



Assembly Date: _____

Assembly Time: _____

For Students in Grades: _____

The Proof is in the Spoof!

with

Drew Anderson



Introduction

It's all about the one liners! This assembly is designed to introduce students to the Spoof School residency, getting students excited about the possibilities of parody and how they can be applied in the classroom.

The assembly *The Proof Is In The Spoof!* utilizes music, video, and live performance to show students how the catchiness, popularity, and simplicity of many of their favorite (and even least favorite) songs can be used to help express their ideas, review unit concepts, prepare for tests, and have great creative fun. This assembly also shows off some of the math, science, and test preparation spoofs which have been created through Spoof School and engages the students with humorous visual parodies of cartoon characters and product brands that they see every day.

Entertainer and educator Drew Anderson, founder of the innovative teaching artistry assemblies/residencies Spoof School and C.R.U.N.K. Academy, has spent his entire adult life engaging audiences as a science teacher and performer of hip hop, spoken word, and comedy.



The Proof is in the Spoof! *with* **Drew Anderson**

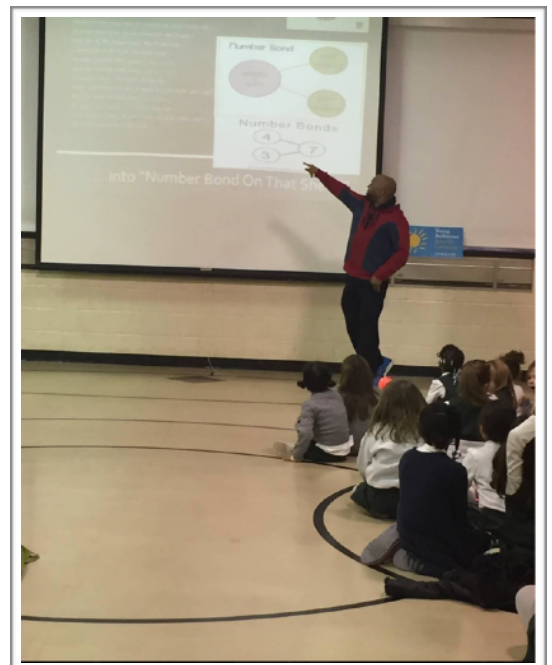
Program Description

Welcome to *The Proof Is In The Spoof!*, an engaging and lively assembly designed to share the magic of parody with your students. In this assembly, veteran educator Drew Anderson will guide your young charges onto the rip-roaring road of spoofdom, where they will find their critical thinking skills stimulated, their academic knowledge implicated, and their favorite songs replicated. Through a colorful

Power Point presentation, Mr. Anderson will share humorous riffs on characters and symbols which the students see on television and in supermarket aisles daily, showing them how they already interact with parody all the time. Then they'll find themselves singing along with Mr. Anderson's C.R.U.N.K. (Creative, Rapturous, Unified, Natural, Knowledgeable) renditions of songs by some of the most recognizable artists in today's pop and hip hop world, remixed into anthems about math, reading, science, history, anti-bullying and more!

Whether it was making up rhymes and raps about multiplication facts or reading a story and teaching characterization by acting out different traits and feelings, teaching with Mr. Anderson was active, meaningful, and engaging!

*Tianna Lanier, Teacher
Young Audiences Summer Arts & Learning Academy*





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Inside this guide:

- Artist Bio
- Track List
- Standards
- List of Additional Resources
- Background/Additional Information
- Content Examples
- Culminating Examples
- Teacher Prep
- Professional

General Information:

Setup Requirements:

- A public announcement system able to address the entire performance space
- A projector and all associated adapters for effective display from laptop
- [Optional] A laptop computer, ideally with internet access

Artist Arrival Time: 30 minutes prior to performance

Suggested Introduction: *Please welcome the spoof-tacular parody professional Drew Anderson, founder of Spoof School!*

Inclement Weather

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

Young Audiences Contact Number: 410-837-7577

Call 410-837-7577 and follow the prompts to be connected with a staff member on call for After Hours or Emergency.

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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Artists Bio:

Entertainer and educator Drew Anderson has spent his entire adult life engaging audiences as a teacher and performer of hip hop, spoken word, and comedy. In recent years, he has had the honor of representing arts, education, and their creative conjunction in the District of Columbia and the state of Maryland as a Young Audiences Teaching Artist Institute Fellow and repeat DC Commission on the Arts and Humanities Fellow. As a middle and high school science teacher, Drew found himself marrying the principles of biology, chemistry, physics and health with the dynamics of drama, the poignancy of poetry, and the heartbeat of hip hop. Now, he is melding arts and academia even more purposefully and productively through two new innovative writing/performing arts-based programs: C.R.U.N.K. Academy and Spoof School.



