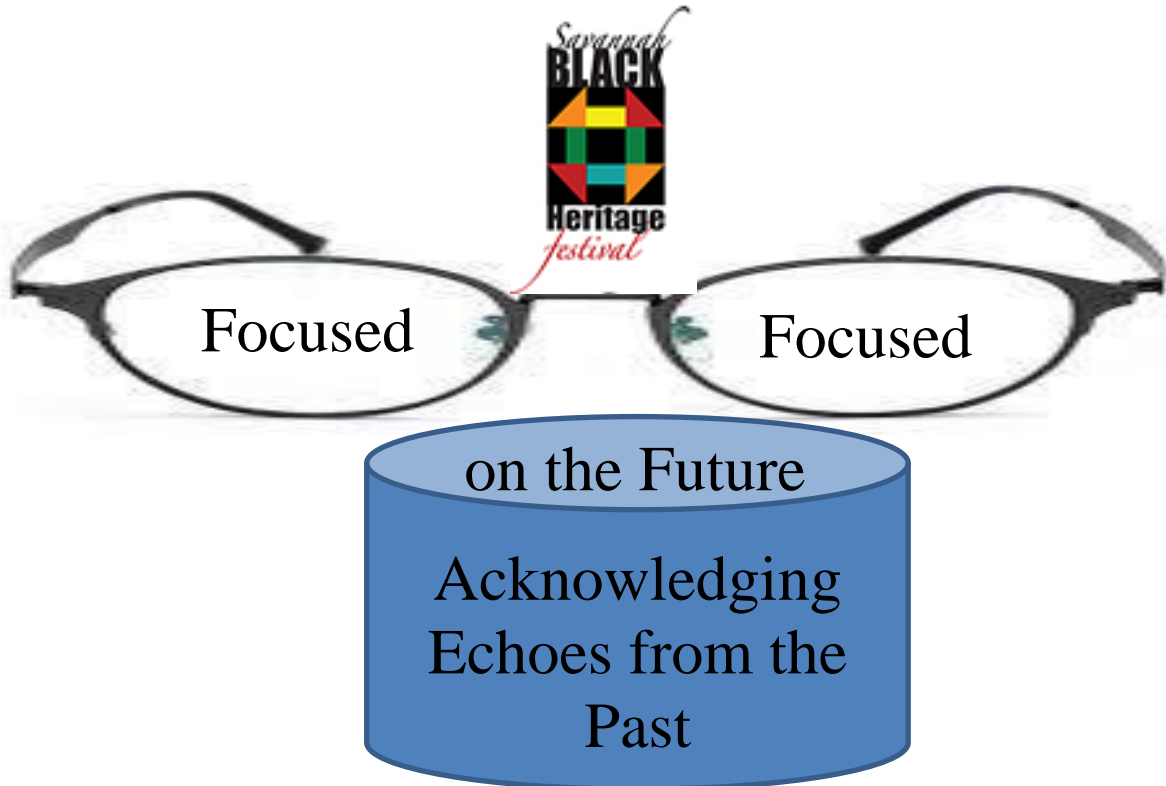


28th Annual Savannah Black Heritage Festival
Feb. 1-26, 2017

Presented by the City of Savannah and Savannah State University



Featuring:

The Cleo Parker Robinson Dance Ensemble
Bright Star Children's Touring Theatre
The Famous Blacks in Wax National Museum Traveling Exhibit

SCHOOL DAY EXTRAVAGANZA

Thursday, February 2, 2017 11:00 A.M.

Johnny Mercer Theater

Savannah Civic Center

Grades 4th – 9th

And Interrelated Classes

The Administrators, teachers, students, and parents/guardians are invited to participate in the sixteenth Annual Black Heritage Festival School Day Extravaganza for students in grades 4th. - 9th. The activity is sponsored by the City of Savannah's Department of Cultural Affairs; presented in part by Gulfstream, Georgia Power and Carver State Bank; and produced by Savannah State University.

