

teacher resource guide

# schooltime performance series



paige  
in full

arts  
education  
njpac





## about the performance

*Paige in Full* is a visual mixtape that blends poetry, dance, visual arts and music to tell the tale of a multicultural girl growing up in Baltimore, Maryland. The production explores how a young woman's identity is shaped by her ethnicity and popular culture, telling a personal yet universal story through the lens of hip hop.

The creative team behind *Paige in Full* is sibling-duo Paige Hernandez (writer and performer), Nick tha 1da (musician), Danielle A. Drakes (director) and Bryan Joseph Lee (dramaturg). The play was produced by B-FLY Entertainment.

Genevieve Williams of Discovery Theatre said the following about the show, "Paige is pure hip hop. She breathes it. It's a part of her DNA. She can connect the songs and the culture to her entire being. More importantly, she can explain it to the rest of us. She is beautifully articulate in her storytelling ... she is enticing in her mastery of her body and movement. This performance is a delight."

## about the paige hernandez

Paige Hernandez is a critically acclaimed performer, director, choreographer and playwright. She has performed on many stages throughout the U.S., including Arena Stage, Roundhouse, Everyman Theatre, The Kennedy Center, Imagination Stage, Fulton Theatre, Ohio Theatre, Manship Theatre and others. She has been commissioned by several companies, including the National New Play Network, the Smithsonian, The Kennedy Center, La Jolla Playhouse and the Glimmerglass Festival. As a critically acclaimed B-Girl, Paige's choreography has been seen nationwide, including The Kennedy Center's *Knuffle Bunny* and *American Scrapbook*. She has been the recipient of an Individual Artist Award from the Maryland State Arts Council, four Helen Hayes nominations, and was recently named one of the Top 5 Most Produced Artists for Theater for Young Audiences. Paige is a graduate of the Baltimore School for the Arts and the University of Maryland, College Park.

## njpac on the mic podcast

with Paige Hernandez



**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, 5 minutes

**Includes:** An introduction to the performance, artists, venue and welcome message

**Welcome message voiced by** Paige Hernandez

**Part 2: Connect** | Post-show audio, 9 minutes

**Includes:** Reflection questions, a look at multidisciplinary artist Paige

**Opening question voiced by** Paige Hernandez

**Part 3: Spotlight** | Post-show audio, 9 minutes

**Includes:** An interview with the creator and performer of *Paige in Full*, discussion starters

**Interview guest:** Paige Hernandez

### Additional Episode Credits

**Series producers:** Michael Aquino and Dania Ramos

**Written and hosted by** Dania Ramos

**Theme and outro music:**  
NJPAC's Hip Hop Arts & Culture program

**Additional music from** Epidemic Sound

**Sound editing, sound design and voiceover by** Michael Aquino

### About NJPAC On the Mic

*NJPAC On the Mic* invites your students to expand their experience of attending a SchoolTime Performances show. We provide three podcast episodes for each production, suitably aligned with New Jersey Student Learning Standards (NJSLS) and New Jersey Social and Emotional Learning (SEL) Competencies. With *NJPAC on the Mic*, the learning begins before — and continues beyond — your visit to the New Jersey Performing Arts Center!

inspired ideas in the classroom

P

Prepare for the performance

Have students listen to ***NJPAC On the Mic: About.***  
Share the ***Paige in Full trailer.*** Lead a class discussion in response to the trailer, using the following questions:  
1. What type of music did you hear?  
2. In what ways did Paige move her body?  
3. Describe the design of the stage. What visuals do you see? Is it light or dark?  
  
Review the definition of autobiographical. Share that Paige Hernandez created *Paige in Full* as an autobiographical work to tell her story through the elements of hip hop.

Listen to ***NJPAC On the Mic: About.***  
  
Watch the ***trailer for Paige in Full.*** Pay close attention to the music you hear, how Paige moves her body and what the stage looks like. These elements are combined to create an autobiographical one-woman show about Paige’s life.

NJ Student Learning Standards

English Language Arts  
NJSLSA.R7., NJSLSA.SL1.  
Visual & Performing Arts  
Anchor Standard 7, 8

E

Experience the performance

Play ***the video*** featuring KRS-One and the core elements of hip hop.  
  
