

teacher resource guide

**schooltime
performance
series**



**forces of nature
dance theatre**

**arts
education
njpac**



about the performance

Executive Artistic Director/Choreographer Abdel R. Salaam and Executive Managing Director Olabamidele Husbands co-founded the critically acclaimed Forces of Nature Dance Theatre Company in 1981. Forces of Nature, along with founding company member and principal soloist Dyane Harvey, have produced and presented professional ballets and concerts, conducted master classes, seminars, workshops and educational programs in New York City, the United States and throughout the world for over 42 years.

Throughout its four decades plus in the dance world, the company has received funding and support from organizations including the National Endowment for the Arts, The New York State Council for the Arts, The Upper Manhattan Empowerment Zone, New York Foundation on the Arts, The New England Foundation for the Arts, The Howard Gilman Foundation, The Bronx Council on

the Arts, The Mertz Gilmore Foundation, The New York Community Trust, Arts International, Mid Atlantic Arts, US Artists International and The International Association of Blacks in Dance. In past seasons, Forces of Nature received two National Dance Project grants including funding for the creation and touring of *Rhythm Legacy* in over 22 cities and the company's second NDP-funded project *Eclipse: Visions of the Crescent and the Cross*. Forces of Nature's cultural matrix is centered in an African and an American intelligence that is global and environmental. Its aesthetic has been critically acclaimed as visceral, thought provoking and creatively brilliant. Forces of Nature utilizes a unique blend of performing arts, which includes contemporary modern dance, traditional West African dance, Afro-beat, fusion, contemporary ballet, house and hip hop forms as well as live and recorded music and the martial arts.

njpac on the mic podcast

with Eyesha Marable



Scan the QR code to access the NJPAC on the Mic Podcast & show notes

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 Forces of Nature

Dance Theatre Sound editing, sound design, and voiceover by Michael Aquino

Theme and outro music: NJPAC TD Jazz for Teens program Additional music from Epidemic Sound

Welcome message voiced by Eyesha Marable

Series producers: Michael Aquino and Dania Ramos

Part 2: Connect | Post-show audio, 8 minutes

Includes: Reflection questions, a look at the symbols and principles of Kwanzaa

Written and hosted by Dania Ramos

Additional writing by Rochelle Herring-Peniston

Sound editing and design by Michael Aquino

Theme and outro music: NJPAC TD Jazz for Teens program Additional music from Epidemic Sound

Opening question voiced by Eyesha Marable

Series producers: Michael Aquino and Dania Ramos

Part 3: Spotlight | Post-show audio, 10 minutes

Includes: An interview with NJPAC's Assistant Vice President of Community Engagement, discussion starters

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 Epidemic Sound

Interview guest: Eyesha Marable

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

If you have five to 10 minutes: Have students listen to *NJPAC On the Mic: About* for an introduction to the performance, what to expect at the theater and a welcome message.

If you have 20 minutes: Explain that the performance is a mix of West African, contemporary and hip hop dance. This performance uses music and dance to explore cultural traditions in modern day with a focus on Kwanzaa. Ask the students what they know about Kwanzaa and show them [this video](#) for more information.

If you have 30 minutes: Ask students to discuss the relationship between music and dance. How do the two art forms influence each other? Let them know that most of the music in this performance is percussive. Share the following [Forces of Nature performance](#) and [drumming lesson](#).

Listen to the podcast episode *NJPAC On the Mic: About*. Share what you know about the holiday of Kwanzaa and watch [the video](#) that your teacher plays. Participate in the discussion about the relationship between music and dance. Your teacher will show you a [Forces of Nature performance video](#) and a [five-minute drumming lesson video](#).

English Language Arts
NJLSA.R7., NJLSA.SL1.
Social Studies
6.1.12.HistoryCA.14.c
Visual & Performing Arts
Anchor Standard 7
NJ Social-Emotional Learning
Social Awareness Sub-competency 9

E

Experience the performance

Remind students about audience expectations for the theater. Encourage the students to notice how the combination of dance and music helps to immerse the audience in the cultural themes of the performance.

Notice the different types of dances and music you recognize in the performance. How do the different styles of dance help tell parts of the story? Sit back, relax and enjoy the performance!

English Language Arts
NJLSA.R7.
Visual & Performing Arts
Anchor Standard 7, 8

R

Reflect, respond and read

Reflect: Have students listen to the next podcast episode: *NJPAC On the Mic: Connect*. Twice during this episode, you'll be prompted to pause the audio to allow students to share their responses to a reflection question.

Continue the discussion with additional questions:
What different styles of dance and movement did you recognize? What did you learn?

Read: Have students learn more about Kwanzaa by reading National Geographic Kids' [Celebrating Kwanzaa](#) or Smithsonian's [Kwanzaa](#). Students can learn more about Forces of Nature Dance Theatre's Kwanzaa performance by listening to an exclusive interview in the final episode *NJPAC On the Mic: Spotlight*.

