njpac
arts education

schooltime performance series



divinity presents: *divi roxx kids*

teacher resource guide

about the performance

Experience the joy and energy of Divi Roxx Kids, an interactive concert that blends rock music, funky grooves, hip hop beats and original songs into an unforgettable musical celebration for children in grades Pre-K through 5. Led by two-time GRAMMY®-nominated artist, songwriter and bassist Divinity Roxx, this high-energy performance inspires audiences to sing, dance and discover the best versions of themselves. Best known as Beyoncé's longtime touring bassist and musical director, Divinity brings masterful musicianship and a passion for empowering children to every performance. Her family-focused music combines fun, creativity and positive messages to help encourage confidence, kindness and self-expression in her audience. Beyond the stage, her work has been adapted into children's books by Scholastic, featured in theater productions and heard on PBS Kids' *Lyla in the Loop*. With an infectious spirit and irresistible sound, Divi Roxx Kids creates an engaging concert experience where the whole audience is encouraged to move, sing and celebrate the power of music, imagination and the world around them.



cultural connections

Children's music has evolved over the centuries, from the oral traditions of lullabies, folk tales and nursery rhymes all the way through to the interactive music and videos being created today. Most children's music is written by adults to entertain and educate young audiences.

Before recordings and printed song sheets, lullabies were often used to soothe children as well as to pass down language, communal history and shared value systems. The advent of print brought about a greater ability to create and share the written word and allowed for greater access to collections of nursery rhymes and folk tales, among many other genres. These rhymes and stories continued to entertain children while teaching historical and cultural norms of the time. The repetition and rhyme schemes of many of these nursery rhymes, including *Three Blind Mice, The Grand Old Duke of York, The More We Get Together and Pat-a-Cake,* are still some of the earliest songs many children hear.

In the 20th century, the onset of recorded music, television and movies spurred on the growth of children's music and entertainment. In the early 1930s, Frank Luther released *Mother Goose Songs*, one of the first children's albums. The famous composer, Sergei Prokofiev, wrote Peter and the Wolf in 1936. It is still played today by many orchestras across the world to introduce children to orchestral music and instruments. In the 1950s, Woody Guthrie, a well-known American folk singer, released *Nursery Days*. Much of the best-known children's music from the mid-to-late part of the century, though, was created and released for television through *Sesame Street* and in animated movies by the Walt Disney Company.

The modern digital and streaming world has provided a stage for greater diversity and accessibility in children's music and among musicians. Today, children's music (and videos) can be found through a quick search. Artists of all ages, from all over the world, in many languages and across every music genre are creating an enormous catalog of songs to entertain children, teach morals and values, cultural histories and more!

vocabulary

Beat
A repetitive, ongoing pulse that you can hear and feel from a song

Brass instruments
One of the four instrument families. These instruments are made out of brass, a common metal. They make sound by buzzing the lips into a mouthpiece on the instrument. Brass instruments include the trumpet, trombone and French horn

Children's music
Music created specifically for children; it is often used to teach a lesson as well as entertain. The roots of children's music are from the oral storytelling traditions and include fables, folk tales and nursery rhymes

Funk
A type of music that combines jazz, blues and soul. It is known for its heavy bass lines and strong rhythm patterns

GRAMMY® Awards
Awards that are given out yearly to members of the music industry for excellence in their field by the National Academy of Recording Arts & Sciences

Hip hop
A culture and style of art that began in the Bronx, NY, in the 1970s. The four pillars of hip hop are DJing (turntablism), emceeing (rapping), breaking (breakdancing) and graffiti (visual art)

Instrument families
Musical instruments are divided into four family groups: percussion, strings, woodwind and brass

Lullaby
A soft song that is used to calm or quiet a child to help them fall asleep

Lyrics
The words of a song

Music genres
The categories or types of music that are similar, according to their style. Divi Roxx is a mix of funk, rock and hip hop genres



Oral tradition
A way of passing down stories, language, cultural beliefs and values through speech or lyrics

Percussion instruments
One of the four instrument families. These instruments help keep rhythm in a song and include drums, cymbals and tambourines

Rock music
Began in the 1950s as a blend of rhythm and blues and country music. It is known for its use of electric guitars, bass, drums and energetic vocals. Many other genres grew out of rock, including punk, grunge, pop and heavy metal

String instruments
One of the four instrument families. String instruments make sound when their strings are plucked or played and include the violin, guitar and bass