Review the four elements: DJing, Emceeing, B-boying/B-girling and graffiti art. Instruct students to look for examples of each component throughout *Paige in Full*.

Explore the four core elements of hip hop: DJing, Emceeing, B-boying/B-girling and graffiti art.  
During the show, actively listen and watch for examples of each hip hop element.

English Language Arts  
NJSLSA.R7., NJSLSA.SL1.  
Social Studies  
6.1.12.HistoryCA.14.c  
Visual & Performing Arts  
Anchor Standard 7

R

Reflect, respond and read

Have students listen to ***NJPAC On the Mic: Connect.*** When prompted, pause the audio to allow students to share their responses to the reflection questions.  
  
Have students share examples of hip hop elements they noted during the performance. Then, lead the class in compiling definitions and examples of the four elements of hip hop in a four-square chart.  
  
Share ***the video*** about the birth of hip hop. Have students read ***the article*** “Hip Hop History: From the Streets to the Mainstream” as a class, perhaps “popcorn style.” If there’s not enough time to read the entire article, preview the article ahead of time and share the sections you feel are most pertinent. Emphasize that hip hop was born out of the struggles of African Americans and as a way for them to tell their stories. Compare this to Paige telling her life story through hip hop as well.

Listen to ***NJPAC On the Mic: Connect*** and share your responses to the reflection questions. Share your examples of hip hop elements you experienced during the performance.  
  
Watch ***the video*** about the birth of hip hop. Read ***the article*** about the origins of hip hop. Consider how hip hop was (*and is*) a way for African Americans to share their stories and struggles. Reflect upon other biographies you have read, TV interviews or concert experiences during which an artist shared their story and consider the creative aspect of Paige telling her story through the medium of hip hop.

English Language Arts  
NJSLSA.SL1.  
Social Studies  
6.1.12.HistoryCA.14.c  
Visual & Performing Arts  
Anchor Standard 11

F

Focus

Have students listen to ***NJPAC On the Mic: Spotlight.*** When prompted, pause the audio so students can share their responses to the discussion questions.  
  
Define mixtape. Highlight that in *Paige in Full*, Paige Hernandez uses music, poetry and choreography as a visual mix tape to tell her story. She travels from pain to triumph and exemplifies the four elements of hip hop. Explain that while Paige chooses hip hop as the musical style for her mixtape, anyone can create a mixtape with any type of music.  
  
On **Activity Sheet 1**, have students compile a mixtape of songs that tell their stories. The mixtape demonstrates the hip hop element of DJing in this activity.

Listen to ***NJPAC On the Mic: Spotlight.*** Share your responses to the discussion questions.  
  
As Paige Hernandez does in *Paige in Full*, you will compile a list of songs that tell your life story. While Paige’s musical style is hip hop, your mixtape can be any style(s) you’d like.  
  
Complete **Activity Sheet 1**, showing your skills as a DJ, choosing songs that tell the awesome story of you!

English Language Arts  
NJSLSA.SL1.  
Career Readiness, Life Literacies & Key Skills  
9.4.12.CI.1  
Social-Emotional Learning  
Relationship Skills Sub Competency 1  
Visual & Performing Arts  
Anchor Standard 10, 11

O

Originate

Inform students they will combine at least one other hip hop element into their mixtape presentations.  
  
They can choose from the following:  
• Students can create a beat using the ***Splice Beatmaker*** online tool and recite lyrics from their mixtape songs over the beats. This option correlates with the hip hop element of Emceeing.  
• Students can create choreography to accompany one of the songs for the entire track or a portion of it. This option represents the hip hop element of B-boying or B-girling. (*Note: Students should create choreography that represents the style of the song they choose.*)  
• Students can create a cassette label for their mixtape using an online design tool such as ***Canva***. Students may refer to *Paige in Full*’s cassette tape graphic on **Activity Sheet 2** for an example. This option correlates with the hip-hop element of graffiti art.  
  
Have students complete **Activity Sheet 2** to brainstorm their final product.

You’ve done a great job at DJing! Choose one of the three other hip hop elements to complete your performance: Emceeing, B-boying/B-girling or graffiti art.  
  
