opera and pantomime (movement) they will participate in reader's theater, create their own dramatic sketches, song lyrics and improvise and perform dramatically a tall tale, and bring a book from the page to the stage.

Objectives

1. **Demonstrate** content understanding through meaningful performances.
2. **Describe** different parts of speech and their function in the delivery of poetry.
3. **Create** a unique interpretation of text.
4. **Practice** the art of poetry by memorizing poems kinesi-thetically and acting them out.
5. **Enumerate and discuss** the elements of a poem: figura-tive language, rhythm, rhyme, sound, and meaning.

Content Standards

English Language Arts

Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

Identify the main topic and retell key details of a text.

Theater

Demonstrate self-direction, persistence and focus when working independently in dramatic and theatrical contexts.

Participate collaboratively and respectfully in diverse ensembles to explore a variety of ideas and approaches that advance the quality of their work.

Interpret and transform new and traditional dramatic texts for informal and formal productions.

Before the Program

Teacher can read short poems from the curriculum out loud and discuss how they could be staged and performed (Characters, Plot, Setting, Theme).

Students in groups will create poems and stage them.

After the Program

Using kinesthetics teacher can lead class in ascribing motions and emotions to each line to learn poems.

Students can present a larger performance comprised of small performance poetry teams.

Students can write short poems modeled on poems from the assembly and turn them into performances.

Vocabulary

Narrative poetry: Poems that tell a story

Dramatic poetry: Poetry that can be acted out on stage and involves characters and dialogue

Kinesthetics: The use of movements to memorize lines of poetry

Rhythm: The use of pace and intonation to express poetry

About Ray McNiece

Ray McNiece has been presenting his shows, writing and performance workshops for students from kindergarten through college for over 25 years. He works for both the Ohio Arts Council Arts in Education residency artist as well as doing presentations and workshops for The Center for Arts Inspired Learning. He started his own educational company Page to Stage Productions in 1994. He has worked as a curriculum consultant for WordForward in Singapore. He is a published seven poetry collections and has received numerous grants for his writing and educational programs, most recently a Creative Workforce Fellowship.

Resources

The Children's Poetry Archive

www.poetryarchive.org/childrensarchive/poemsHome.do

Classical Poems for Children

www.storyit.com/Classics/JustPoems/classicpoems.htm

Poetry Alive!

www.poetryalive.com



About the Center for Arts-Inspired Learning

Through a balance of demonstration and audience participation, the Center for Arts-Inspired Learning teaching artist performances and workshops introduce students to an art form, support various curricular areas, and inject excitement and wonder into the school day.

