

Young Audiences Teacher Residency Guide



Residency Dates: _____

For Students in Grades: _____

C.R.U.N.K. Academy!

with

Drew Anderson



Introduction

This residency 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.

The focus of C.R.U.N.K. Academy is to show students how to make their learning more a part of them by making their C.R.U.N.K. (Creative, Rapturous, Unified, Natural, and Knowledgeable) selves more a part of their learning.

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.

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*



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

Program Description

C.R.U.N.K. Academy uses the performing arts of hip hop, theatre, parody, poetry, and comedy to engage students actively in their academic subjects, teach them performance skills, and build their confidence. The intended output is a “variety show” of sorts wherein students “teach” the unit or concept through the art forms they have practiced throughout the residency. As an extended (i.e. afterschool)



program,

C.R.U.N.K. Academy can be more in-depth and spend more time and attention on each art form. However, because in a standard classroom residency we will only have 3-5 sessions, the instructor may decide to focus on a few specific art forms. Co-planning will be crucial in determining how to approach this residency in a manner most attuned to the students, the subject, and the time constraints.



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General Information:

Inside this guide:

- Artist Bio
- Table of C.R.U.N.K. Contents
- Standards
- List of Additional Resources
- Background/Additional Information
- Content Examples
- Culminating Examples
- Professional Development Strategies
- Teacher Prep
- Lesson Plan
- Handouts

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.

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.

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*

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*



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

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

Parody: Students will get a crash course in parody (a streamlined version of the more thorough one they would receive through the full Spoof School residency). By the end of this lesson, they will have chosen a spoofable (catchy, popular, and simple) song that relates to their chosen subject, and hopefully complete the hook.

Hip Hop: Through the classic technique of rhyming words over a steady beat, the students will make music out of any subject.

Drama: To be or not to be C.R.U.N.K.? ‘Tis not even a question as the C.R.U.N.K. cadets use the elements of acting to portray elements of their unit of study!

Poetry: Forms like haiku and limerick and poetic devices like metaphor, simile, and hyperbole can be applied to the subject creatively.

Comedy: Why did the students cross the road? To get away from the C.R.U.N.K. driver! Ha! Here, students will learn how comedy works, what kinds of comedy appeal to them, and how that knowledge can make their presentation more engaging.





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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:

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

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/>





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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>



“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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Content Examples:

What's So Funny?: In this game, students share what makes them laugh so that we can consider how to incorporate humor into the unit theme.

Say What?: Given a series of common expressions (i.e. "Hello," "friend," "the party was fun"), students are shown how their slang equivalents differ based on where they are from. This will encourage them to work their slang into their expression of the unit theme in the finale.

Different Parts for Different Arts: In an alternative to spending each day on a different art form, the five art forms may be introduced on the first day with students deciding which one they would like to make their focus throughout the week. Thus, all groups would be working on the same unit concept, but their deliverable would differ based on which art form group they chose.

16 Bar Book Report: The class can make up a song based on a book that the class has read or is reading. It can come in the form of a synopsis of the book and/or be from the perspective of different characters. Past examples include "City Green Theme" (based on the book City Green by Dyanne DiSalvo-Ryan and the song "Rolex" by Ayo & Teo) and "Our Feet Trip and Trap" (based on the story The Three Billy Goats Gruff and the song "Beez In The Trap" by Nicki Minaj and 2 Chainz). There are other examples on the @spoofschool Instagram page.

Pangea of Parody: With the 6th grade science classes at Nicholas Orem Middle School in Hyattsville, MD, we completed spoofs about their plate tectonics unit, with the students working in groups of 3-5.

Holiday Jukebox: The 4th graders at William Paca Elementary in Hyattsville, MD created songs about Christmas, Hanukkah, Diwali, Kwanzaa, and Winter Solstice as part of their holiday unit. The songs included "Bad Christmas" (a spoof of "Bad Blood" by Taylor Swift) and "Hit the Kwanzaa" (a spoof of "Hit the Quan" by I Heart Memphis).

Multiplication, The Mixtape: 3rd graders in the Young Audiences Summer Arts and Learning Academy at the Pinderhughes site in Baltimore created songs about the times tables, including "All About the 7's" (a spoof of "All About That Bass" by Meghan Trainor) and "We All Know Our 9's" (a spoof of "Please Don't Kill My Vibe" by Kendrick Lamar).



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Culminating Examples:

- Variety Show: We close out our residency by “teaching” the unit through the very art forms we have engaged in throughout the residency!
- Let’s Get C.R.U.N.K.!: The results of the residency can be shared as a grade-wide or school-wide assembly!
- Spoof Tube!: We can share our Creative, Rapturous, Unified, Natural, Knowledgeable deliverable through a video for YouTube!

Professional Development Strategies:

C.R.U.N.K. Academy uses the performing arts of hip hop, theatre, parody, poetry, and comedy to engage students actively in their academic subjects, teach them performance skills, and build their confidence.

Teacher Prep:

A great preparation for the C.R.U.N.K. Academy residency is the associated assembly, “Get C.R.U.N.K.!” Also, because parody would necessarily get less time in this residency, it would be great if the students had already had some exposure to it, ideally through the assembly “The Proof Is In The Spoof!” and/or the residency “Spoof School!”



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?



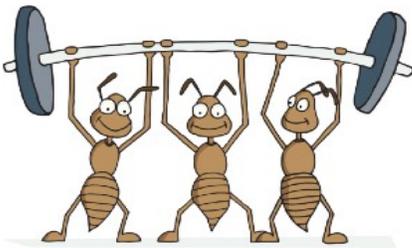
NO

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