teacher resource guide

schooltime performance series

Grimmz
FAIRY TALES

“A hip-hop revelation for the younger generation!”

arts education

njpac
discover. create. grow.
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## Inspired Ideas in the Classroom

### Teacher Focus

| Prepare for the performance | Begin by asking students to recall their favorite fairy tales and stories as children. Compile their responses into a class chart which you can reference later. For each story or character, have students brainstorm the themes or lessons learned. **Note:** This is also a great opportunity for students from different backgrounds to share tidbits from their cultures!

| Originate | Have students complete **Activity Sheet #6** where they will bring their reimagined or modern fairy tale to life! With their partner(s), have students illustrate a picture of their modern fairy tale character. This could be an illustration of the character or design of the new fairy tale book cover.

### Student Activity

| Prepare for the performance | Brainstorm with your classmates to compile a list of your favorite fairy tales and stories as children. Why were they your favorites? What lessons did they teach you? |

| Experience the performance | Prepare for the performance by presenting the performance to students. Provide students with the following prompts: 1. What fairy tales are reimagined by the performers? 2. How is the story similar and different to the original? 3. What lessons do the characters learn? 4. When have you been in a situation where you learned the same lessons? |

| Reflect, respond and read | Guide students through a reflection of the performance using the prompts from above. Look back at the class chart of fairy tales. 1. Were any fairy tales mentioned by the students reimagined in the performance? 2. What did they find surprising? 3. What was their favorite part? 4. What were some recurring themes? |

| Focus | Have students complete **Activity Sheet #5** where they will reimagine or create a fairy tale. Lower elementary school students: Choose a character or fairy tale from the class chart. Have students work on groups to complete. Upper elementary and middle school students: Choose a role model in your life to imagine a new fairy tale. Have students work in pairs. |

| Rehearse | Lower elementary students: Have students practice presenting their reimagined fairy tale to the class. One student may introduce the title and original fairy tale, while another student reads the two sentences. Encourage students to add color to their illustrations to life!

### Standards

| **English Language Arts** | NJSLSA.ELA.1 | **Visual & Performing Arts** | Anchor Standard 1 | NCAS | Anchor Standard 1 |
| **SEL** | Social Awareness 5 | Relationship Skills 13 | 21st Century Readiness | 9.4.GOU.3 |

| **Visual & Performing Arts** | Anchor Standard 1 | **English Language Arts** | NJSLSA.ELA.7 | Visual & Performing Arts | Anchor Standard 7, 8, 9, 11 | NCAS | Anchor Standard 7 |
| **SEL** | Social Awareness 5, 6 | Relationship Skills 13 | 21st Century Readiness | 9.4.GOU.3 |

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**Make magic**

| Make magic | Have students present their illustrations and written work — sentences for lower elementary students and raps for upper elementary/middle school students. Remind observing students to be respectful audience members. Ask audience members to reflect on what they saw and heard. **Extension Activity:** Display the illustrations and corresponding sentences/poems in the hallway or create a virtual gallery to share with the community. |

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National Core Arts Anchor Standards

1: Generate and conceptualize artistic ideas and work.
2: Organize and develop artistic ideas and work.
3: Refine and complete artistic work.
5: Develop and refine artistic techniques and work for presentation.
6: Convey meaning through the presentation of artistic work.
7: Perceive and analyze artistic work.
8: Interpret intent and meaning in artistic work.
11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Visual & Performing Arts

Anchor Standard 1 Generating and conceptualizing ideas.
Anchor Standard 2 Organizing and developing ideas.
Anchor Standard 5 Developing and refining techniques and models or steps needed to create products.
Anchor Standard 6 Conveying meaning through art.
Anchor Standard 7 Perceiving and analyzing products.
Anchor Standard 8 Interpreting intent and meaning.
Anchor Standard 9 Applying criteria to evaluate products.
Anchor Standard 11 Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

SEL

Relationship Skills 13 Utilize positive communication and social skills to interact effectively with others.
Social Awareness 8 Recognize and identify the thoughts, feelings and perspectives of others.

