



Young  
Audiences  
Arts for  
Learning

Maryland

## Teacher Program Guide

Assembly Date: \_\_\_\_\_

Residency Dates: \_\_\_\_\_

For Students in: \_\_\_\_\_

## The Drama of Metamorphosis

*Katherine Lyons*



In this unique residency, Katherine uses the tools of an actor to creatively explore a complex, natural process. Through costumes, voice, and movement, students explore the metamorphosis and life cycle of a butterfly. The student actors learn to transform themselves into the characters in this natural drama. Although the basics of this residency can be a one-day workshop, a three day workshop is ideal.

Contact Young Audiences for more information on this and other programs at 410-837-7577 or [yamd.org](http://yamd.org)

Young Audiences/Arts for Learning | 2600 N. Howard St., Suite 1300 | Baltimore, MD 21218



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**Please pass along the attached teacher program guide to all participating classrooms.**

**Inclement Weather**

DON'T WORRY! Artists will follow school closings/delays, and will work with you to reschedule the performance if necessary.

**Young Audiences Contact Number**

410-837-7577

**After Hours / Emergency Number**

Call 410-837-7577 and follow the prompts to be connected with a staff member on call.



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### Artist Bio

#### Inside this Guide:

- Artist Bio
- Program Description
- Content Examples
- Maryland State Curriculum Connectors
- Common Core Connectors
- List of Resources
- Pre and Post-Residency Activities
- Professional Development Strategies

Katherine Lyons acts regularly on Baltimore stages and tours regionally with her interactive story dramas. Katherine is a master teaching artist for the Wolf Trap Institute for Early Learning Through the Arts and conducts workshops and residencies for teachers and children in the Maryland, Virginia, and D.C. areas. As a theatre artist she has worked with children pre-kindergarten through high school for the Baltimore Symphony Orchestra, Walters Art Gallery, Peabody Institute, and the Baltimore Office of Promotion and the Arts. She has worked in theatre and film in San Francisco, Austin, and New York. Katherine has a B.A. in Creative Arts from the University of Virginia.



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### Program Description

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### Content Examples

- Students learn about the four stages of metamorphosis, the role of an actor, and set-up for the imaginary TV show, “Science Alive.”
- Students create the four stages of metamorphosis with their bodies and voices and make predictions about the next stage as they learn about them through words and pictures.
- After breaking into groups to rehearse one of the four stages, each group will perform for the TV show and be interviewed by the Host (the artist).

“Recently our students enjoyed the privilege of a visit from Ms. Katherine Lyons, a.k.a. ‘Catherine Curiosity.’ She engaged our students in an exciting, interactive program called, ‘The Drama of Metamorphosis.’ This presentation actively involved our students in a reenactment of the life cycle of a butterfly. Through costumes, movement, and drama, the students thoroughly enjoyed this program, while reinforcing the academic content of our science program. We were very fortunate to have her as a returning artist, and we highly recommend her...”

*Allison, Mary, and Treasure, First Grade teachers, Cedarmere Elementary*

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### Maryland State Curriculum Connectors

**Theatre Standard 3.0 Creative Expression and Production:** Students will demonstrate the ability to apply theatrical knowledge, principles, and practices to collaborative theatre presentations.

Indicator 2: Demonstrate knowledge of theatre performance and productions skills in formal and informal presentations.

- a. Demonstrate the relationships between or among observed characters and the environments they occupy in observed visual images.
- b. Improvise dialogue to convey the feelings of characters observed in visual images
- c. Create and perform narrative scenes that interpret characters and actions observed in visual images.

**Theatre Standard 1.0 Perceiving and Responding: Aesthetic Education:** Students will demonstrate the ability to perceive, interpret, perform, and respond to the development of a variety of dramatic forms over time and the aesthetic qualities they reflect.

Identify and describe the visual, aural, oral, and kinesthetic elements of dramatic performances.

Objectives: Select elements of dance, music, theatre, and visual arts to enhance performances of stories and dramas.

### Common Core Standard Connectors

**CCSS.ELA-Literacy.RL.2.3** Describe how characters in a story respond to major events and challenges.

**CCSS.ELA-Literacy.SL.2.3** Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

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## List of Resources

### BOOKS

- *Gotta Go, Gotta Go* by Sam Swope
- *Joyful Noise: Poems for Two Voices* by Paul Fleischman. Poem: Chrysalis Diary
- *Why Mosquitoes Buzz in People's Ears* by Verna Aardema

### CDs

- Audio CD: *Flight of the Bumblebee* by Nikolai Rimsky-Korsakov
- Audio CD: *Dance of the Mosquito* by Anatol Liadov
- Audio CD: *Birds, Beasts, Bugs and Little Fishes* by Pete Seeger

## Pre-Residency Activities

- Introduce students to insects, body parts, what makes an insect, etc.
- Take students to a location where they can observe insects.
- Discuss similarities and differences in insects.
- Discuss the insects that can be found in Baltimore.
- Ask students: What do we already know, what do we want to know, how are we going to find out, and what did we learn?

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### Post-Residency Activities

- TV show “Science Alive” presented by students and the artist at the end of the workshop.
- Give students the prompt: “I can transform. . . . .” and have students explore and write about transformation.
- Insect Invasion:
  - a) Review the physical characteristics of insects. Label a classroom diagram of an insect so that students have a visual key of insect body parts. Review the numbers of legs and antennae.
  - b) Ask students to suggest materials that could be used to represent each of the body parts.
  - c) Using a wide variety of art supplies, ask students to create a model of an insect. Remind students of the necessary body parts. If they have questions, refer them to the labeled diagram. Allow students time to make and decorate their insects.
  - d) Display insects from the classroom ceiling.
- Share some of the simpler poems from Joyful Noise-Poems for Two Voices.
  - a) Give students some time to rehearse and perform these poems
  - b) Ask students to use information from these poems to add to their KWFL chart. Ask students to notice what the poems tell about insects’ characteristics, habitats, and methods of protection.
  - c) Ask students to write a short poem using what they know about insects. Share the poems with the class.
  - d) Design ostinato patterns to accompany the poems using the names of the insects. Encode the standard alphabet with the repeating musical alphabet.

### Professional Development Strategies

- Use the interview process with new subject matter introduced to the students. The teacher takes on the role of the interviewer and the students would take on the role of the subject content.
- Transform ordinary objects into props that can be used in class to reinforce ideas and physicalize content using body, voice, and imagination.

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