Tempo
The speed of a song

Woodwind instruments
One of the four instrument families. These may be made of metal or wood and their sound is created by blowing air across a reed (a thin piece of wood inserted into the mouthpiece) or a small hole on the instrument. The saxophone, clarinet and flute are examples of woodwind instruments

inspired learning for the classroom

	Teacher Focus	Student Activity	NJ Student Learning Standards
P Prepare	Discover what your students already know about this art form, topic or type of performance. Then explain more fully what they will see at the theater and why it's important. This can be accomplished by sharing images, vocabulary, videos, or context that might help them appreciate the performance more fully.	Have a class discussion about the genres of music everyone listens to. Encourage discussion about why they enjoy a song: the beat, tempo, lyrics, performer, etc. Use the following videos to help students learn about different genres of music. For young students, share some of these videos: **Genres of Music Episode 1, Genres of Music Episode 2** **Genres of Music Episode 3, Genres of Music Episode 4** For young students, share some of these videos: **Music Genres for Kids** Show students some of the **Divi Roxx music videos.** What music genre(s) do they think are being used?	**NJ English Language Arts** NJSLSA.SL1 NJSLSA.SL2 **NJ Student Learning Standards - Visual & Performing Arts** Anchor Standard #1 Anchor Standard #7 **SEL** Self-Awareness
E Experience	For some students, this may be their first time in a theater. Review audience etiquette and go over expectations for arrival and departure from the theater. Before watching the show, provide a discussion question for them to consider during the performance. **Optional**: At school, let students share a one-word answer to a prompt about how they feel (eg., which TV character do you feel like today? If you were a texture, what texture would you be?). After the field trip, ask students the same question and let them explain why they feel the same or why they feel differently.	Challenge the students to sing and dance along with Divi Roxx Kids, but also pay attention to the music and lyrics of the songs. • What instruments did you see and hear during the concert? • Do you remember any of the lyrics (words) in any songs? If so, what lyrics stuck with you? • Did you get up and dance or sing along? Why or why not?	**NJ English Language Arts** NJSLSA.SL2 NJSLSA.SL3 **NJ Student Learning Standards - Visual & Performing Arts** Anchor Standard #7 Anchor Standard #8 **SEL** Self-Awareness, Responsible Decision-Making
R Reflect	Give students a moment to think about their answer to the discussion question you introduced in the experience section. Then allow them to share their response out loud with the class. Next, have students reflect on the skill set of the performers they saw in the show. Go around the class and have each student fill in the following statement: "I can already _____ like the performers did, but I can't _____ yet!" After everyone is done, remind them that with enough time and practice, they can accomplish anything they set their minds to.	For younger students: Create a chart to record all of the parts of the performance that they noticed - try to focus on instruments, lyrics and other sounds from the event. Why did these things stick with the students? For older students: Have them write a few sentences about what sounds of the concert stuck with them and why they think these things stuck with them - this might be a particular song or lyric(s), an instrument or combination of instruments. Challenge all students to think about what genre(s) of music they think was presented in the concert and why do they think that.	**NJ English Language Arts** NJSLSA.SL1 NJSLSA.SL2 NJSLSA.SL4 NJSLSA.W4 **NJ Student Learning Standards - Visual & Performing Arts** Anchor Standard #7 Anchor Standard #8 **SEL** Self-Awareness, Social Awareness, Responsible Decision-Making
F Focus	Use this time to review the vocabulary section and complete the SchoolTime activity sheets.	**Click here for SchoolTime Activity Sheets**	**NJ English Language Arts** NJSLSA.SL1 NJSLSA.W4 **NJ Student Learning Standards - Visual & Performing Arts** Anchor Standard #1 Anchor Standard #2 Anchor Standard #3 Anchor Standard #4 **SEL** Self-Awareness, Social Awareness, Relationship Skills, Responsible Decision-Making
O Originate	After reviewing vocabulary, write a class poem about the performance, where each student adds a line. Once the poem is complete, read the poem as a class three times with each student saying the line they wrote. Before each repetition, give them a prompt to inform how they deliver their line (eg. say it like you're excited, scared, angry, etc.). **Optional**: To reinforce learning from the focus section, encourage students to incorporate all the vocabulary words.		**Visual & Performing Arts** Anchor Standards 1, 2, 5, 6, 7, 10 **SEL** Self-Awareness, Social Awareness, Relationship Skills, Responsible Decision-Making
R Rehearse	Have each student draw their own picture inspired by the show and their class poem. As they are working, use this time to walk around and ask them each about what they are drawing, the materials they are using, and what inspired them.		**Visual & Performing Arts** Anchor Standards 1, 2, 7, 8, 10 **SEL** Self-Awareness, Social Awareness, Relationship Skills, Responsible Decision-Making
M Mix it all together!	Allow each student to present their artwork and discuss why they drew what they did, giving them an opportunity to express themselves visually and verbally. Between presentations, allow two or three students to describe their reactions to the artwork that was presented. Encourage them to use phrases like "It reminded me of _____" or "It made me feel _____" rather than describing the art as good or bad. Once everyone is done presenting, put the artwork up on the wall with the class poem to complete your students' poem gallery.		**Visual & Performing Arts** Anchor standards 5, 6, 7, 8, 10 **SEL** Self-Awareness, Social Awareness, Relationship Skills, Responsible Decision-Making

curriculum standards

NJ 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.

