teacher resource guide schooltime performance series

grimmz fairy tales

arts education njpac
Infused with hip hop and humor, Grimmz Fairy Tales puts a modern spin on classic stories. Jay and Will Grimmz, the hip hop fable story dance-pop sensation, have come back home to the city where they grew up to give a concert. They’re known not just for their sounds but for their powerful storytelling, an inventive remix of familiar classics like Snow White and the Seven Shawties, Down with Rapunzel, Hanzel & Gretel: Lost in the Hood, and their featured first “Granny”-winning song, Break, Cinderella, Break! This crowd-pleasing show features plenty of singing, dancing, rapping and timely life lessons.

About NJPAC On the Mic
NJPAC On the Mic is an audio resource that takes SchoolTime performances to the next level. This podcast series features three exclusive, curriculum-aligned episodes for all of NJPAC’s 2023-2024 SchoolTime performances. On the Mic offers students the opportunity to engage their listening skills, deepen their understanding of the performance and learn about the process of bringing a live or recorded production to life. This immersive audio experience features a theme song by students in the NJPAC arts education program.

How to listen to this episode of NJPAC On the Mic
Scan the QR code or visit: njpac.org/arts-education/teacher-resources to access the podcast and the following show notes:

Part 1: About | Pre-show audio, 6 minutes
Includes: An introduction to the performance, artists & venue, welcome message
Written and hosted by Dania Ramos
Additional writing by the team behind Grimmz Fairy Tales
Sound editing, sound design, and voiceover by Michael Aquino
Theme and outro music: NJPAC TD Jazz for Teens program
Additional music from Grimmz Fairy Tales
Welcome message voiced by Ron Lee McGill
Series producers: Michael Aquino and Dania Ramos

Part 2: Connect | Post-show audio, 7 minutes
Includes: Reflection questions, a look at Jacob and Wilhelm Grimm, hip hop’s place in storytelling, and the creative choices of Grimmz Fairy Tales
Written and hosted by Dania Ramos
Additional writing by Seymone Kelly
Sound editing and design by Michael Aquino
Theme and outro music by NJPAC TD Jazz for Teens program
Additional music performed by Grimmz Fairy Tales
Opening question voiced by Ron Lee McGill
Series producers: Michael Aquino and Dania Ramos