The Cleo Parker Robinson Dance Ensemble will perform at the Extravaganza on Thursday, February 2, 2017, at 11:00 A.M. in the Johnny Mercer Theater, Savannah Civic Center, 301 Oglethorpe Ave. The Cleo Parker Robinson Dance Ensemble is internationally esteemed as one of America's foremost modern dance companies. Legendary and emerging artists alike are drawn by the spirit of the company to create works that transcend the boundaries of culture, class and age while unequivocally communicating the complexity of the human condition. Reservation is required. Confirm your school's attendance and seat reservations by Friday, January 28, 2017 by calling the designated number as listed:

Public schools call: 912-395-5530

Home-schooled & private schools call: 912-354-2657.

The Administrators, teachers, students, and parents/guardians are invited to participate in the Famous Blacks in Wax National Museum Traveling Exhibit. The Exhibit is scheduled the week of Feb. 4th. to Feb 8th., during the hours of 12 noon until 5 p.m. Daily. The admission is free. The figures of Poets and Authors includes Langston Hughes, Zora Neal Hurston, and Paul Laurence Dunbar; along with the figures of Musicians and vocalists Eubie Blake, Billie Holiday, and Mahalia Jackson. Call 912-335-8868 or go to savannahblkheritagetours.com to arrange Group Tours. The activity is generously supported by Southwest Airlines, the Official Sponsor of the National Great Blacks in Wax Traveling Museum and Sponsored in Part by the Arts Ashore Legacy Fund c/o The Savannah Community Foundation, Inc., and the King-Tisdell Cottage Foundation. Beach Institute African American Cultural Center. 502 East Harris St.

The Bright Star Children's Touring Theatre will present Special closed productions in the Savannah- Chatham County Schools the week of February 13th.to the 17th. . Dramatic productions include "The Greatest: Sports Heroes A to Z; Black History Heroes, Soldiers and Spies; and Meet Dr. King". Presented in part by Gulfstream, Georgia Power, AmeriGroup, and the Mary Lane Morrison Foundation.

Goal: Provide a holistic experience in the enhancement of the student’s academic, social, and physical development through the arts.

Objectives: The School Day Extravaganza’s activities will serve as an external agent for implementation of the Common Core’s Anchor Standard Eleven to, ” Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.”; serve as an instructional tool for the analysis of common concepts in the core components of Language Arts, Mathematics, and Social Studies; and serve as an assessment tool for students to identify content of the standards for the arts.

Focus: The cultivation of the whole child to identify the differences and similarities found in historical, linguistic, mathematical, and scientific concepts that are linked to the performing and graphic arts.

Mission: All students will relate and compare the transition of the performing and graphic arts into the American Culture.

Shirley B. James, Coordinator, Savannah Black Heritage Festival
School Day Extravaganza Committee

Mattie B. Johnson, Committee Chair

Betty Bess

Mary Ann Goldwire

Ivy D. Richardson

Keri Carrasquillo

Barbara Magwood

Thomi Dawson

Betty Mitchell

CURRICULUM GUIDE



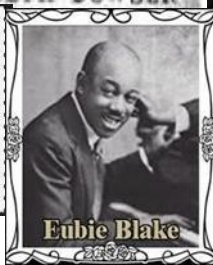
Langston Hughes



Acknowledging
Echoes” from
the Past”



MARY ELIZABETH BOWSER



Paul Laurence Dunbar Zora Neal Hurston



Description of Performances and Study Guides

The Greatest: Sports Heroes A to Z

“This exciting, energetic production celebrates some of the greatest sports heroes of all time! Young audiences will be introduced to a ton of amazing athletes including Babe Ruth, Michael Jordan, Jackie Joyner-Kersey, Peyton Manning, Jackie Robinson and many more! This fun and engaging review of the world’s greatest sports heroes includes fun facts about each hero, important life lessons such as failures and successes, health, wellness, integrity and teamwork. Your young audience will be cheering for more by the end of this adventure!”

