



London **Arts** Council

## **AECE – Arts Education Classroom Experience 2021-22**



ONTARIO ARTS COUNCIL  
CONSEIL DES ARTS DE L'ONTARIO

Funded by the Ontario Arts Council and the London arts Council



In partnership with the Thames Valley District School Board and the London District Catholic School Board

### **Stage Acting with Jim Schaefer– Teachers Document**

**Suite includes:** Teachers document, Video 1: 27:35, Video 2: 30:43

**Focus:** Drama

**Grade(s):** 4-6

**Overall Expectations:** B1. Creating and presenting

**Elements:** Role/Character

*Jim Schaefer is a professional stage actor, director, and playwright. He has honed his stage acting techniques through years of working with children, adults, semi-pro actors and professional actors. Schaefer founded the Blyth Festival and the Port Stanley Summer Theatre. He has worked in children's theatre projects from New Zealand to the Yukon, Cuba to India. He is currently directing a play titles 'Kissing the Witch', written by London playwright Emma Donoghue for performance at Original Kids Theatre Company.*

## Video 1

A play is a story that can be acted. It is performed by actors in character. The word 'Actor' is like the word 'Plumber' in that there is no gender attached to it. The word 'Actress' is a Hollywood invention.

01:25 - **Activity 1:** In a large, or in small groups, discuss and write down a list of stories from books, television, or movies. Can you identify different kinds of stories? What makes one story different from another story? Do you have a favorite story, or stories? What is it about these stories that you like?

What is the difference between an actor and a character?

Can you think of an actor (male and female) that has played different roles? How were these roles different?

03:43 - **(Guided) Activity 2:** Neutral – changing from person to actor  
Students can follow along with Jim.

09:08 - **(Guided) Activity 3:** External Acting – sadness  
Students can follow along with Jim.

12:50 - **(Guided) Activity 4:** External Acting – anger  
Students can follow along with Jim.

15:04 - **(Guided) Activity 5:** External Acting – happiness & Free Pizza!  
Students can follow along with Jim.

18:50 - **(Guided) Activity 6:** Internal Acting – “I want to be the best!”  
Students can follow along with Jim. Sadness, anger and joy.

26:30 - **(Guided) Activity 7:** Reverse neutral – changing from actor back to person. Students can follow along with Jim.

## Video 2

**Activity 1:** Building off anger, sadness and joy - the teacher and students can create an alphabetical list of emotions that can be acted out.

00:28 - **(Guided) Activity 2:** Neutral – changing from person to actor  
Students can follow along with Jim.

02:36 - **(Guided) Activity 3:** warm up – The Puppy and 'Here Kitty!'  
Students can follow along with Jim.

08:34 - **(Guided) Activity 4:** External Acting – Alert guard and anxious grade 12 student. Students can follow along with Jim.

17:39 - **(Guided) Activity 5:** Internal Acting – silence and sound  
Students can follow along with Jim.

19:09 - **(Guided) Activity 6:** Internal Acting – the unexpected  
Students can follow along with Jim using the WOW Box!

25:22 - **(Guided) Activity 7:** back to external acting – brave lifeguard and bold teenager. Students can follow along with Jim.

29:49 - **(Guided) Activity 8:** Reverse neutral – changing from actor back to Person. Students can follow along with Jim.

### **From Ontario's Equity and Inclusive Education Strategy 2009:**

**DIVERSITY:** The presence of a wide range of human qualities and attributes within a group, organization, or society. The dimensions of diversity include, but are not limited to, ancestry, culture, ethnicity, gender, gender identity, language, physical and intellectual ability, race, religion, sex, sexual orientation, and socio-economic status.

**EQUITY:** A condition or state of fair, inclusive, and respectful treatment of all people. Equity does not mean treating people the same without regard for individual differences.

**INCLUSIVE EDUCATION:** Education that is based on the principles of acceptance and inclusion of all students. Students see themselves reflected in their curriculum, their physical surroundings, and the broader environment, in which diversity is honoured and all individuals are respected.

### **ONTARIO ARTS COUNCIL ARTISTS IN EDUCATION DIVERSITY STATEMENT**

Since its inception, the Ontario Arts Council has supported classroom-based, sequential hands-on learning for students led by professional artists. This endeavour supports and expands curriculum outcomes by creating dynamic learning experiences for students and teachers.

**What is AECE?** <https://www.londonarts.ca/aece>

The **Arts Education Classroom Experience** program gives London-based teachers and professional artists the opportunity to collaboratively develop and co-deliver arts projects in elementary schools in the London region. AECE focuses on student exploration and practice of the creative and critical process as outlined in the Ontario Arts Curriculum.

Through AECE, **teachers and artists work collaboratively to bring the student an experience** that is rich, dynamic, and integrated with core curriculum. This collaboration in arts education provides professional development opportunities not only for artists but for teachers. Artists bring new arts experiences, a creative energy and a unique perspective, thus modeling the creative and critical process for generalist teachers in an experiential way.

**Arts experiences can be a catalyst for student learning and can bring out hidden strengths** IN ADDITION to traditional teaching methods. The ability to use the creative and critical process effectively and independently, enhances skills and expression not only in the arts but also—as research has shown—in other academic subjects that require critical analysis, problem-solving, planning & organization, perseverance, and divergent thinking.

**The AECE program has changed due to COVID-19.**

**The Artist will therefore:**

1. Provide a written summary of their AECE video(s), including overall disciplinary specific curriculum expectations and their elements.

**The Teacher will therefore:**

(a) Carefully examine the artist's written summary (which will accompany the selected AECE video(s)) before the class experiences or views them. The London Arts Council will provide the technical means for the teacher to access their selected AECE video suite.

(b) Complete a post-AECE experience survey through this link:

<https://www.emailmeform.com/builder/form/p4ADsMy5211032766R4KJa>

Evaluation of student achievement for report cards is the responsibility of the teacher. Artists will not provide comments or marks.

**The London Arts Council administration will therefore:**

- Provide the technical means for the teacher to access the video(s) and their accompanying written summary that they have selected.
  - Answer questions or address concerns that the teacher may have regarding specific or encompassing aspects of the AECE program.
- (a) Acknowledge the artist and AECE partners in promotional materials.
- (b) Ensure that the artist receives access to provincial curriculum documents.
- (c) Oversee the teachers completion of the post-AECE experience survey. Results will be made available to the offices of the TVDSB's Learning Coordinator: The Arts, K-12, and the LDCSB's School-Based Facilitator – The Arts and Healthy Schools . Data will be utilized by the LAC fundraising initiatives and program promotion.
- (d) Liaise or collaborate with the aforementioned offices on current and future programming