

CROYDON VOICES

Croydon Music and Arts is delighted to work with you as part of Croydon Voices to bring children together to celebrate our cultures, traditions and uniqueness. At a time when we are unable to gather together and celebrate at the end of the year, we hope that this project will join us up through digital participation.

Curriculum and Change

Croydon Voices is part of Curriculum and Change. This is a Croydon schools initiative coordinated by Josephine Copeland, Head teacher of All Saints C of E Primary School. Its aim is to address the inequality of outcomes for Croydon's children and young people through increasing diversity in the curriculum, providing role models to inspire our pupils and providing staff training on topics such as unconscious bias, racial identity and being a culturally competent school.

Project Timeline

Mid November: Teachers play the Croydon Voices video to their classes and, using the resource suggestions, facilitate a discussion with children to opt for an art form and within that how they would like to present themselves.

During November: Each school collects videos / images of children's responses

By 1 December: Each school sends a representative sample of videos / images to CMA for us to create the Croydon Voices digital mosaic

CMA will create a film to include a range of similar responses from artists in Croydon. It will be introduced by the Spoken Word artist and also include the children's digital mosaic and some music from the Croydon Schools Music Association.

Mid December: Schools broadcast the film to each classroom as an end of term celebratory event. Children could wear different clothes, which might also be related to heritage, and schools can also include some of their own children as live performances.

How to use this resource

These resources are a suggested guide to support classroom teachers to work with their classes to make creative responses. Teachers can use this resource as much or as little as they like. The activities in this resource use drama, movement and poetry. However entries can be submitted using any art form. In fact we encourage you to be led by your students' skills and talents!

These activities have been designed to be adaptable for different ages and abilities. Some extension tasks have been provided.

Where to send

Please send your entries to musicandartseducation@croydon.gov.uk by 1 December. We can accept large files via We Transfer or Dropbox.

A message from our Croydon Voices host, Darren

Darren will deliver this message via video. This should be played to your class before you start working on your activities. We have shared his message with you in case it helps set the scene again for your students.

Video link: www.cma-online.co.uk/croydon-voices



Hi folks

My name is Darren Randon, I'm a poet from Croydon here to tell you about an exciting new project we would love for you to get involved in called Croydon Voices.

For this project, we will be putting together a video of performances from children, like yourselves, from Croydon and sharing with each other to showcase our talents.

For the video, you could perform a spoken word piece/poem, a piece of music, dance or drama - however you like to express your creativity, we would love to see it.

The theme for your masterpiece is 'identity' - what makes you the way you are? Pick out the things you are proud of about yourself and where they come from.

Is it family? How big or small it is? Are you the big sister? Little brother? How do you feel about that?

Is it culture? Are there traditional foods or clothes you are proud of?

Is it your local area? Does seeing local talented people inspire you? If so, what do they inspire you to do?

When we have all of your amazing videos, we will put them all together in one celebration video and share it with each other. I'll be performing a poem and some other local musicians, dancers and actors will be performing along with you!

For now, I'll hand you back over to your teacher who will guide you through creating your masterpieces! Have fun and see you soon!

This is Me – Frozen Pictures (Drama and Movement)

Task one – Discussion

In groups of 4/5 allow the students to take turns discussing the following questions?

1. What is special about you?
2. What is special about your family?
3. Can you discuss a special family memory you have? It could be an outing or a trip or a time that you really enjoyed.
4. What is your favourite thing to do with loved ones?
5. What is a rule or a saying that your family have?

Task Two – Decision

The Students should decide which question they enjoyed talking about the most. They will each choose one question they are going to work on practically as a group. Each Student should be able to tell you the number of the question their work will be based on.

Task Three – Still Image

Still Image – A Frozen Picture created by a group of people using body language, facial expressions and levels.

Each Students idea will now be turned in to a Still image with their group. If there is a group of 4 they should have 4 still images, one for each group member.