Black History Heroes, Soldiers and Spies

“In this production audiences, will have the opportunity to experience, celebrate and learn about some amazing people from throughout Black History. We’ll take the audience westward to see the work of the Buffalo Soldiers and Col. Charles Young, they’ll join the Tuskegee Airmen as they take flight to help win a battle in World War II. This play also highlights the work of spies such as Mary Elizabeth Bower who worked with the Union during the Civil War.”

Meet Dr. King “THE REAL LESSON! In the show, we get to see how Dr. King deals with conflict with others. He never resorted to violence, rather he used his intelligence and kindness to talk through issues with others. Try and remember that conflict will come up in situations, but there are other ways to deal with it such as taking turns, sharing, and apologizing.”

Each performance has a Study Guide. The Study Guide includes background information, classroom activities, and Curriculum Standards materials (per grade level). The Study Guide can be downloaded from the Theatre Company’s Website at www.brightstartheatre.com. Go to “Tours” of the Menu Bar and scroll to Tour 12, 2017. Click on the Study Guide of each performance to obtain the various classroom activities.

National Core Art Standards

The National Core Arts Standards are designed for implementation of traditional to emerging models of education. The standards are subdivided into four basic guidelines: *creating*; *promoting*: performance, presenting, and producing; *responding*; and *connecting* to real world settings. Each guideline includes a set of Anchor Standards that spirals from PreK to the twelfth grade.

The first set of Anchor Standards is *creating*. The three standards below are designed to promote the student's artistic skills:

- Standard #1. Generate and conceptualize artistic ideas and working
- Standard #2. Organize and develop artistic ideas and work
- Standard #3. Refine and complete artistic work

The second set of Anchor Standards includes the three P's of *promoting* artistic skills. The first "P", represents performance in dance, music, and theatre; the second "P" represents presenting the visual arts; and the third "P" is "Producing" media arts. The three Anchor Standards designed to guide the student in the realization, development, and presentations of their artistic skills are:

- Standard #4. Analyze, interpret, and select artistic work for presentation
- Standard #5. Develop and refine artistic work for presentation
- Standard #6. Convey meaning through the presentation of artistic work

The third set of Anchor Standards addresses the students' ability to *respond*. The three anchors to determine the student's ability to understand and interpret the arts are:

- Standard #7. Perceive and analyze artistic work
- Standard #8. Interpret intent and meaning in artistic work
- Standard #9. Apply criteria to evaluate artistic work

The fourth and last set of Anchor Standards is *connecting*. This set of anchors is designed to relate the student's artistic ideas to personal and external meanings. The two anchors for this strand are:

- Standard #10. Synthesize and relate knowledge and personal experiences to make art
- Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding

See more at: <http://nationalartsstandards.org>



GEORGIA PERFORMANCE STANDARDS

“The Georgia Performance Standards support the arts in the academic standing in that mere participation is not the same as education. The standards affirm that discipline and rigor are critical to high academic achievement. Performance-based assessment has long been used in the arts that include the practice of portfolio review in the visual arts and the assessment of performance skills through auditions used in dance, music, and theatre. The content of the standards for the arts attends to creating, performing, and responding which is consistent with and informs the perspective of the National Assessment of Educational Progress (NAEP).” The standards are in the areas of Dance Performance, Music Performance, Theater Art Performance, and Visual Art Performance. The Annual Black Heritage Festival serves as an external resource for each area of performance.

