



Woodruff Arts Center

Young Audiences Arts for Learning



# Performance Program Outline

<b>Teaching Artist Name</b>	<u>J'MIAH NABAWI</u>
<b>Program Title</b>	<u>Gullah, Ghana, Geechee, Gumbo!©</u>
<b>Program Type</b>	Artist Residency
<b>Program Description</b> (125 words max) This description is a marketing speech to sell your program	<b>Gullah, Ghana, Geechee, Gumbo!©</b> is an interdisciplinary, experiential presentation that gives an historical overview about Gullah Geechee cultural heritage and its African roots through language (comparative folkways), craft-making, participatory storytelling, music and cuisine.
<b>Objectives</b> What will students have learned or be able to do as a result of their time with you?	1. <b>Students (and staff)</b> will be able to articulate, identify various aspects of Gullah Geechee language and cultural heritage and dispel myths about it by the end of the residency.
	2. <b>Students (and staff)</b> will be able to promote and perpetuate Gullah Geechee cultural heritage and folkways through performance—Gullah Geechee song and rhythmic patterns, speech and cuisine.



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|  | <p><b>3. Using various personal and found objects, fabrics and colors meaningful to the students along with repurposed Mardi Gras beads and imagination, students (and staff) will be able to craft and talk about their “Gullah Geechee-inspired” walking stick or artifact.</b></p> |
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### Strategies and Structure

Description of the progression of activities that will facilitate student explorations and learning.

1. Present a school-wide assembly program introducing the Gullah Geechee cultural heritage through storytelling (oral traditions and language) with the use of the “Cast-a-Gullah-Geechee-Story-Net;” an open display exhibiting Gullah Geechee phrases and vocabulary, musical instruments, walking stick, photos and and woven baskets.
2. Classroom visits that will provide close up, hands-on, interactive communication with the artist presenter and opportunities to set up inquiry centers with the teachers for deeper learning.
3. Work with a teacher-selected “core-group” of students from 3<sup>rd</sup> – 5<sup>th</sup> grades who will begin to work directly with the artist in preparation of an “ensemble” production to present to the school-wide community of students, staff, parents and local community.
4. Meet and collaborate with the Art Instructor to present the various crafts and/or exploratory painting, sketch, mixed-media activities they could create, do based on the crafts on display and visual images of celebrated Gullah Geechee painter, Jonathan Green.
5. Student writing about their experience, what they knew or didn’t know about Gullah Geechee people, the impressions left on them as a result of the Gullah, Ghana, Geechee, Gumbo! Experience.
6. Introduce and use the story and book, NahNah Binyah’s Talking Sweet Potatoes

**Grade Appropriateness**

3<sup>rd</sup> – 5<sup>th</sup> Grades (Adaptable for middle and high schools)



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### Curriculum Connections

Based on the grade levels listed above, choose **two standards for each grade level** (from the lists below) and **briefly describe** how your program will address these standards

Visit the following site for a list of standards for Common Core Georgia Performance Standards:

<https://www.georgiastandards.org/Common-Core/Pages/CCGPS-Large-Print-by-Grade-Level-K-12.aspx>

#### 3<sup>rd</sup> Grade:

- 1. Reading Standards for Literature, ELACC3RL4. Craft and Structure:** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
- 2. Social Studies, SS3E1. Economic Understandings:** The student will describe the four types of productive resources.

#### 4<sup>th</sup> Grade:

- 1. Reading Standards for Literature, ELACC4RL7. Integration of Knowledge and Ideas:** Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
- 2. Social Studies, SS4H3.** The student will explain the factors that shaped British colonial America.
  - b. Describe colonial life in America as experienced by various people, including large landowners, farmers, artisans, women, indentured servants, slaves, and Native Americans.**

#### 5<sup>th</sup> Grade:

- 1. Reading Standards for Literature, ELACC5RL7. Integration of Knowledge and Ideas:** Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g. graphic novel; multimedia presentation of fiction, folktale, myth, poem).
- 2. Social Studies, SS5H2.** The student will analyze the effects of Reconstruction on American life.
  - b. Explain the work of the Freedmen's Bureau.**