Complete **Activity Sheet 2** to brainstorm your final product. Be creative and expressive, just like Paige!

Career Readiness, Life Literacies & Key Skills  
9.4.12.CI.1  
Visual & Performing Arts  
Anchor Standard 1, 2, 10

R

Rehearse

Facilitate a peer review process in which students who chose the same additional hip hop element refine their creations together. Instruct students to share one compliment and one suggestion for improvement. Model this “glow and grow” concept for students. Allow time for revision based on the peer reviews.

Share your performance with your classmates who chose the same additional hip hop element (*Emceeing, B-boying/B-girling or graffiti art*). Offer your peers a compliment and a suggestion for improvement. Accept those offered to you as well. Consider the feedback and make adjustments to your performance accordingly.

Career Readiness, Life Literacies & Key Skills  
9.4.8.GCA.2  
Visual & Performing Arts  
Anchor Standard 3

M

Make magic

Hold a class storytelling day. It can be as intimate or extravagant as you’d like. Consider creating a space in your classroom with a curtain or screen as a background. Make it a special day in your classroom so students feel proud and excited to share their stories using the elements of hip hop.  
  
You may invite administrators or parents to view the presentations or record or livestream the presentations for parents to view.

Just like Paige, you have been brave and bold in telling your story through the elements of hip hop. Perform your story with confidence. Consider the uniqueness of your classmates’ stories and how you are both the same and different in many ways. Be proud of your story — it belongs only to you!

Visual & Performing Arts  
Anchor Standard 6



# curriculum standards

**NJ Visual & Performing Arts Standards**

- 1: Generating and conceptualizing ideas.
- 2: Organizing and developing ideas.
- 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.

# common core state standards

**Career Readiness, Life Literacies & Key Skills**

**9.4.12.CI.1**  
Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

**9.4.8.GCA.2**  
Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

**English Language Arts**

**NJSLSA.R7.**  
Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**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.

**Social-Emotional Learning**

**Relationship Skills Sub Competency 1**  
Recognize one’s feelings and thoughts.

**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.

**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)

# vocabulary

**Autobiographical**

An account or a written work about a person’s life as told by the subject

**B-boying/B-girling**

An energetic dance style, typically performed to hip hop music, characterized by stylized footwork and acrobatic or athletic movements. It is also known as breakdancing

**DJ-ing**

A form of art and entertainment that involves mixing music with DJ and sound equipment

**Emceeing**

The delivery of rhythmic and rhymed speech over a beat; rapping

**Graffiti Art**

A form of visual communication created in public places

**Mixtape**

A compilation of favorite pieces of music, typically by different artists, recorded onto a cassette tape or other medium by an individual.

# resources

**NJPAC**

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

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

NJPAC’s David G. Berger Master Class Series  
[njpac.org/berger](https://njpac.org/berger)

NJPAC Resources | *Paige in Full*  
[njpac.org/education-program/paige-in-full-resources](https://njpac.org/education-program/paige-in-full-resources)

**Website**

*Paige in Full*  
[shawentertainment.com/production/paige-hernandez](https://shawentertainment.com/production/paige-hernandez)

Paige Hernandez’s website  
[paigehernandez.com](https://paigehernandez.com)

Backstage | Jobs For Drama Graduates  
[backstage.com/magazine/article/drama-degree-jobs-careers-75343/#section2](https://backstage.com/magazine/article/drama-degree-jobs-careers-75343/#section2)

Hip Hop History: From the Streets to the Mainstream  
[iconcollective.edu/hip-hop-history](https://iconcollective.edu/hip-hop-history)

TeachRock Resources  
[teachrock.org](https://teachrock.org)

Hip-Hop Education: How 50 Years Of Music & Culture Impact Curricula Worldwide  
[grammy.com/news/evolution-of-hip-hop-education-k-12-college-classes-archives-fellowships-olympic-sports](https://grammy.com/news/evolution-of-hip-hop-education-k-12-college-classes-archives-fellowships-olympic-sports)

Origin & Evolution of Hip Hop: Research Portal at Virginia State University  
[libguides.vsu.edu/hiphop\\_history/origin\\_evolution](https://libguides.vsu.edu/hiphop_history/origin_evolution)