DANCE EDUCATION:

“The Georgia Performance Standards are organized by domains, standards, and corresponding elements. In congruence with the other Georgia Performance Standards, the dance standards and elements will provide the basis from which simple tasks, student work, and teacher commentary can be developed. There are four overarching domains that organize the standards.” These domains are:

Foundations (FD): Fundamental elements, concepts and skills of dance

Creating (CR): The expression of ideas, experiences, feelings, and images **Responding (RE):** Reflection, analysis, and evaluation in dance

Connections (CO): Exchanging and relating ideas, experiences, and meanings”

DMSPCR.1 Demonstrates an understanding of creative and choreographic principles, processes, and structures

- Explores and refines partnering skills
- Demonstrates a variety of structures, forms, and designs (e.g., AB, ABA, canon, callresponse, narrative, complimentary/contrasting shapes, symmetry)
- Applies dance technique principles to the choreographic context
- Develops versatility through experimentation with various movement approaches
- Implements the use of props within the choreography

DMSPCR.2 Demonstrates an understanding of dance as a way to create and communicate meaning

- Compares and contrasts abstract and literal movement
- Implements the use of props within the choreography
- Explores how theatrical elements, such as costuming and lighting, contribute to the meaning of the dance

DMSPCO.1 Demonstrates and understands dance in various cultures and historical periods

- Performs folk and/or classical dances from various cultures; describes similarities and differences in steps and movement styles
- Performs folk, social, and/or theatrical dancers from a broad spectrum of twentiethcentury America
- Describes the role of dance in at least two different cultures or time periods
- Accesses and uses community resources (such as people, books, videos) to learn about a folk dance of a different culture or a social dance of a different time period and the cultural/historical context of that dance

GENERAL MUSIC EDUCATION:

A. Skills and Techniques/Performance

M6GM.1 – Singing, alone and with others, a varied repertoire of music

- Sing accurately, with good breath control, and attention to tone quality throughout their ranges.
- Sing with expression and technical accuracy in unison and simple harmonic settings.
- Sing music of diverse genres and cultures, with appropriate representation of culture and style.

C. Critical Analysis/Investigate

MGM.6 – Listening to, analyzing, and describing music

- Recognize specific music events in an aural example, applying given appropriate terminology.
- Recognize characteristics of musical elements in music, which represent diverse genres and cultures.

MGM.7- Evaluating music and music performances

- Assess musical performances and compositions, when given specific criteria. □ Assess the quality and effectiveness of their own and other's performances, compositions, and arrangements, implementing constructive suggestions for improvement.
- Identify various uses of music in daily experiences.

D. Cultural and Historical Context

MGM.8 – Understanding relationships between music, the other arts, and disciplines outside the arts

- Compare two art forms and summarize their common characteristics.
- Recognize the interrelated principles and subject matter between music and other core curriculum.
- Recognize various career paths in music.

MGM.9 – Understanding music in relation to history and culture

- Identify distinguishing characteristics of representative music genres and styles from a variety of cultures.
- Classify exemplary musical works by genre and style and recognize their identifying characteristics.
- Compare music of two or more world cultures identifying function and role of music, their musicians, and their respective performance conditions.
- Demonstrate appropriate performance etiquette as a performer and a listener in a variety of performance settings.

THEATER ART PERFORMANCE:

TAMS- Critiquing various aspects of theatre and other media using appropriate supporting evidence

- Identifies the benefits of dramatic criticism
- Assesses the role and responsibility of the audience as an integral part of media productions
- Utilizes appropriate criteria to develop an assessment/evaluation instrument for theatre experiences
- Applies the instrument to evaluate theatre and other media productions
- Makes and defends recommendations based on theatre evaluations

THEATER ART PERFORMANCE:

TAMS- Engaging actively and appropriately as an audience member during theatre and other media experiences

- Demonstrates appropriate audience behaviors
- Summarizes the relationship between the audience and performers
- Predicts how audience relationships will differ with venue and performance type TAMS
- Analyzing and constructing meaning from theatrical experiences, dramatic literature, and electronic media
- Investigates the experiences and ideas present in all forms of presentational media
- Analyzes the elements of drama present in theatrical experiences
- Identifies and articulates dramatic structure used in various forms of theatre
- Interprets meaning within various forms of theatrical experiences
- Connects dramatic literature and theatre presentations to the human experience
- Compares and contrasts various forms of theatre and other media

