

Susana and Timmy Abell / Silver Trout Arts

Five – Day Residency

Web Site: www.silvertrout.org

Puppetry and Songwriting / Expanding Creativity in the Writing Curriculum

Curricular Connections: Language Arts, Theater Arts, Music

Susana Abell is a bilingual teaching artist whose work as a circus performer and puppeteer has spanned two decades and three continents. Before establishing Silver Trout Arts in 2005, she was supported by Carnegie Hall and the Geraldine R. Dodge Foundation teaching puppetry arts in the New York metro area.

Timmy Abell is a nationally recognized songwriter, recording and touring artist who has spent 30 years presenting concerts of music and storytelling for young people and families. He is a recipient of the N.C. Arts Council's Fellowship for songwriting and has received the highest national awards for his recordings.



Susana and Timmy Abell's residency effectively uses the arts of puppetry and songwriting to build creativity and strengthen writing skills for students in grades K–5. The residency involves every student, every teacher and every family, creating an exciting week of arts-infusion through multiple concerts and workshops.

The foundation of the residency involves four “core group” classes, selected for an in-depth arts integration experience. Susana guides two classes for five days in puppet-making, character development, story form, dialog and creation of short puppet plays. Timmy guides two other core groups through the week in songwriting — learning the literary and musical skills to create and then record to CD an original song.

This residency also includes two assembly concerts (K–2 and 3–5), additional non-core group workshops each day for selected grade levels and an evening family concert, easily publicized with pre-designed materials available for download at www.silvertrout.org.

Residency Fees and Requirements

Grade Levels:	Kindergarten–Grade 5 (Grades 3-5 preferred)
Maximum Number of Classes per Day:	Four core groups (two music and two puppetry) and one non-core group daily; two assembly concerts on Monday and a 6:30 p.m. family concert on Thursday
	Total Residency Cost: \$5,500

Technical Requirements: **Music Workshops:** Chalk or marker board (smartboards are great, if available). **Puppetry Workshops:** If possible, the same space for each workshop (media center, art room, stage area); flat work surfaces for puppet-making. **Performances:** Sound system provided by artists; two 6-foot tables and a wooden piano bench or something comparable.

Susana and Timmy Abell
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Achievable Goals

1. Students will be able to develop puppet theater improvisations that include a problem, a solution, and supporting details.
2. Students will be able to develop original song verses that demonstrate rhyme structure and rhythm/meter.
3. Students will be able to effectively critique and revise their own work and the work of others and understand the importance of revision and editing to refine a creative product.

Curriculum Connections

Songwriting Workshop

Language Arts

The learner will apply strategies and skills to create oral, written, and visual texts.

Use oral and written language to:

present information in a sequenced, logical manner, discuss, sustain conversation on a topic, share information and ideas, recount or narrate, answer open-ended questions, report information on a topic and explain own learning.

Focus reflection and revision (with assistance) on target elements by:

clarifying ideas, adding descriptive words and phrases, sequencing events and ideas, combining short, related sentences, strengthening word choice.

Produce work that follows the conventions of particular genres (e.g., poetry, songwriting).

Music

The learner will sing, alone and with others, a varied repertoire of music.

Sing simple songs with increased pitch accuracy.

Improvise short songs

Puppetry Arts Workshop

Theater Arts

The learner will write based on personal experience and heritage, imagination, literature, and history.

Participate in teacher-guided playwriting using simple characters, setting, conflict and resolution.

Recognize the beginning, middle and end of a story.

Develop and utilize basic creative drama vocabulary.

Discuss how characters attempt to resolve conflicts.

Participate in dramatic activities that deal with problems and emotions.

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The learner will design and produce theatre by conceptualizing and realizing artistic interpretations for informal or formal productions.

Create characters and events to utilize in the dramatic process.

Dramatize stories through guided dramatic expression from a story.

Demonstrate ideas and emotions using gestures, blocking and movement.

Utilize improvisational skills to make character choices in the dramatic process.

Language Arts

The learner will apply strategies and skills to create oral, written, and visual texts.

Use oral and written language to:

present information and ideas in a clear, concise manner, discuss, interview, solve problems and make decisions.

Make oral and written presentations using visual aids with an awareness of purpose and audience.

Use planning strategies to generate topics and organize ideas (e.g., brainstorming, mapping, webbing, and discussion).

Compose fiction, nonfiction, poetry, and drama using self-selected and assigned topics and forms

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