Droopy The Broke Baller is an entertaining, funny, charismatic feature that is only matched by his amazing hosting! When I met Drew in North Carolina, he had everyone in the room in stitches. I HAD to then have him feature in Michigan! He later crushed all three of our shows and welcomed me to his location. Lo and behold, he runs one of THE BEST spots in DC! The total package right here!

*~ Marcel Price aka Fable The Poet
Poet Laureate of Grand Rapids, Michigan*

As the public speaking expert for the Senior Challenge Academy, Drew's Spoof School inspired the students to master skills that many people continue to struggle with through adulthood. By sharing his knowledge through lively demonstrations and constructive feedback, he emboldened the students to be completely present in their own work. Using his artistic background, Drew even collaborated with other staff to create a music video spoofing a popular song to encourage the students before their final competition. His finesse, passion, and charisma engaged our youth in a way I haven't seen in previous years.

*Steph Bunton
Director of Teaching & Learning
One World Education*



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Track List (Order of Events for The Proof Is In The Spoof! Assembly)

Brush 'Em (Theme: Dental Hygiene. Spoof of *Cut It* by O.T. Genasis.)

Definition of Spoof

What Symbols Do These Resemble?, Pt. 1

Crank Dat Malcolm X (Theme: African-American civil rights figures. Spoof of *Crank Dat [Superman]* by Soulja Boy Tell-Em.)

The Big Idea of Spoof School

What Symbols Do These Resemble?, Pt. 2

Multiplication Medley: We All Know Our 9's x All About The 7's (Theme: 7 and 9 times tables. Spoofs

of *Don't Kill My Vibe* by Kendrick Lamar and *All About That Bass* by Meghan Trainor.)

How Do You Choose A Spoofable Song?

City Green Theme (Theme: The book *City Green* by Dyanne DiSalvo-Ryan. Spoof of *Rolex* by Ayo & Teo.)

How Did Spoof School Start?

Number Bond On That Sheet (Theme: Learning to add with number bonds. Spoof of *JuJu On That Beat* by Zayy Hilfigerr and Zayion McCall.)

Spoof School Steps & Schedule

It's A Line (Theme: How students should line up. Spoof of *It's a Vibe* by 2 Chainz featuring Trey Songz, Ty Dolla Sign & Jhene Aiko.)

From Premise To Mission: How School Lesson Becomes Spoof Session!

Mask On, Gloves On (Theme: Laboratory safety. Spoof of *Mask On* by Future.)

How Does Spoof School Look In A Classroom?

Grammar (Theme: Parts of speech and basic grammatical rules. Spoof of *Panda* by Desiigner.)

Bodak Bully (Theme: Anti-Bullying. Spoof of *Bodak Yellow* by Cardi B.)



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Standards:

Common Core Standard:

SPEAKING AND LISTENING, GRADE 4, SL1 CCR Anchor Standard: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively; SL1.c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

Maryland State Curriculum Standards For Fine Arts: (RESPONDING, SELECT) Anchor Standard #7: Perceive and analyze artistic work; MU:Re7.1.4 Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.

Vocabulary:

spoof/parody: noun. a mocking imitation of someone or something, usually light and good-humored; a humorous or satirical imitation of a serious piece of literature or writing

catchy: adjective. pleasing and easily remembered; likely to attract interest or attention.

popular: adjective. regarded with favor, approval, or affection by people in general

simple: adjective. easy to understand, deal with, use, etc.; not complicated

hook: noun. an appealing melodic phrase, orchestral ornament, refrain, etc., often important to a popular song's commercial success

Bonus Vocabulary:

Creative: adjective. resulting from originality of thought, expression, etc.; imaginative

Rapturous: adjective. full of feeling, or manifesting ecstatic joy or delight

unified: adjective. united; made into a single unit



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natural: adjective. free from affectation or constraint; easy, spontaneous, and in accordance with one's character

knowledgeable: adjective. possessing or exhibiting knowledge, insight, or understanding; intelligent;

well-informed: discerning; perceptive.

mimic: verb. to be an imitation of; simulate; resemble closely

hub: noun. a center around which other things revolve

substitute: verb. to take the place of; replace

academic: adjective. related to scholarly activities such as classroom studies or research projects

relevant: adjective. bearing upon or connected with the matter in hand; pertinent

List of Additional Resources:

How Spoof School Started - A medley of academic music videos from Mr. Anderson's years as a Chavez

Prep science teacher. <https://www.youtube.com/watch?v=ZmOYWIM5rOM&t=7s>

Young Audiences Featured Article on Spoof School: <http://www.yamd.org/you-are-all-now-6th-graders-an-experience-at-young-audiences-teaching-artist-institute/>

Post-Performance Activities - with assessment:

Classroom Discussion Questions:

What was your favorite part of the assembly and why? What is a spoof? What is another word for a spoof? How have you seen spoofs used in your everyday life? How could you see the ideas from today's Spoof School assembly applied to what we are studying in class?