Part 3: Spotlight | Post-show audio, 10 minutes
Includes: An interview with the co-creator, lyricist, and co-star of Grimmz Fairy Tales, discussion starter
Written and hosted by Dania Ramos
Sound editing and design by Michael Aquino
Theme and outro music: NJPAC TD Jazz for Teens program
Additional music from Grimmz Fairy Tales
Interview guest: Ron Lee McGill
Series producers: Michael Aquino and Dania Ramos
<table>
<thead>
<tr>
<th>Prepare for the performance</th>
<th>Experience the performance</th>
<th>Reflect, respond and read</th>
<th>Focus</th>
<th>Originate</th>
<th>Rehearse</th>
<th>Make magic</th>
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| Provide the definition of a fairy tale. Ask each student to share their favorite fairy tale, why it is their favorite and the lesson learned within that fairy tale. Compile their favorites into a class fairy tales list, which will be used later in this guide. Have students listen to the first episode of NJPAC on the Mic: About for an introduction to the performance, what to expect of the theater and a special welcome from a Grimm Fairy Tales co-star. If time allows, play the Grimm Fairy Tales promo video. | Define the word “adapt” as changing an artistic work to be presented in a new way. Remind students that Grimmz Fairy Tales uses hip hop dance and music to adapt fairy tales. Encourage students to consider these questions as they experience the performance: What fairy tales are adapted by the performers? How is the story similar to and different from the original versions? | Have students listen to NJPAC on the Mic: Connect for a look at Jacob and Wilhelm Grimm, hip hop’s place in storytelling and the creative choices of Grimm Fairy Tales. You’ll be prompted to pause the audio at two points during this episode to allow students to share their responses to reflection questions, including one recorded by the Grimm Fairy Tales choreographer/co-star. Revisit the class fairy tales list and have students identify stories that: 1. Were re-imagined in Grimm Fairy Tales 2. They would want to reimagine themselves | Have students choose a story from the class fairy tales list to re-imagine. Have students complete Activity Sheet 1. Review the storytelling elements they’ll be coming up with: Main character: the person, animal or being that the story is about Setting: the time and place of a story Theme: the perspective, philosophy, message or lesson of a story Conflict: the opposing forces in the story that keeps the main character from getting what they want For younger elementary students: Have the class select one fairy tale and complete the worksheet together with your guidance. For older elementary students: Have students break into groups. Have each group select a fairy tale and complete the worksheet. Bonus: Have students listen to NJPAC on the Mic: Spotlight for an exclusive interview with Ron Lee McGill (lyricist/co-star) and discussion starters. | Review once more the definition of adapt. Have students complete Activity Sheet 2 to bring their modern-day fairy tale to life. As a class or in groups, ask students to think of a title for their fairy tale adaptation. Students can draw their character sketches individually or select a group member to be the artist. For younger elementary students: Have them write three sentences about their modern-day fairy tale. Students can find a rap beat on YouTube to use as a backing track. For older elementary students: Have them write their modern-day fairy tale as a rap. Students can find a rap beat on YouTube to use as a backing track. | Have the students practice presenting their illustrations and written work (sentences for younger elementary students and raps for older elementary students). Complete Activity Sheet 2 to bring your modern-day fairy tale to life. Draw a picture of your modern-day fairy tale character. Write three sentences about your fairy tale or write your fairy tale as a rap. | Have students present their illustrations and written work. Remind observing students to be respectful audience members and to reflect on what they see and hear. | Have students present a list of their favorite fairy tales and explain why these stories are their favorite. What lesson does each story teach you? Listen to the first episode of NJPAC on the Mic: Abroad and watch the Grimm Fairy Tales promo video. | During the performance of Grimm Fairy Tales, think about which fairy tales have been adapted and how they are similar or different from the original versions. | Listen to NJPAC on the Mic: Connect. When prompted, share your answers to these questions: What was your favorite moment of the show? If you could create your own version of a fairy tale, which would you choose and where would you set it? Look back at the fairy tales list and identify stories that: 1. Were re-imagined in Grimm Fairy Tales 2. They would want to reimagine themselves | Choose a story from the class fairy tales list to re-imagine. Complete Activity Sheet 1 to help you develop the main character and setting for your version of that fairy tale. Listen to NJPAC on the Mic: Spotlight and share your answers to the discussion prompts. | Review once more the definition of adapt. Have students complete Activity Sheet 2 to bring their modern-day fairy tale to life. As a class or in groups, ask students to think of a title for their fairy tale adaptation. Students can draw their character sketches individually or select a group member to be the artist. For younger elementary students: Have them write three sentences about their modern-day fairy tale. Students can find a rap beat on YouTube to use as a backing track. For older elementary students: Have them write their modern-day fairy tale as a rap. Students can find a rap beat on YouTube to use as a backing track. | Have students present their illustrations and written work. Support your classmates by being a respectful audience member and share your thoughts about their presentations. Give yourselves a round of applause! | **Standards**

- **English Language Arts**
  - NJSLSA.1SL.1-5
  - NJSLSA.5SL.5
  - Visual & Performing Arts Anchor Standard 4
  - Social-Emotional Learning NJ SEL Relationship Skills

- **Visual & Performing Arts**
  - Anchor Standard 7, 8

- **Social-Emotional Learning**
  - NJ SEL Relationship Skills

- **English Language Arts**
  - RL.3.2.
  - RL.3.3.

- **Visual & Performing Arts**
  - Anchor Standard 7, 8
  - NJSLSA.SL.2.

- **Social-Emotional Learning**
  - NJ SEL Relationship Skills

- **Visual & Performing Arts**
  - Anchor Standard 7

- **NJSEL Social Awareness**
  - Anchor Standard 7

- **English Language Arts**
  - RL.3.2.
  - RL.3.3.

- **Visual & Performing Arts**
  - Anchor Standard 7, 8

- **Social-Emotional Learning**
  - NJ SEL Relationship Skills

- **English Language Arts**
  - RL.3.2.
  - RL.3.3.