21st Career Readiness

9.A.8.GCA.2 Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

resources

How the Grimm Brothers Saved the Fairy Tale
neh.gov/humanities/2015/marchapril/feature/how-the-grimm-brothers-saved-the-fairy-tale
5 Facts About the Brothers Grimm
dioglo.com/news/brothers-grimm-facts
Who Were the Brothers Grimm?
wonderopolis.org/wonder/who-were-the-brothers-grimm
The Brothers Grimm Brought German Folklore to the World
thoughtco.com/brothers-grimm-german-folklore-4619377
Hip Hop Dance
centralhome.com/hip-hop-history.htm
Birth of Hip Hop
history.com/this-day-in-history/hip-hop-is-born-on-a-birthday-party-in-the-bronx
History of Hip Hop Music
englishclub.com/vocabulary/music-hip-hop.htm
The Historical Roots of Hip Hop
facebook.com/timeline/the-historical-roots-of-hip-hop/
Review (The Charlotte Observer)
charlotteobserver.com/entertainment/music-culture/articles/qa9r9s866.html
TV Interview
sprite.with.com/grimm-a-fairy-tale-brings-hip-hop-to-tv-locale/bbcid/8dvA349GkY+47LxG5JFXO648RkQn_hocvi/32246800432634526
“Chopped Rhymes” Music Video
dropbox.com/s/5jvG8c9G/Chopped%20Rhymes.mp4?dl=0
Opening Number (Promo)
dropbox.com/s/382f2b9s/GRIMMZ%20Fairy%20Tales%202021%20%28Opening%29.mp4?dl=0

English Language Arts

NJSLA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
NJSLA.R9 Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
NJSLA.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

NCAS

Anchor Standard 1 Generate and conceptualize artistic ideas and work.
Anchor Standard 2 Organize and develop artistic ideas and work.
Anchor Standard 3 Refine and complete artistic work.
Anchor Standard 5 Develop and refine artistic techniques and work for presentation.
Brothers Jacob and Wilhelm Grimm were German librarians that collected and published local folklore. They specialized in philosophy but were interested in collecting and researching stories. During the 19th century, the brothers took stories that were passed down from generation to generation through word of mouth and wrote them on paper. From there they published a book called *Nursery and Household Tales* in 1812, otherwise known as *Grimms’ Fairy Tales*. Earlier editions of the stories weren’t meant for children, and there were no illustrations. Because some of the stories had dark subject matter, they were revised for children. The first edition of the *Fairy Tales* collection had 86 stories. By the time Wilhelm Grimm died in 1859, the collection had 211 stories, along with illustrations in its seventh edition. There are some claims that the collection has only been outsold by Shakespeare and the Bible. Jacob and Wilhelm not only published fairy tales, but books on linguistics, medieval times and mythology.

They were even working on a German dictionary, which the brothers were unable to finish.

*Grimms’ Fairy Tales* has been translated into over 160 languages. There are over 120 different editions of *Grimms’ Fairy Tales* in the United States alone. To date, fairy tales have been adapted into films, plays and much more. *Grimms’ Fairy Tales* was the Grimm brothers’ most famous work, and has continued to be a bestseller throughout the ages.

Grimmz bridges the gap between the oral tradition of storytelling from the Grimm brothers to modern day. Grimmz uses a mixture of spoken word and hip hop music to tell a story. Spoken word is an oral poetic performance where someone is reciting poetry. This is another version of storytelling through words and movement. It usually includes poetry readings that can be used in hip hop, jazz, comedy routines and more.

Looking even further back in history, ancient Africans called their storytellers Griots. They were known in the villages as the source of mythical stories. The art of storytelling is still as important as it was back then. Grimmz is keeping the tradition together through the arts as it connects to reach the masses today.

**Vocabulary**

**Fable**
A short story, typically with animals as characters, conveying a moral.

**Fairy tale**
A children’s story about magical and imaginary beings and lands.

**Folklore**
The traditional beliefs, customs, and stories of a community, passed through the generations by word of mouth.

**Medieval**
Relating to the Middle Ages, a period of time which lasted from the 5th to the late 15th centuries.

**Mythology**
A collection of myths, especially one belonging to a particular religious or cultural tradition.
In-School Residencies: NJPAC teaching artists come right to your school — online — to teach the performing arts to your students. Our super-flexible virtual residencies are designed to meet your needs, and you’ll have a dedicated program manager to help you every step of the way. It’s the perfect program to keep your students creating, connecting and expressing themselves through the magic of the arts.

Professional Development: Calling all educators! Expand your teaching skills, deepen your curriculum and give yourself a creative boost in NJPAC’s forward-thinking professional development workshops. Our virtual PD programs are for teachers all the way from pre-K to high school, and include hip hop, dance, storytelling, theater, music and more. Not only will you learn something…you’ll also have fun and be inspired.

Saturday Programs: NJPAC’s Saturday programs are geared towards students at every level — from those who dream of starring on Broadway to those who are still learning their scales. Students work with professional artists to build technique and develop their own creative style in hip hop, jazz, devised theater and symphonic band.

Summer Programs: Want to begin to explore the arts? Or immerse yourself in the study of one genre? Then join us at NJPAC next summer in one of seven programs that spark the creativity in every child through the study of music, dance and theater.

For more information or to schedule an appointment, please email our education sales team at artseducation@njpac.org. Visit njpac.org/education


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