NJSLSA.SL3
Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

NJSLSA.SL4
Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.W4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJ Student Learning Standards - Visual & Performing Arts

Anchor Standard #1
Conceptualizing and generating ideas.

Anchor Standard #2
Organizing and developing ideas.

Anchor Standard #3
Refining and completing products.

Anchor Standard #4
Developing and refining techniques and models or steps needed to create products.

Anchor Standard #7
Perceiving and analyzing products.

Anchor Standard #8
Applying criteria to evaluate products.

Social Emotional Learning Competencies

Self-Awareness, Social Awareness, Relationship Skills, Responsible Decision-Making

additional resources

NJPAC

About NJPAC
njpac.org/about

NJPAC's Arts Education programs
njpac.org/arts-education

NJPAC's David G. Berger Master Class Series
njpac.org/berger

Show Name Activity Sheets
njpac.org/wp-content/uploads/2026/11/DiviRoxxKids_ActivitySheets.pdf

Videos

Genres of Music Episode 1 | YouTube
youtube.com/watch?v=vusHILTxiGk

Genres of Music Episode 2 | YouTube
youtube.com/watch?v=KWHkC2xzsXE

Genres of Music Episode 3 | YouTube
youtube.com/watch?v=S3Z4r21eaQI

Genres of Music Episode 4 | YouTube
youtube.com/watch?v=UGx7kndchUI

Music Genres for Kids | YouTube
youtube.com/watch?v=jD79wiJ_02k

Divi Roxx music channel | YouTube
youtube.com/watch?v=k9ynCrayH5w&list=RDk9ynCrayH5w&start_radio=1

Divi Roxx music video | YouTube
youtube.com/watch?v=pupd3LmXfKA&list=PLBCmuaSOVTLhZUXDP4yLdFgRH3EKUkhsH

What is Hip Hop | YouTube
youtube.com/watch?v=4u2uG4DSfIg

What is Rock | YouTube
youtube.com/watch?v=cR-IvnwoL5o

5 Easy DIY Instruments | YouTube
youtube.com/watch?v=q-c635LHEbs

Pat-A-Cake Remix | YouTube
youtube.com/watch?v=pjyOKROdyO0&list=RDpjyOKROdyO0&start_radio=1

Music is My Life Podcast | YouTube
youtube.com/watch?v=J4imHF8u5jo

Evolution of Children's Music | YouTube
youtube.com/watch?v=WLLIGeypu90&list=RDWLLIGeypu90&start_radio=1

Mother Goose Sleepytime Songs, Frank Luther | YouTube
youtube.com/watch?v=DQIeeF6WT3k

Peter and the Wolf | Vancouver Symphony
youtube.com/watch?v=MfM7Y9Pcdzw

Websites

Divi Roxx Kids | About
diviroxxkids.com/about

Funk Facts | Kiddle
kids.kiddle.co/Funk

Recycled Play | The Empowered Educator
theempowerededucatoronline.com/2015/06/diy-recycled-play-series-2-musical-fun.html

Women's International Music Network
thewimn.com/episode-19-divinity-roxx-bass-player-producer-songwriter-performer

American Songwriter
americansongwriter.com/she-rocks-podcast-talks-with-divinity-roxx

Lyla in the Loop | PBS Kids
pbskids.org/lyla

Woodie Guthrie, "Nursery Days" | Folkways
folkways.si.edu/woody-guthrie/nursery-days/american-folk-childrens/music/album/smithsonian

History of Children's Music | Happy Designer
happydesigner.co.uk/the-history-of-childrens-music

Early Nursery Rhymes | Nursery Rhyme Info
nurseryrhymes.info/oldest-nursery-rhymes/

Legacy of Children's Music | Smithsonian
folkways.si.edu/magazine-fall-2009-songs-children-legacy-music/article/smithsonian

Latin Children's Music Artists | Billboard
billboard.com/music/latin/latin-childrens-music-artists-6721823

Favorite Black Children's Music Artists | Music for Kiddos
musicforkiddos.com/blog/black-early-childhood-music-artists

bring the arts to 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.

arts training for students

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

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

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