Respond: In small groups, have students choose one of the principles of Kwanzaa, discuss why they think that principle is important and what they can do to bring that principle into their own lives. Encourage students to think about how this principle connects to something in their own culture or family tradition. Where do you see these principles in your life and culture? Where do you see these principles in your life and culture?

Reflect: Listen to the next podcast episode: *NJPAC On the Mic: Connect*.

Share your answer to the reflection questions: What was your favorite moment from the show? Which Kwanzaa tradition or principle could you most relate to? Why? What different styles of dance and movement did you recognize? What did you learn?

Read: learn more about Kwanzaa by reading National Geographic Kids' [Celebrating Kwanzaa](#) or Smithsonian's [Kwanzaa](#). Learn more about Forces of Nature Dance Theatre's Kwanzaa performance by listening to an exclusive interview in *NJPAC On the Mic: Spotlight*.

Respond: The seven principles of Kwanzaa are Umoja (unity), Kujichagulia (self-determination or helping yourself succeed), Ujima (collective work and responsibility or teamwork), Ujamaa (cooperative economics or sharing), Nia (purpose), Kuumba (creativity) and Imani (faith). Which one do you think is the most important? Why? Where do you see these principles in your life and culture?

English Language Arts
NJLSA.R7., NJLSA.SL1.
NJLSA.SL2.
Career Readiness,
Life Literacies, and Key Skills
9.4.5.CI.3, 9.4.8.GCA.2
9.4.12.CI.1
Visual & Performing Arts
Anchor Standard 1
NJ Social-Emotional Learning
Social Awareness Sub-competency 9
World Languages
7.1.NL.IPRET.1

F

Focus

Introduce the idea of combining different art forms to create a new performance or work of art that explores or reimagines a theme. Engage students in a discussion of examples where art forms are combined for a performance. Talk about how different art forms support each other and the themes explored within that work of art. Have students complete [Activity Sheet 1](#) to explore different dance and music genres.

Forces of Nature Dance Theatre uses music and many forms of dance to create their performance about Kwanzaa. Participate in a classroom discussion about mixing art forms or genres in a performance.

Complete [Activity Sheet 1](#) to explore different dance and music genres.

Check out the examples of combining genres and art forms in the resources section for inspiration.

Career Readiness,
Life Literacies, and Key Skills
9.4.5.CI.3, 9.4.8.GCA.1,
9.4.8.GCA.2, 9.4.12.CI.1
Visual & Performing Arts
Anchor Standard 7, 8, 11

O

Originate

In pairs or small groups, students will choose one of the Kwanzaa principles to express through a combination of art forms or genres. Have them first complete [Activity Sheet 2](#), which they may use as a guide.

Complete [Activity Sheet 2](#) with a partner or small group. Create your own multi-art form or multi-genre presentation based on one of the principles of Kwanzaa. How can you combine music, dance, visual arts or spoken word to share your connection or interpretation of the principle? Use [Activity Sheet 2](#), the NJPAC resources section of this TRG and your research to develop your presentation.

English Language Arts
NJLSA.W4., NJLSA.R7.,
NJLSA.SL1., NJLSA.SL2.
Career Readiness,
Life Literacies, and Key Skills
9.4.5.CI.3, 9.4.8.GCA.1,
9.4.8.GCA.2, 9.4.12.CI.1
Visual & Performing Arts
Anchor Standard 1, 2, 3, 4, 6
NJ Social-Emotional Learning
Relationship Skills Sub-competency 16

R

Rehearse

Give your students time to refine and rehearse their presentations. Remind them that their presentation can be live, digital or both. Provide them with constructive feedback as needed.

Refine and rehearse your presentation. Ask your teacher or another group for feedback if you need help.

English Language Arts
NJLSA.SL2.
Visual & Performing Arts
Anchor Standard 3, 5, 6, 10
NJ Social-Emotional Learning
Self-Management Sub-competency 6

M

Make magic

Allow time for all of the students to share their work. If appropriate, remind everyone about audience etiquette. Have students identify the Kwanzaa principles and art form in each piece they watch. Discuss briefly what they liked, noticed and learned from each presentation.

If you are performing, take a breath and do your best! If you are in the audience, quietly watch your classmates' presentations and think about how they presented their Kwanzaa principle and the art forms they used. Share your observations after each performance.

Visual & Performing Arts
Anchor Standard 6, 10
Career Readiness,
Life Literacies, and Key Skills
9.4.8.GCA.2, 9.4.12.CI.1
Social Studies
6.1.12.HistoryCA.14.c

curriculum standards

NJ Visual & Performing Arts Standards

- 1: Generating and conceptualizing ideas.
- 2: Organizing and developing ideas.
- 3: Refining and completing work.
- 4: Selecting, analyzing, and interpreting 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.
- 9: Applying criteria to evaluate products.
- 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

NATIONAL SOCIAL STUDIES STANDARDS
socialstudies.org/standards

NATIONAL CORE ARTS ANCHOR STANDARDS
nationalartsstandards.org

common core state standards

Career Readiness, Life Literacies, and Key Skills

9.4.5.CI.3

Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity. (5th grade benchmark)

9.4.12.CI.1

Demonstrate the ability to reflect, analyze, and use creative skills and ideas. (12th grade benchmark)

9.4.8.GCA.1

Model how to navigate cultural differences with sensitivity and respect. (8th grade benchmark)

9.4.8.GCA.2

Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal. (8th grade benchmark)

NJ English Language Arts

NJLSA.R7

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJLSA.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.

