



Assembly Programs:

SMART PARTS

For Early Elementary (K-2) we offer The **Smart Parts** Assembly, which is based on Howard Gardner's theory of Multiple Intelligences. (http://en.wikipedia.org/wiki/Theory_of_multiple_intelligences)

We start the kids out by letting them warm-up with a song involving movement and singing, to get them invested and involved. Then we ask them to think of someone they know who is "smart" and ask, "What kinds of things does a smart person do well?" Their answers usually including "reading" and "math", but often they surprise us ("listening!"). We then tell them we're going to talk about a whole bunch of ways we can be smart and ask them to join us for "Smart Parts", a song outlining 7 of Gardner's Intelligences (<http://www.amazon.com/Smart-Parts/dp/B001BK9NG0>):

1. PICTURE ("Visual-Spatial" per Gardner)
2. NUMBER (Logical-mathematical)
3. WORD (Verbal-linguistic)
4. BODY (Bodily-kinesthetic)
5. MUSIC (Musical)
6. SELF (Intrapersonal)
7. PEOPLE (Interpersonal)

After they had a chance to sing the song with us, Justin and I go through each of The Smart Parts, describing what they mean in a funny and entertaining way, and then explain to the students that we're going to play a game in which we sing a number of songs and for each song we'll need them to tell us what Smart Part we are using. The first song is an alphabet song, so we ask them to fill in the letters at the beginning of the words:

*A is for the applesauce
That Mother poured into my bubble bath
And bath starts with b and don't starts with d
And I forgot c, but everything else starts with e*

...at the end of the song, hands go up as the children realize they can identify the WORD Smart Part (we use a colorful banner to visually represent the concepts as well) Every answer gets a round of applause.

From there, we continue to take the kids through several of our songs, each time asking them what Smart Parts were involved. Another example: on the Character Ed tip, we play a song called "Billy The Bully" that addresses this age-old phenomenon. The song's hero, little Sally McCabe, comes to the rescue by standing up to the bullies. We ask the students to imagine the scene and identify which Smart Part Sally was using when she was aware of the struggles of those around her (PEOPLE). We reinforce every concept in-between songs.

At the end of the program, kids are encouraged to think about ways in which they are smart that they may not have thought about before, and that we all have different smarts and talents. We play one last high-energy number highlighting the MUSIC Smart Part and then take a brief moment for Q&A.



Assembly Programs:

TREAT ME RIGHT

This has been a very successful program for us and we always receive terrific feedback from the teachers. Our goal is to make learning fun, and music is the perfect ingredient for that.

Our newest Early Elementary program is a Social-Emotional Learning piece we call **TREAT ME RIGHT: A Whale's Dilemma**. It features Willy the Whale, (puppeteered by Liam) a gruff-but-sweet underwater mammal from the Bronx who grew up being bullied and persecuted. Using the Grammy-nominated music of [Justin Roberts](http://www.justinandliam.com), Justin and Liam explore the elements of bullying:

"Hey Hippopotamus" tells the story of a hippo who is ostracized for wallowing in the mud. After acting out the song's lyrics, the audience responds to questions about why the other creatures in the jungle might make fun of the hippo, identifying some of the factors for social bullying. Willy chimes in with a story about his childhood.

"Henrietta's Hair", essentially a story of tolerance and accommodation, gets the audience moving and thinking about the importance of accepting our differences. Willy the Whale talks about all the different species of underwater life that he grew up with and poses the question, "Why bully"?

"Maybe The Monster", with its sing-a-long break, introduces the idea that sometimes the people we're afraid of might be just as scared as we are ("*maybe the monster's afraid of me*"). Willy shakes with trepidation, describing a run-in with a starfish. Audience, including teachers, is encouraged to talk about what they're afraid of.

The centerpiece of the program is a song entitled "Billy The Bully". Billy and Margaret the Meanie are terrorizing the school—verbally, physically and emotionally—until Sally McCabe, "the smallest girl in the smallest grade" speaks up on behalf of all the students. The audience is encouraged to make connections back to what's been covered so far (social bullying, intolerance/tolerance of differences, fear-based motivation, role of bystander).

Taking the role of bystander further, "She's A Yellow Reflector" is one child's tale of his big sister the crossing guard. The audience performs the choreography and is interviewed about the importance of looking out for others and where the line is between "responsible" and "bossy."

Willy admits that he's been accused of being bossy and furthermore wants to know whatever happened to that hippopotamus from earlier. "Hey Hippopotamus" is reprised, including the final verse in which Hippo teaches the jungle creatures his Hippo Dance. The audience stands and learns the dance, as well as the sing-a-long refrain.

A question-and-answer section follows the program, easing the way for the dialogue to continue.



Assembly Programs:

YOU WRITE THE SONGS

For Late Elementary (3-5), we do the **You Write The Songs** Assembly in which we guide the students through the process of writing their own song as a group, using what we call "The Four S's of Songwriting":

1. **STORY** - We brainstorm with the kids, gathering ideas for what they want to write about. This can range from the everyday to the extraordinary--or we can steer them towards a particular theme in the curriculum, like a character ed. element, etc.
2. **STRUCTURE** - We teach the students about building their song using a Verse and a Chorus, and take ideas for the first line of the verse, emphasizing storytelling over simply rhyming or trying to be funny. We build the verse on 2 couplets with an A-A-B-B rhyme scheme, and then move on to
3. **STYLE** - For grades 3 - 5, we introduce the concept of alliteration early on in the assembly and return to it here, suggesting it as a style component to help get our Chorus across in a more inviting manner.
4. **SOUND** - During the whole process, we ask for melodic or rhythmic ideas from the students and compose music for their song on the spot.

The completed song is then rehearsed, with the kids doing the singing, and then Justin and I record them performing it so the school can document the experience. This has been a wildly popular program for us and we often expand it out to encompass long-term residencies with more intensive creative writing and language arts experience for the students.