Task Four – Performance

https://www.youtube.com/watch?v=dH4-KR_ZzEo – Kealla Settle - This is me remix

Ask the students to put all of their pictures together in order. They can perform to the song above. They may want to hold each picture for eight counts or for a certain line in the song. More able groups may want to:

- Add movement between each picture
- Add a starting and ending position
- Move one person at a time to the next picture

Filming your Performance

Some considerations when filming your performances:

- Make sure the space is well lit
- Is the space and background appropriate?
- Make sure there is no background noise
- Film in landscape (sideways) not portrait (lengthways)
- Do a sound check before you film to make sure your filming device picks up the student's voices
- Watch back your film to make sure you're happy with the result

I Am - Poem and Performance (Poetry and Drama)

Task one - Discussion

In groups of 4 or 5 allow the students to take turns discussing the following questions?

1. What is special about you?
2. What is special about your family?
3. Can you discuss a special family memory you have? It could be an outing or a trip or a time that you really enjoyed.
4. What is your favourite thing to do with loved ones?
5. What is a rule or a saying that your family have?

Task Two - Creative Writing

Using the answers from Task One to inform their writing, students should complete their own 'I am' poem.

There is a template worksheet for students to use on the next page.

I am... (2 special characteristics you have)

I wonder... (something you think about)

I hear... (an imaginary sound)

I see... (an imaginary sight)

I want... (something you want)

I am... (the first line of the poem repeated)

I understand... (something that is true)

I say... (something you believe in)

I dream... (something you dream about)

I try... (something you really make an effort about)

I hope... (something you actually hope for)

I am... (the first line of the poem repeated)

Task Three – Creating a performance

Group Performance

In groups of 10 or less, students will combine their individual poems to make one group poem. The poem will be performed with additional movements and sounds.

1. For each line of the poem, allocate a different student's response. So if there are 10 students in the group, each student will have one of their lines featured in the performance.
2. The final 'I am' line at the end of each stanza should be spoken by the whole group
3. Work with the group to identify any words or ideas in the poem that could be accompanied by sounds or movements. These should be simple. They are there to reinforce the words, not overpower. For example, if there is a line about opening presents, an accompanying sound could be a gasp of excitement and a movement could be holding hands either side of the face.
4. Consider the staging. How will the group be positioned? How will you film the performance?

Individual Performance

If there are some stand out poems in your class you may wish to create individual performances of them. Simply rehearse with your individual students to make sure they know their lines. You could create an accompanying group performance using steps 3 and 4 from the group performance activity. Perhaps you want to submit an individual performance and an accompanying group performance. This is completely up to you.

Task Four – Filming your performance

Some considerations when filming your performances:

- Make sure the space is well lit
- Is the space and background appropriate?
- Make sure there is no background noise
- Film in landscape (sideways) not portrait (lengthways)
- Do a sound check before you film to make sure your filming device picks up the student's voices
- Watch back your film to make sure you're happy with the result

I am...

I wonder...

I hear...

I see...

I want...

I am...

I understand...

I say...

I dream...

I try...

I hope...

I am...

Costumes Catwalks (Drama and Movement)

The activity is suitable for any students who would like to share a special costume or outfit. This activity would be particularly effective for those who have traditional dress they would like to showcase.

Task one - Discussion

Students bring in their chosen outfits or costumes. In small groups students take it in turns to answer the following questions:

1. Why is this special?
2. When do you wear this?
3. What do you do when you wear this?
4. How does it make your feel when you wear it?

Task Two - Actions

- Create one frozen picture that shows how you feel when you wear this
- Create one action or movement form the previous discussion

Task Three - Performance

You may wish to choose some music to play to accompany the catwalk.

1. Each student walks towards the camera wearing their special outfits. When they are close to the camera, the student stops and performs their actions from task 2.
2. You may wish to get a group shot of your students in their outfits moving and dancing in their own way to the music.

Filming your Performance

Some considerations when filming your performances:

- Make sure the space is well lit
- Is the space and background appropriate?
- Make sure there is no background noise
- Film in landscape (sideways) not portrait (lengthways)
- Watch back your film to make sure you're happy with the result

ADDITIONAL ACTIVITIES

Freestyle!

Students who have an arts skill are encouraged to create their own responses. Write a song, make up a dance, perform a monologue, draw a picture. All original ideas are welcome!