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<p><b>Pre-Activities</b> Provide two specific pre-activities that will prepare teachers and students in advance for the upcoming Young Audiences program.</p>	<ol style="list-style-type: none"> <li>1. Watch a short video about Gullah Geechee cultural heritage and history selected by the artist.</li> <li>2. Language and Vocabulary. With a “woven” sweet grass or similar type of basket typical to the Gullah Geechee basket-weaving tradition, students will pull out of the basket words and expressions that reflect the Gullah language. Ex. Ooman, hunnah, guba, gumbo, okra, benne seed, krak-e-teet, uh yeddy’em, etc.</li> <li>3. Teacher to students (T&gt;S): What language(s) to you think these words and expressions represent?</li> <li>4. Display the art of noted Gullah painter Jonathan Green.</li> </ol>
<p><b>Post-Activities</b> List three specific activities that will help the teacher continue the discussion after the program.</p>	<ol style="list-style-type: none"> <li>1. Greet the students each morning in Gullah.</li> <li>2. Continue to do oral communication activities based on the “Gullah Geechee story-net” that students and artist crafted during the residency and use the moment as a form of diversion and classroom energizers to refresh their afternoons.</li> <li>3. Create and have annual school-wide “Gullah Geechee Celebrations” where everyone gets to create and express his/her own Gullah Geechee character through acting improvisation, reading-aloud, singing with the appropriate rhythmic hand-clapping/stick beating patterns.</li> <li>4. Make photo collages representative of Gullah Geechee dishes (foods).</li> </ol>
<p><b>Student Engagement</b> In what ways will students be active participants in the program? List three strategies to actively involves students and encourage creative responses to the program.</p>	<ol style="list-style-type: none"> <li>1. Students will learn to play and sing “Lil Johnny Brown,” and another early traditional Gullah Geechee children’s ring game.</li> <li>2. Students will craft “Gullah-Geechee-Story-Net” that follows the history of Gullah Geechee &amp; African fishing traditions and cast-net making.</li> <li>3. Create “core-groups” of actors, rhythm and choral ensembles that will accompany the artist in presenting a folk-tale play that be performed for school-wide population and community.</li> </ol>



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<p><b>Questions</b> List three open ended questions you will ask students during the performance to assess the students' mastery of the key program concepts.</p>	<ol style="list-style-type: none"><li>1. Who are the Gullah Geechee people?</li><li>2. Perform and lead-call a Gullah Geechee ring game.</li><li>3. How do the Gullah Geechee preserve and perpetuate African folkways and language?</li></ol>
<p><b>Moments of Reflection</b> How and when will you encourage students to reflect on what they're learning?</p>	<ol style="list-style-type: none"><li>1. With a continual open display of Gullah Geechee art and images, related African and artifacts, photos, craft work and Gullah expressions and oral communications, the students, teachers and artist will discuss and review (reflect) various activities and self-discoveries at various points throughout the life of the residency.</li></ol>
<p><b>Logistics</b> (Supplies, props, technical equipment, etc.)</p>	<ol style="list-style-type: none"><li>1. Art supplies as determined by the Art Instructor for Gullah Geechee walking stick, Gullah Quashee's Celebration beads, "Cast-a-Gullah-Story-Net," and painting themes and variations of Gullah Geechee images.</li><li>2. Props will include medium sized straw-woven baskets (craft store version), bandanas in navy and dark blue, hand-held musical instruments with tambourines.</li><li>3. Technical needs will only involve cordless mics for assemblies and ensemble artist and core-groups presentations.</li></ol>
<p><b>Room Requirements</b> (Auditorium, open space, tables &amp; chairs, etc.)</p>	<ol style="list-style-type: none"><li>1. Room requirements will vary at different points depending on size of core groups, activities being presented and rehearsals that will involve use of tables, chairs, open space and auditorium.</li></ol>



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**Please submit your script for proposal. All performance script or, at minimum, a very detailed outline of the performance.**

**the remainder of the proposals must include a**

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**Program Opening:**

The program opens with a whole-school or grades specific assembly program with the artist presenting a set of interactive stories and folktales. With audience participation on and off stage, the folktales will highlight various aspects of the Gullah Geechee culture through language, music, and play (a stone game) that will connect Gullah Geechee cultural heritage to Ghana and other West African countries including Central Africa through “mmoguo,” recreational folktale songs, vocal, hand-clapping and musical instrumentation, and with a symbolic communal planting circle (dance) that sow the seeds for the reaping of a successful harvest for the benefit of everyone.

**The Finale (For Residencies)** is an extended version of the opening with various “core-groups” carrying the story and presenting in costume, props, choral singing and musical ensemble.