



Strand: Drama
Grades: 5
Content: 45 minute broadcast + hands-on activity

Immemorial: **Drama with Curtis Peeteetuce**

Overview

Actor/playwright/director/musician Curtis Peeteetuce believes the arts are about expression, entertainment, education and empowerment. Utilizing a foundation of Cree culture, language and history, Curtis shares a performance-based presentation that will engage students through storytelling, theatre activities and accomplished works. The workshop is concluded with an inspired non-verbal storytelling, movement-based piece titled “Immemorial”. This broadcast program is designed for those with little or no training in theatre.

* Please see page 3/4 for **Teacher Guided Post-Broadcast Activities**. These activities will give students the opportunity to apply what they have learned during the broadcast.

Artist Bio

CURTIS PEETEETUCE is Cree from the Beardy’s & Okemasis First Nation. He is an actor, writer, director and musician and the former Artistic Director of the Gordon Tootoosis Nīkānīwin Theatre (GTNT) where his latest work, Kohkoms In Toyland was presented this past Christmas. Since 2001, he has had the honour of working with many talented artists in theatre, radio drama, music and film. Curtis dedicates all his efforts and accomplishments to his beautiful son Mahihkan. Special thanks to family and friends for years of support! Nanaskimon.

Curriculum Aims & Goals

Creative/Productive:

Students explore and use creative forms of expression. They will inquire, create, and communicate through movement, drama and voice.

Critical/Responsive:

Students will use critical thinking, research, creativity and collaborative inquiry. They will develop understanding through demonstration, interaction, repetition and discussion.

Cultural/Historical:

Students will investigate the content and aesthetics of the arts within culture, historical, and contemporary contexts and understand the connection between the arts and human experience.

Saskatchewan Curriculum Outcomes

Think of the focus “pop culture” as referring to mime and storytelling.

CP5.3 Demonstrate how various roles, strategies, and elements (e.g., tension, contrast, symbols) function within a drama.

CP5.4 Create drama using pop culture as inspiration (e.g., pop musicians and movie stars, street theatre, or stories and myths from pop culture).

- (b) Investigate and participate in various forms of popular theatre (e.g., mime).
- (c) Use imagination to help extend the dramatic context.
- (e) Work co-operatively within dramatic contexts and describe the responsibilities and challenges of working this way.
- (f) Improvise and provide alternative ideas in various dramatic situations.

CR5.2 Respond critically and creatively to a variety of pop culture expressions.

CH5.2 Compare traditional and evolving arts expressions of First Nations, Métis, and Inuit artists from different regions of Canada, and examine influences of pop culture on contemporary arts.

CH5.3 Analyze and describe how arts and pop culture expressions convey information about the time and place in which they were created.

Broadcast Program (45 min)

- Artist Intro/video bio
- Introductions around the circle
- Artist Lecture - “Storytelling & the elements of culture, language and identity”
- About Voice Activities
 - Vocal warm up
 - Projection and enunciation
 - Straw exercise
- Artist Presentation - “Immemorial”
- About Body Activities
 - Physical warm up
 - Neutral state
 - Energy and pace
 - 1000 Possibilities
- Wrap up and questions

Resources required during broadcast:

Students will need room to move around and stand in a circle.

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Post-Broadcast Teacher Guided Activities

Below you’ll find detailed explanations and variations of the activities that students tried out during the broadcast.

Activity 1 – Vocal warm up

Materials: Straw for each student

Instructions:

- Please watch the broadcast to understand concept

Activity 2 – Physical warm up

Materials: None

Instructions:

- Please watch the broadcast to understand concept

Materials and Resources

Students will need enough space to move around and stand in a circle. In later activities they will need space to work in small groups.

Each classroom will need:

1 box, 1 stick, 1 hoop, 1 rope, a box of straws.

Group Activity 3 – 1000 Possibilities

Materials: Stick, rope, box, hoop

Instructions:

- Form a circle. Place all the objects in the middle of the circle. Students will take a turn acting out a non-verbal performance using a prop of their choice.

Partnering Activity 4 – Non-verbal, movement-based actions or monologue or song

Materials: None

Preparation: Students can be separated into pairs or small groups

Instructions:

- Please watch the broadcast to understand concept

Group Activity 5 – Presentations of activity 4

Materials: No materials required.

Preparation: Students will re-form the circle

Instructions:

- Students share their non-verbal, movement-based presentation, monologue or song that they practiced in activity 4.

Group Activity 6 – Close the Circle

Materials: No materials required.

Instructions:

- Please watch the broadcast to understand concept