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Classroom handouts:

My Song versus Your Song - see attached

Day 1 Exit Ticket

Word Match Sheet

In-depth sample lesson plan: see attached

Background/Additional Information:

Seitz, D. (2011). Mocking Discourse: Parody as Pedagogy. Pedagogy 11(2), 371-394. Duke University Press. Retrieved December 8, 2013, from Project MUSE database.

Stark, C. (2003). "What, me worry? Teaching media literacy through satire and Mad magazine. The Clearing House, (76)6, 305-309. Retrieved from <http://www.jstor.org/stable/30189858>

“My Song vs. Your Song!”

Partner 1 Name: _____

Partner 2 Name: _____

Partner 1 Song: _____

Partner 2 Song: _____

My Song vs. Your Song



As a class, we decided that the Top Three traits of a “Spoofable Song” are:

- 1) CATCHY
- 2) POPULAR
- 3) SIMPLE

With your partner, use the boxes in the table below to explain how your song does (or does not) represent each of the Top Three Traits. Finally, decide which one is more “spoofable” overall!

	My Song	Your Song	The Winner!
C A T C H Y			
P O P U L A R			
S I M P L E			

“Spoof’s Upside Your Head!” Day 1 - Exit Ticket

1. Write one thing that you learned about Spoofs today.

2. Write one thing that you would like to learn more about in Spoof School.

Word Match - Spoof School

Name: _____

Date: _____

Instructions: Draw a line connecting each Spoof School vocabulary term on the left with its definition on the right!

spoof/parody

pleasing and easily remembered; likely to attract interest or attention

catchy

easy to understand, deal with, use, etc.; not complicated

popular

a mocking imitation of someone or something, usually light and good-humored; a humorous or satirical imitation of a serious piece of literature or writing

simple

an appealing melodic phrase, orchestral ornament, refrain, etc., often important to a popular song's commercial success

hook

regarded with favor, approval, or affection by people in general

Spoof School - LESSON OUTLINE / LESSON PLAN DAY 1

TITLE: Rewind, Selector! (Introduction to Spoof School / Song Selection)

TEACHING ARTIST'S NAME: Drew Anderson

TEACHER'S NAME:

ART FORM: Musical Parody

GRADE LEVEL:

BIG IDEA: *Guiding students through the creation of their own parodies, Spoof School helps students take ownership over their learning.*

ESSENTIAL QUESTION: *What criteria should we use to choose a song to spoof?*

21ST CENTURY SKILLS

- Communication
- Creativity and Innovation
- Critical Thinking and Problem Solving
- Collaboration and Teamwork
- Social and Cross Cultural Skills

FINE ART STANDARDS

CREATING, PLAN AND MAKE Anchor Standard # 2: Organize and develop artistic ideas and work; MU:Cr2.1.4

PERFORMING, SELECT Anchor Standard #4: Select, analyze, and interpret artistic work for presentation; MU:Pr4.1.4

COMMON CORE STANDARDS

SPEAKING AND LISTENING, GRADE 4, SL1 CCR Anchor Standard: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively; SL1.c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

WRITING, GRADE 4, W2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly: W2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.

KNOWLEDGE OBJECTIVES <i>Students will know...</i>	SKILL OBJECTIVES <i>Students will be able to...</i>	FORMATIVE ASSESSMENTS <i>Check for understanding along the way...</i>	SUMMATIVE ASSESSMENT(S) <i>Final check for understanding / culmination...</i>
<ul style="list-style-type: none"> <i>The definitions of: parody, spoof, catchy, popular, simple</i> <i>What kind of songs are most ideal for parody</i> 	<ul style="list-style-type: none"> <i>Explain what a parody is and provide examples</i> <i>Determine and apply criteria for a “spoofable” song</i> 	<ul style="list-style-type: none"> <i>“My Song vs. Your Song” activity and worksheet: Students argue for the most “spoofable” song selection based on catchiness, popularity, and simplicity.</i> <i>All respond: Students are asked to list songs that would be good to spoof.</i> <i>Pair and Share: Students discuss in pairs what characteristics “spoofable” songs have in common before sharing out as a group.</i> 	<ul style="list-style-type: none"> <i>Selection of “spoofable” song</i> <i>“Spoof’s Upside Your Head” Exit Ticket</i>