- **Visual & Performing Arts**
  - Anchor Standard 7

- **Social-Emotional Learning**
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- **English Language Arts**
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- **Social-Emotional Learning**
  - NJ SEL Relationship Skills

- **English Language Arts**
  - RL.3.2.
  - RL.3.3.

- **Visual & Performing Arts**
  - Anchor Standard 7, 8

- **Social-Emotional Learning**
  - NJ SEL Relationship Skills
**Grimmz Fairy Tales**

**common core state standards**

**NJ Visual & Performing Arts Standards**

1. Generating and conceptualizing ideas.
2. Organizing and developing ideas.
3. Refining and completing work.
4. Developing and refining techniques and models or steps needed to create products.
5. Conveying meaning through art.
6. Perceiving and analyzing products.
7. Interpreting intent and meaning.
8. Synthesizing and relating knowledge and personal experiences to create products.
9. Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

**Find the standards**

For more detailed information on the standards, visit these websites:

- NATIONAL ENGLISH LANGUAGE ARTS STANDARDS
  corestandards.org/ELA-Literacy
- NATIONAL SOCIAL STUDIES STANDARDS
  socialstudies.org/standards
- NATIONAL CORE ARTS ANCHOR STANDARDS
  nationalartsstandards.org

**Curriculum**

**English Language Arts**

**NJSLA.SL.1** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building an others’ ideas and expressing their own clearly and persuasively.

**NJSLA.SL.2** Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

**RL.3.2** Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.

**RL.3.3** Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.

**Social-Emotional Learning**

**NJ SEL Social Awareness Sub-competency 11**
Demonstrate an awareness of the expectations for social interactions in a variety of settings.

**NJ SEL Relationship Skills Sub-competency 16**
Utilize positive communication and social skills to interact effectively with others.

**Vocabulary**

**Adapt** To change an artistic work to be presented in a new way

**Breaking (also called breakdancing)** A main form of hip hop dance that uses complex acrobatic moves, quick footwork and stylish poses known as freezes. Breaking is often improvised and performed in a circle as a dance battle

**Choreographer** A person who creates the steps, combinations and patterns of a dance performance

**Choreography** The sequence of steps and movements in dance

**Conflict** The opposing force in the story that keeps the main character from getting what they want

**Emcee (short for master of ceremonies)** The host or announcer at an event. In hip hop, MCs are also rappers who recite rhyming verses to a beat

**Fairy Tale** A story about magical and imaginary beings and lands

**Lyricist** A person who writes song or rap lyrics

**Lyrics** The words of a song or rap

**Main Character** The person, animal or being that the story is about

**Setting** The time and place of a story

**Theme** The perspective, philosophy, message or lesson of a story

**Websites**

- NJPAC’s Arts Education programs njpac.org/arts-education
- About NJPAC njpac.org/about
- NJPAC resources njpac.org/arts-education/teacher-resources
- Grimm Fairy Tales resources njpac.org/education-program/grimm
- Experiential Theater Company exptheater.org/grimmz-fairy-tales.html
- Britannica Kids | Grimm Brothers kids.britannica.com/kids/article/Grimm-Brothers/353216
- Biography.com | 5 Facts About the Brothers Grimm biography.com/news/brothers-grimm-facts
- Wonderopolis | Who Were the Brothers Grimm? wonderopolis.org/wonder/who-were-the-brothers-grimm
- ThoughtCo | The Brothers Grimm Brought German Folklore to the World tinyurl.com/gq4ama46
- The Kennedy Center | Hip Hop: A Culture of Vision and Voice tinyurl.com/jvwhhbs1
- TeachRock | The Historical Roots of Hip Hop teachrock.org/lessons/the-historical-roots-of-hip-hop
- Ducksters | Ancient Africa: Griots and Storytellers ducksters.com/history/africa/griots_storytellers.php

**Videos**

- Grimm Fairy Tales | Opening Number (Promo):youtu.be/-MXdzhVjqWg
- Grimm Fairy Tales | Chopped Rhymes Music Video:youtu.be/RIqTuUyYV0s
the arts in your school

In-School Residencies: NJPAC teaching artists come right to your school to teach the performing arts to your students. Our super-flexible in-person 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.

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

study the arts at njpac

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, theater, musical 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 several programs that spark the creativity in every child through the study of music, dance and theater.

Generous support for SchoolTime provided, in part, by


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