TAMS - Developing scripts through improvisation and other theatrical methods

- Classifies different techniques of storytelling
- Utilizes improvisation techniques to generate script ideas
- Develops scripts by adapting appropriate ideas from personal experiences, literature and/or other forms of print media
- Identifies and articulates the elements and structure of drama in the scriptwriting process
- Incorporates the steps of the writing process into script writing process

TAMS -Researching cultural and historical information to support artistic choices

- Applies advanced research skills to obtain appropriate cultural and historical information
- Analyzes the cultural and historical context in theatre production
- Supports artistic choices with cultural and historical information
- Examines how culture is defined through theatre and other media

TAMS - Examining the roles of theatre as a reflection of past and present civilizations

- Describes theatre's role in the development of global communication
- Compares and contrasts historic theatre forms with contemporary media productions
- Identifies and describes recurring cultural motifs and social themes present in a variety of theatre and media presentations
- Researches and describes cultures that influenced American theatre

TAMS- Critiquing various aspects of theatre and other media using appropriate supporting evidence

- Recognizes the role of dramatic criticism in media production
- Summarizes the role and responsibility of the audience as an integral part of media productions
- Utilizes specific criteria to articulate dramatic criticism
- Applies principles of dramatic criticism as both an audience member and participant
- Implements appropriate changes based on dramatic criticism

THEATER ART PERFORMANCE:

TAMS- Engaging actively and appropriately as an audience member in theatre and other media experiences

- Demonstrates appropriate audience behaviors
- Articulates why the relationship between the audience and performers is critical to the success of the production
- Examines how audience relationships differ with venue and performance type

TAES- Engaging actively and appropriately as an audience member in theatre or other media experiences

- Participates as audience
- Identifies the basic elements of theatre etiquette.

VISUAL ART PERFORMANCE:

VACU.1- Discovers how the creative process relates to art history.

- Recognizes the unique contributions of past and present artists, art periods, and movements.
- Identifies and analyzes images which showcase universal themes, symbols, and ideas from diverse past and present cultures.
- Uses a variety of resources (including technology) to investigate artists and artwork from many cultures and time periods as a source of inspiration and in the development of one's own vision.
- Recognizes varied reasons for making art throughout history, how history and culture have influenced art, and how art has shaped culture and history.

VACU.2- Investigates and discovers personal relationship to community, culture, and world through making and studying art.

- Investigates how forms and styles of visual and /or media arts are found in own community.
 - Articulates ideas and universal themes from diverse cultures of the past and present.
 - Reflects upon personal artistic contributions in relationship to the community and the world at large.
 - Participates in activities (e.g., discussion, reading, writing, art making, dramatizations, art events) that promote personal engagement in the study of art history and culture.
- VAMC.3- Interprets how artists communicate meaning in their work.
- Discusses common themes found in a variety of art works of past and/or present artists.
 - Compares and contrasts how factors of time and place influence the development of and meaning in works of art.
 - Identifies and analyzes the artists' ideas, symbols, values, themes and/or intentions within artworks through spoken, written, or visual form.
 - Participates in open-ended discussion and formulates a position regarding the aesthetic value of a specific artwork.

GEORGIA PERFORMANCE STANDARDS Social Studies Skills

INFORMATION PROCESSING SKILLS

GOAL: The student will be able to locate, analyze, and synthesize information related to social studies' topics and apply this information to solve problems and make decisions.

WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS GRADES 6-8 (WHST)
Text Types and Purposes
ELACC6-8WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
e. Establish and maintain a formal style and objective tone.
f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
ELACC6-8WHST3: (See note; not applicable as a separate requirement)
Production and Distribution of Writing
ELACC6-8WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
ELACC6-8WHST5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
ELACC6-8WHST6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
Range of Writing
ELACC6-8WHST10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Georgia Department of Education Dr. John D. Barge, State School Superintendent
SOCIAL STUDIE

STANDARDS REVISED 8/01/2012 •

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