VOCABULARY

spoof/parody. *noun. a mocking imitation of someone or something, usually light and good-humored; a humorous or satirical imitation of a serious piece of literature or writing*

catchy. *adjective. pleasing and easily remembered; likely to attract interest or attention.*

popular. *adjective. regarded with favor, approval, or affection by people in general*

simple. *adjective. easy to understand, deal with, use, etc.; not complicated*

MATERIALS AND RESOURCES FOR THE CLASS

- Artist will bring: Power Point / visual media (via hard drive), music (via ipod), “My Song vs. Your Song” worksheets, “Spoofs Upside Your Head” exit passes*

MATERIALS AND RESOURCES FOR THE TEACHER

- Classroom supplies: Markerboard and dry erase markers (or chart paper and markers), projector*

PRIOR KNOWLEDGE

- *What prior experience do your students have with music or learning through other art forms in the classroom?*
- *What do your students already know about parody / spoofing?*
- *What types of music do your students enjoy most?*
- *What special needs of students will need to be addressed in these lessons?*

PROCEDURES

Introduction/Motivation:

1.) “Brush ‘Em”: Mr. Anderson performs “Brush ‘Em,” a comical spoof of “Cut It” by O.T. Genasis based on dental hygiene. If the students have not already been shown the YouTube video “Spoof School Promo #1: Welcome to Spoof School!” This could also be shown at this time... <https://www.youtube.com/watch?v=x9NCaUwJn-c>

Modeling:

2.) Spoof School 101: Teacher and Mr. Anderson co-lead overview of Spoof School residency and culmination program. State our main idea: “Parody is a fun art form that makes new art by making fun of older art.”

3.) My Song vs. Your Song, Part 1 (“I Do”): After the group discussion on the characteristics of a “spoofable” song (see Guided Practice below), Teacher and Mr. Anderson will model a round of “My Song vs. Your Song.” To save time, their worksheet may be already filled in, or they can play out the “competition” and display via projector, so they will simply explain the thought process of their debate and resulting agreement.

Guided Practice:

4.) How To Choose A Spoofable Song: Ask students if they can define spoof/parody and for other examples they have heard. Have they ever thought up a spoof/parody themselves? Have they ever wanted to learn how?

Mr. Anderson will state our residency goal: to create our own spoof. The first step is to pick a good song to spoof. It is important to pick a song that is catchy and easily recognizable with simple lyrics and rhythm. Teacher and Mr. Anderson will avoid “mother robin-ing” and will hopefully tease out these criteria along with others from the students’ responses as a way of getting them to think critically about criteria. Teacher and Mr. Anderson will record and project the students’ suggestions for spoof criteria and may play a few songs asking students to put their thumbs up or down to indicate whether the song would be easy or difficult to spoof. They will be asked to defend their responses.

Independent Practice:

5. My Song vs. Your Song, Part 2 (“You Do”): In pairs, scholars will be asked to come up with a song that would be good for the class to spoof, using the criteria that we introduced along with their “My Song vs. Your Song” worksheets. Afterwards, we will come back together as a group to vote on the best of the options the class as a whole came up with. (Depending on class size, time remaining, and what strategy will most minimize confusion, we can either: A] cut the song choices in half with the “My Song vs. Your Song” round, then repeat with neighboring pairs competing so that we cut down choices even further with the class as a whole, then vote on the remainders; or, B] just do the one round of “My Song vs. Your Song” and then the class as a whole votes on the options remaining from there.)

Closure:

6.) And The Winner Is: Teacher announces the winning song.

7.) Restate The Main Idea: Mr. Anderson states: “Parody is a fun art form that makes new art by making fun of older art. Today, we defined parody, found out how to pick a spoofable song, and chose a song to spoof. Next time, we’ll start spoofing that song!”

8.) Summative Assessment: “Spoofs Upside Your Head” Exit Pass. In the DLIQ format, students describe at least one thing from each of these categories: something they Did, something they Learned, something they found Interesting, and a Question they have from the day.

CLASSROOM TEACHER FOLLOW UP

Ideally, the Teaching Artist will be continuing into Lesson 2 the next time the class meets. But if there are one or more days between the next meeting, the Classroom Teacher can have the students thinking of ways to apply unit vocabulary, concepts, etc. to the chosen song.

LESSON ADAPTATIONS

ESOL: Allowance of song choice, simplicity of lyrics, and application of vocabulary are built-in aids to this population pertaining to this lesson. We can also give them extra guidance, extra time, sentence starters, etc.

Advanced Songwriters: Advanced songwriters may prefer to craft a whole song or verse alone and/or lead a songwriting group as Lyrical Lieutenant.