**Collington Square: Day One**

MR. SSUUNA, TEACHING ARTIST: [clapping] Bah, bah, bah-bah-bah
SSUUNA AND STUDENTS: [mimic the beat on drums and desks]

**Ms. Gross and Ms. Cori: Theatre/Acting & Literacy**

MS. CORI, TEACHING ARTIST: [in nasally voice] Say, “I’m really, really sneaky.”
STUDENTS: [in high nasally voices] I’m really, really sneaky!
CORI: [in nasally voice] Can you turn to a new friend and say, “I’m really, really sneaky.”
STUDENTS: [in louder nasally voices] I’m really, really sneaky!
CORI: And, can you all stand in actor’s neutral? Now our next character voice is the famous actor or opera singer, OK? [in a very dramatic voice] So can you all puff out your chest, and look at your audience and say, “I LOVE my audience!”
STUDENTS: I LOVE MY AUDIENCE!

**Ms. Muse and Ms. Pellerin: Visual Art/Clay & Math**

MS. PELLERIN, TEACHING ARTIST: How many do you see?
STUDENTS: Two
PELLERIN: Two. So, what’s our answer going to be? How many do we have altogether?
STUDENT: One.
STUDENT: Four!
PELLERIN: Four. So open it up all together and look and you can count ‘em, right? You see those… those long slices of paper, right? One, two… So, if I were to name this line, right? And you know I have two parts, what would I name this line?
STUDENT: Negative
PELLERIN: Not negative, what do you think?
STUDENT: Is it Half?
PELLERIN: Yeah! You got it! Half.

**Ms. Weaver and Ms. Cori: Collaborative Planning**

MS. WEAVER, CLASSROOM TEACHER: … the development of the character, you’re using it to develop…
KRISTINA BERDAN, EDUCATION DIRECTOR, YOUNG AUDIENCES: Yes!
WEAVER: … um, the scene because they have to like look at the illustrations [inaudible] … how art is exposed!
CORI: [gasp] I could teach them about dramaturgs!
CORI: There you go… so maybe she’s like… go ahead, alright! Which one of those people does she look like she’s… posing as? Is it this person?
STUDENTS: No!
CORI: Give me a thumbs-up or thumbs-down if you think it’s this person. No? Is it this person?
STUDENTS: No.
CORI: Is it… this person?
STUDENTS: Yes!

**Ms. Thomas and Mr. Steve: Percussion & Literacy**

MR. STEVE, TEACHING ARTIST: … Let’s do it! [loud drumming] Alright everybody! When
we give it, we give it what?  
STUDEENTS: RESPECT!
[loud, rapid, steady drumming] 
[calling out]
STEVE: Ahhhhh. Now. [in a sing-song voice] Now let’s raise our hands. [Laughs] Hold on I gotta call on someone who did it right—somebody who was nice and quiet and raised your hand. Your name young man. 
STUDENT: Davon 
STEVE: David? 
STUDENT: Davon. 
STEVE: Davon! OK, Davon, what do you think? Davon’s talking. 
STUDENT: Angry 
STEVE: Angry! Boom!

_Ms. Puzio and Mr. Ssuuna: African Dance & Social Studies_ 
SSUUNA: So, um, elements of dance are body, energy, space, time… and what’s the last one? 
STUDENTS: MOVEMENT! 
SSUUNA: Movement! OK? Boys and girls, we are going to put all of those together with the ideas of the flags _and_ the National Anthems to create a dance for our class. 
STUDENT: Yay! 
[Clapping] 
SSUUNA: I don’t know that! How do you do that? 
STUDENTS: [chanting a class motto together]