



Assembly Date: _____
Assembly Time: _____
For Students in Grades: _____



Get C.R.U.N.K.!
with
Drew Anderson

Introduction

This assembly is designed to introduce students to the C.R.U.N.K. Academy residency, getting students excited about the possibilities of performing arts and how they can be applied in the classroom.

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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The assembly “Get C.R.U.N.K.!” utilizes music, video, live performance, and audience engagement to show students how hip hop, theatre, parody, poetry, and comedy can be used to help express their ideas, review unit concepts, prepare for tests, and have great creative fun. This assembly also engages the students with some of the creative icebreakers involved in the C.R.U.N.K. Academy residency, including “Say What?” and “What’s So Funny?” Overall, the audience will be invited to be Creative, Rapturous, Unified, Natural, and Knowledgeable; in short, to “get C.R.U.N.K.!”

Program Description

Welcome to “Get C.R.U.N.K.!,” an engaging and lively assembly designed to share the magic of performing arts with your students. In this assembly, veteran educator Drew Anderson will guide your young charges into the adventure of getting C.R.U.N.K.: Creative, Rapturous, Unified, Natural, and Knowledgeable! Through a colorful Power Point presentation, Mr. Anderson will show how he has used his love for hip hop, theatre, parody, poetry, and comedy to teach reading, history, and even math and science. Then your students will get in on the fun as they share regional slang, help act out one of Mr. Anderson’s songs, and share their favorite (school-appropriate) jokes!



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Inside this guide:

- Artist Bio
- Table of Contents
- Standards
- Vocabulary
- List of Additional Resources
- Background/Additional Information
- Pre-Performance Activities
- Post-Performance Activities
- Background Information
- Lesson Plan
- Handouts

General Information:

Setup Requirements:

- 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 Professor of C.R.U.N.K. Academy, Drew Anderson!”*

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.

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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 Buntun
Director of Teaching & Learning
One World Education*



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Table of C.R.U.N.K. Contents

(Order of Events for “Get C.R.U.N.K.!” Assembly)

Introduction (Footage from previous C.R.U.N.K. Academies)

“C” is for “Creative”: How the creativity of hip hop music can be used to build understanding of any subject.

- *Defining creativity and hip hop*
- *8 Times Tables: Video of song made by Baltimore elementary students.*
- *Say What?: Game showing how everyday expressions are rendered by the slang of different cities.*
- *Coming From Where I’m From: Mr. Anderson performs a song about New Orleans’ slang and culture.*



“R” is for “Rapturous”: How the passion of drama and the excitement of becoming a new character can bring a subject to life.

- *Please Don’t Steal My Ride: Mr. Anderson performs his spoof of “Please Don’t Kill My Vibe” by Kendrick Lamar.*
- *The Three Billy Goats Gruff: Students from the audience get involved in acting out this classic Norwegian fairy tale.*

“U” is for “Unified”: Why unity makes a presentation more effective.



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- *The Mess of Allegiance: Students from the audience are invited to recite the school motto, the pledge of allegiance, or another short script that they all should know, albeit with self-destructive stage directions from Mr. Anderson, comically embodying the pitfalls of unsynchronized group presentations.*
- *Bodak Bully: To represent the unity that parody can bring (and the disunity that bullying brings), Mr. Anderson performs his popular spoof of “Bodak Yellow” by Cardi B.*

“N” is for “Natural”: *How our natural feelings can be made into art through the magic of poetry.*

- *Haiku Heaven: Mr. Anderson shares some humorous haiku and senryu with the audience, then creates some on the spot out of names and stories from the students.*
- *Flapjack: Mr. Anderson performs a poem from the perspective of a pancake to introduce extended metaphor and personification.*

“K” is for “Knowledge”: *How the best humor is created by the smartest comics.*

- *He’s A Stand-Up Guy: Mr. Anderson performs a short stand-up comedy routine.*
- *What’s So Funny?: An icebreaker in which the audience is polled on the things that make them laugh.*
- *Family Feud: Through a mock game show, we reveal the top answers from the audience.*

“He is actually one of the most legit spoof artists that I know of. But his poems and rhymes are legitimate. A lot of artists tend to lean more into comedy when they feel like they lack the word play, but he has both. His comedy only enhances and accents his poetic talent.”