NJLSA.SL2

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJLSA.W4

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

Social-Emotional Learning

Self-Management Sub-competency 6

Recognize the skills needed to establish and achieve personal and educational goals.

Social Awareness Sub-competency 9

Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds.

Relationship Skills Sub-competency 16

Utilize positive communication and social skills to interact effectively with others.

Social Studies

6.1.12.HistoryCA.14.c

Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture. (12th grade benchmark)

World Languages

7.1.NL.IPRET.1

Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.



vocabulary

African Dance

Various dance styles of sub-Saharan Africa that are closely connected with the traditional rhythms and music traditions of the region

African Diaspora

People of African origin who are living outside of the continent of Africa

Classical Ballet

A traditional style of ballet that relies on dance fundamentals and established academic techniques that have evolved during the dance form's history; it has a rigorous, precise, yet flowing aesthetic with formalized movement of the legs, arms, and head.

Contemporary Dance

A style of dance focused on self-expression and storytelling. It pulls from traditional dance styles like ballet and jazz, but breaks away from the strict techniques and movements that make those styles so recognizable.

Diaspora

The spread of a people from their original homeland

Hip Hop Dance

Original forms of hip hop dance evolved during the 1970s and 1980s, including breaking, popping and locking. Newer forms such as house, krumping, vogueing, and street jazz emerged in the 1990s.

Kujichagulia

One of the seven principles of Kwanzaa meaning self-determination

Kuumba

One of the seven principles of Kwanzaa meaning creativity

Kwanzaa

First fruits in Swahili; the holiday was created in 1966 as an African American and Pan African celebration of shared history, community and culture.

Imani

One of the seven principles of Kwanzaa meaning faith

Nia

One of the seven principles of Kwanzaa meaning purpose

Pan Africanism

A worldwide movement that aims to encourage and strengthen bonds of solidarity between all indigenous and diasporic ethnic groups of African descent.

Ujamaa

One of the seven principles of Kwanzaa meaning cooperative economics

Ujima

One of the seven principles of Kwanzaa meaning collective work and responsibility

Umoja

One of the seven principles of Kwanzaa meaning unity



resources

Websites

- NJPAC's Arts Education programs
njpac.org/arts-education
- About NJPAC
njpac.org/about
- NJPAC resources | Forces of Nature Dance Theatre
njpac.org/education-program/forces-of-nature-resources
- NJPAC | Eyesha Marable
njpac.org/about/our-people
- Forces of Nature Dance Theatre
forcesofnature.org
- Official Kwanzaa Website | The Symbols of Kwanzaa
officialkwanzaawebsite.org/the-symbols.html
- National Geographic | Celebrating Kwanzaa
kids.nationalgeographic.com/celebrations/article/kwanzaa
- Smithsonian | Kwanzaa
nmaahc.si.edu/explore/initiatives/kwanzaa
- Google Arts and Culture | Power of the African Drum
artsandculture.google.com/story/the-power-of-the-african-drum/NgLi086uvhJeKA
- World Atlas | Where is the African Diaspora?
worldatlas.com/articles/where-is-the-african-diaspora.html
- Whitehouse.gov | Fact Sheet: U.S. – Africa Partnership in Elevating Diaspora Engagement
whitehouse.gov/briefing-room/statements-releases/2022/12/13/fact-sheet-u-s-africa-partnership-in-elevating-diaspora-engagement

Videos

- University of Minnesota | History and traditions of Kwanzaa
youtu.be/xdO_EnfoRNE?si=Ki6wptT4sB97wNSo
- Inside Edition | What Is Kwanzaa and How Is It Celebrated?
youtu.be/JKLvaqIqXvg?si=vG-J-kaeowfrQOBF
- ExpertVillage Leaf Group | What is West African Dance
youtube.com/watch?v=s3co1ODa44
- African Five(ish) Minute Drum Lesson – African Drumming: Lesson 1: The Djembe
youtu.be/q5U8md4rZS8?si=i5BM7LUUzZPwJIFU
- The Hip Hop Nutcracker
youtu.be/FLiQBhlfmCA?si=IP7Hd8R3V6pYclAS
- Metal Ballet | Metal Makes Everything Better
youtu.be/POCDSE4AVTA?si=C5DmlQzzpgtdgyS5
- Spoken Word with Dance | Living with the Promise
youtu.be/D2-7ADbuao0?si=0a3lGSvyzDFc29gf

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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. Or visit 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.