

teacher resource guide

**schooltime  
performance  
series**



**grimmz  
fairy tales**

**arts  
education  
njpac**



## about the performance

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.

## njpac on the mic podcast

with Ron Lee McGill



**How to listen to this episode of NJPAC On the Mic**  
Scan the QR code or visit: [njpac.org/arts-education/teacher-resources](https://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

# inspired ideas in the classroom

## Teacher Focus

## Student Activity

## NJ Student Learning Standards

P

### Prepare for the performance

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 at the theater and a special welcome from a *Grimmz Fairy Tales* co-star. If time allows, play the *Grimmz Fairy Tales* **promo video**.

As a class, create a list of your favorite fairy tales and explain why these stories are your favorite. What lesson does each story teach you? Listen to the first episode of **NJPAC on the Mic: About** and watch the *Grimmz Fairy Tales* **promo video**.

**English Language Arts**  
NJLSA.SL1.  
NJLSA.SL2.  
**Visual & Performing Arts**  
Anchor Standard 7  
**Social-Emotional Learning**  
NJ SEL Social Awareness  
NJ SEL Relationship Skills

E

### Experience the performance

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?

During the performance of *Grimmz Fairy Tales*, think about which fairy tales have been adapted and how they are similar or different than the original versions.

**Visual & Performing Arts**  
Anchor Standard 7  
**Social-Emotional Learning**  
NJ SEL Social Awareness

R

### Reflect, respond and read

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 *Grimmz 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 *Grimmz Fairy Tales* choreographer/co-star.

**Revisit the class fairy tales list and have students identify stories that:**

1. Were re-imagined in *Grimmz Fairy Tales*
2. They would want to reimagine themselves

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 *Grimmz Fairy Tales*
2. They would want to reimagine themselves

**English Language Arts**  
NJLSA.SL1.  
NJLSA.SL2.  
**Visual & Performing Arts**  
Anchor Standard 7  
**Social-Emotional Learning**  
NJ SEL Relationship Skills

F

### Focus

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 force 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.

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.

**English Language Arts**  
RL.3.2.  
RL.3.3.  
**Visual & Performing Arts**  
Anchor Standard 7, 8  
**Social-Emotional Learning**  
NJ SEL Relationship Skills

O

### Originate

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.

**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.

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.

**English Language Arts**  
RL.3.2.  
RL.3.3.  
**Visual & Performing Arts**  
Anchor Standard 1, 2, 10  
**Social-Emotional Learning**  
NJ SEL Relationship Skills

R

### Rehearse

Have the students practice presenting their illustrations and written work (sentences for younger elementary students and raps for older elementary students).

Practice presenting your illustrations and sentences or raps with your classmates.

**English Language Arts**  
RL.3.2.  
RL.3.3.  
**Visual & Performing Arts**  
Anchor Standard 1, 2, 3, 5, 10  
**Social-Emotional Learning**  
NJ SEL Relationship Skills

M

### Make magic

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.

Present your 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!

**English Language Arts**  
RL.3.2.  
RL.3.3.  
**Visual & Performing Arts**  
Anchor Standard 6, 7, 8, 10



## curriculum standards

### NJ Visual & Performing Arts Standards

- 1: Generating and conceptualizing ideas.
- 2: Organizing and developing ideas.
- 3: Refining and completing work.
- 5: Developing and refining techniques and models or steps needed to create products.
- 6: Conveying meaning through art.
- 7: Perceiving and analyzing products.
- 8: Interpreting intent and meaning.
- 10: Synthesizing and relating knowledge and personal experiences to create products.
- 11: 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](https://corestandards.org/ELA-Literacy)

NATIONAL SOCIAL STUDIES STANDARDS  
[socialstudies.org/standards](https://socialstudies.org/standards)

NATIONAL CORE ARTS ANCHOR STANDARDS  
[nationalartsstandards.org](https://nationalartsstandards.org)

## common core state standards

### English Language Arts

#### NJSLSA.SL1.

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

#### NJSLSA.SL2.

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

## resources

### Websites

NJPAC's Arts Education programs  
[njpac.org/arts-education](https://njpac.org/arts-education)

About NJPAC  
[njpac.org/about](https://njpac.org/about)

NJPAC resources  
[njpac.org/arts-education/teacher-resources](https://njpac.org/arts-education/teacher-resources)

Grimmz Fairy Tales resources  
[njpac.org/education-program/grimmz](https://njpac.org/education-program/grimmz)

Experiential Theater Company  
[exptheater.org/grimmz-fairy-tales.html](https://exptheater.org/grimmz-fairy-tales.html)

Britannica Kids | Grimm Brothers  
[kids.britannica.com/kids/article/Grimm-Brothers/353216](https://kids.britannica.com/kids/article/Grimm-Brothers/353216)

Biography.com | 5 Facts About the Brothers Grimm  
[biography.com/news/brothers-grimm-facts](https://biography.com/news/brothers-grimm-facts)

Wonderopolis | Who Were the Brothers Grimm?  
[wonderopolis.org/wonder/who-were-the-brothers-grimm](https://wonderopolis.org/wonder/who-were-the-brothers-grimm)

The Charlotte Post |  
 No Fairy Tale: Kids Content with Hip Hop  
[thecharlottepost.com/news/2020/02/16/arts-and-entertainment/no-fairy-tale-kids-content-with-hip-hop](https://thecharlottepost.com/news/2020/02/16/arts-and-entertainment/no-fairy-tale-kids-content-with-hip-hop)

ThoughtCo | The Brothers Grimm Brought German Folklore to the World  
[tinyurl.com/4p4mwz46](https://tinyurl.com/4p4mwz46)

The Kennedy Center | Hip Hop: A Culture of Vision and Voice  
[tinyurl.com/3nvhdht](https://tinyurl.com/3nvhdht)

TeachRock | The Historical Roots of Hip Hop  
[teachrock.org/lesson/the-historical-roots-of-hip-hop](https://teachrock.org/lesson/the-historical-roots-of-hip-hop)

Ducksters | Ancient Africa: Griots and Storytellers  
[ducksters.com/history/africa/griots\\_storytellers.php](https://ducksters.com/history/africa/griots_storytellers.php)

### Videos

Grimmz Fairy Tales | Opening Number (Promo):  
[youtu.be/-MXdzhVjqWg](https://youtu.be/-MXdzhVjqWg)

Grimmz Fairy Tales | Chopped Rhymes Music Video  
[youtu.be/AyDo4ViSRIs](https://youtu.be/AyDo4ViSRIs)

# njpac staff

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Antonella Sanchez  
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Programming & Performances

Josef Woodson  
Creative Lead, On-Site Programs

## NJPAC Arts Education performances team:

Rosa Hyde, Treasure Borde, and Kendall Lipham. On the Mic is an NJPAC Arts Education production, produced in partnership with CM Studios. CM Studios producers: Michael Aquino and Dania Ramos. NJPAC and CM Studios are located in Essex County, New Jersey, situated on the traditional territory of the Lenni Lenape people.

## 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](mailto:artseducation@njpac.org). Or visit [njpac.org/education](http://njpac.org/education)

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+ deceased

## 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.