*~ Thomas Hill aka Thom Kat Pur
St. John’s University
2014 Brave New Voices Champion*



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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: (*Definitions courtesy of www.dictionary.com unless otherwise noted.*)

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

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.

hip hop: noun. a style of popular music in which a vocalist, or "MC", creatively blends their words with a recurring beat pattern (Drew Anderson)

theatre: noun. dramatic performances as a branch of art





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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

poetry: noun. the art of rhythmical composition, written or spoken, for exciting pleasure by beautiful, imaginative, or elevated thoughts

comedy: noun. professional entertainment consisting of jokes and satirical sketches, intended to make an audience laugh (Oxford Dictionary)



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/>

Pre-Performance Activities:

Intro to Spoof School video: <https://www.youtube.com/watch?v=x9NCaUwJn-c>



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Post-Performance Activities - with assessment:

Classroom Discussion Questions:

What does C.R.U.N.K. stand for? Which component of C.R.U.N.K. do you see most in yourself? Which component would you most like to work on? What was your favorite part of the assembly and why? What were the five performing arts discussed today? Which is your favorite? How could you see the ideas from today's assembly applied to what we are studying in class?

Classroom handouts:

See attached

In-depth sample lesson plan: see attached

Background/Additional Information:

"Comedy in the Classroom: Just What the Doctor Ordered?" (an interview with Emily Oldak, author of Comedy for Real Life) http://www.educationworld.com/a_issues/chat/chat057.shtml

"Hip Hop, Popular Music, and Education." https://www.ithaca.edu/wise/hip_hop/

Romano, L., Papa, L., and Saulle, E. "12 Fascinating Ways to Use Drama in the Curriculum." <http://www.teachhub.com/12-fascinating-ways-use-drama-curriculum>

*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>*

Get C.R.U.N.K.! - 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.

<p>KNOWLEDGE OBJECTIVES <i>Students will know...</i></p>	<p>SKILL OBJECTIVES <i>Students will be able to...</i></p>	<p>FORMATIVE ASSESSMENTS <i>Check for understanding along the way...</i></p>	<p>SUMMATIVE ASSESSMENT(S) <i>Final check for understanding/ culmination...</i></p>
<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.

C.R.U.N.K. In The Trunk: Exit Ticket!

DIRECTIONS: For each question, circle the smiley face  if your answer is “YES” and circle the frowny face  if your answer is “NO”.

1. “C” is for CREATIVE! Did today make me feel like I can make something new?



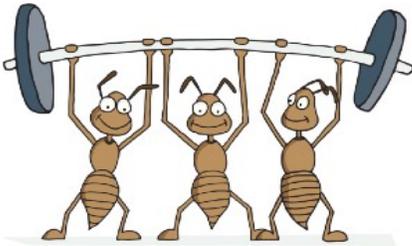
NO

2. “R” is for RAPTUROUS! Did today make me feel excited?



NO

3. “U” is for UNIFIED! Did I work well with others today?



NO

4. “N” is for NATURAL! Was I able to be myself and express myself today?



NO

5. “K” is for KNOWLEDGEABLE! Did I learn something new today?



NAME: _____ **DATE:** _____

Instructions: Draw a line connecting each C.R.U.N.K. Academy vocabulary term on the left with its definition on the right.

creative	resulting from originality of thought, expression, etc.; imaginative
rapturous	free from affectation or constraint; easy, spontaneous, and in accordance with one's character
unified	possessing or exhibiting knowledge, insight, or understanding; intelligent; well-informed; discerning; perceptive
natural	full of, feeling, or manifesting ecstatic joy or delight
knowledgeable	made into one