B-Boy & B-Girl Dojo  
[bboydojo.com](https://bboydojo.com)

You DJ: DJ App  
[youdj.online](https://youdj.online)

The Evolution of MC and Language  
[medium.com/@chinuesg98/the-evolution-of-mc-and-language-a84b38c6da4e](https://medium.com/@chinuesg98/the-evolution-of-mc-and-language-a84b38c6da4e)

Tate Kids: Street Art Creator  
[tate.org.uk/kids/games-quizzes/street-art](https://tate.org.uk/kids/games-quizzes/street-art)

**Videos**

*Paige in Full* trailer  
[youtube.com/watch?v=jXY9kuUDsbo&t=2s](https://youtube.com/watch?v=jXY9kuUDsbo&t=2s)

Unapologetically Original with Paige Hernandez  
[youtube.com/watch?v=2M5eUeSheNw](https://youtube.com/watch?v=2M5eUeSheNw)

KRS-One and the Four Core Elements of Hip Hop  
[youtube.com/watch?v=BQ-A0sOXxeM](https://youtube.com/watch?v=BQ-A0sOXxeM)

The Birth of Hip Hop  
[youtube.com/watch?v=1oC-Q3NlIzU](https://youtube.com/watch?v=1oC-Q3NlIzU)

**Creative Tools**

Canva  
[canva.com](https://canva.com)

Splice Beatmaker  
[splice.com/sounds/beatmaker](https://splice.com/sounds/beatmaker)

## njpac staff

### Charles F. Lowrey

*Chair, NJPAC Board of Directors*

### John Schreiber

*President & CEO*

### Sherri-Ann Butterfield

*Senior Vice President, Social Impact*

### Jennifer Tsukayama

*Vice President, Arts Education*

### Shannon Pulusan

*Special Assistant to Vice President,  
Arts Education*

### Rosa Hyde

*Senior Director, Performances &  
Special Events Operations*

### Victoria Revesz

*Senior Director, Arts Education Operations*

### Dr. Taylor Masamitsu

*Senior Director, Research & Impact*

### Dr. Patricio Molina

*Senior Director, Faculty & Creative Practice*

### Mark Gross

*Director, Jazz Instruction*

### Natalie Dreyer

*Director of Curriculum &  
Collaborative Learning*

### Roe Bell

*Director of Program Operations  
& Advancement*

### Kristine Marrone

*Director, CRM & Business Operations*

### Ashley Mandaglio

*Assoc. Director,  
Professional Learning & Programs*

### Treasure Borde

*Senior Manager,  
Programming & Performances*

### Daniel Silverstein

*Senior Manager, On-Site Programs*

### Steven Hayet

*Senior Manager, CRM & Business Operations*

### Randal Croudy

*Manager, Youth & Emerging  
Artist Development*

### Alonzo Blalock

*Manager, In-School Programs*

### Angela Peletier

*Manager,  
Professional Learning & Training*

### Justin DePaul

*Office and Facilities Manager*

### April Jeffries

*Outreach & Sales Manager*

### Demetria Hart

*Senior Coordinator, Faculty Relations*

### Lucas Jeron

*Coordinator,  
Youth & Emerging Artist Development*

### Kendall Lipham

*Coordinator,  
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 Leni 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)**

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

Generous support for SchoolTime provided, in part, by



Turrell Fund



Made possible by funds from the New Jersey State Council on the Arts, a partner agency of the National Endowment of the Arts.

Generous support provided by The Joan and Allen Bildner Family Fund, Broadridge Financial Solutions, Inc., The Arts Education Endowment Fund in honor of Raymond C. Chambers, Jennifer A. Chalsty, Judy and Stewart Colton, Toby and Leon Cooperman, Mimi and Edwin Feliciano, The Izzo Family, Don Katz & Leslie Larson, McCrane Foundation, Inc., care of Margrit McCrane, The MCJ Amelior Foundation, Albert+ and Katharine Merck+, NJ Advance Media, The Pershing Square Foundation, Bill Ackman, Neri Oxman, David & Marian Rocker, The Sagner Companies/The Sagner Family Foundation and an anonymous donor.

+ deceased