2017-18
HOT Season for Young People
Teacher Guidebook

One Morning I Left...
Teatro de Ocasión
For over 130 years Regions has been proud to be a part of the Middle Tennessee community, growing and thriving as our region has. From the opening of our doors on September 1, 1883, we have committed to this community and our customers.

One area that we are strongly committed to is the education of our students. We are proud to sponsor TPAC’s Humanities Outreach in Tennessee (HOT). What an important program this is – reaching over 25,000 students, many of whom would never get to see a performing arts production without this local resource. Regions continues to reinforce its commitment to the communities it serves, and in addition to supporting programs such as HOT, we have close to 200 associates teaching financial literacy in classrooms this year.

Thank you, teachers, for giving your students this wonderful experience. You are creating memories of a lifetime, and Regions is proud to be able to help make this opportunity possible.

Jim Schmitz
Middle Tennessee Area President
Dear Teachers,

Thank you for choosing to bring your students to One Morning I Left..., by Teatro de Ocasión. We were delighted and inspired by this artistic company from Santiago, Chile, and are confident that the experience will be just as engaging for you!

Teatro de Ocasión places young people at the heart of their process. “Our work is centered on inquiry and learning found in the language of theatre, in order to stimulate the cognitive development and creativity of children.” ("Nuestro trabajo se centra en la investigación y aprendizaje del lenguaje teatral para estimular el desarrollo cognitivo y la creatividad de niños y niñas.")

This goal will be apparent as you watch the production transpire. Void of a sequential plot, the characters move through their day exploring outside and finding everyday items which they imaginatively use to represent those things and situations we encounter when we go outside.

The themes of exploration, imagination, music, and movement are such universal themes that the need to understand the Spanish words throughout the production is unnecessary, and even when Spanish is understood, it is secondary to understanding the overall message and vision of this production. This production beckons us to let go, be silly, sing a song, and let ourselves see the world through our youthful imaginations!

Enjoy,

TPAC Education
Una Mañanita Partí… (One Morning I Left…)

One Morning I Left... is Ana's trip to nature, through imagination. A journey of colors, sounds, landscapes and animals, in which children will be invited to discover, feel and enjoy.

Void of a sequential plot, the characters – Ana, Gaspar, and Oliver – move through their day exploring outside. Everyday items like fabrics, buckets, funnels and ropes are imaginatively used to represent things and situations they encounter in nature.

During their travel to various places, the friends discover many things in nature like the sun, the flowers, and butterflies. We see Ana milking a cow in the field, flying in a great bird through the desert, diving among bubbles and exploring the jungle.

Ways to Tell a Story

Live music and sound are the main text of the work, using guitar, clarinet, percussion instruments and more to help create captivating spectacle.

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Teatro de Ocasión

Founded in 2010, Teatro de Ocasión is dedicated entirely to the creation of theater and music shows for early childhood. Their productions have toured most of Chile and abroad, visiting venues and festivals in Bosnia and Herzegovina, Brazil, Mexico, Spain, Switzerland, Canada, South Korea and China. In addition, the group organizes the Iberian-American Festival of Performing Arts for Early Childhood, a unique event in Chile that has already been successfully held twice.

― Teatro de Ocasión is a clear example of how music for children has evolved ... Their plays and songs are dedicated to early childhood – in other words, from birth to six years old (or from birth to a hundred) – but they aim to encourage participation, rather than just teach‖

- La Panera
LESSON ONE: My Imagination Can Make the Outside Come Inside!

GRADE LEVELS: Pre-K – 1st  
TIME: 60 min

OBJECTIVES:
• Make observations about plants, insects, and animals we find outside.
• Transform everyday objects into recognizable theatrical adaptations of those plants and animals.
• Use movement and props to describe ‘outside’.

MATERIALS: Plan for an area to walk outside and gather various everyday items, such as: Flowy pieces of fabric, Plastic Wrap, Paper Cups, Tissue Paper, Straws, Paper Plates, Pipe Cleaners, Rope

Teacher Recommendation: Introduce a certain noise-maker that will signal students to freeze, listen to instructions, circle up, etc. This can be a hand-drum, a whistle, a certain clapped beat, or anything as long as it is consistent and attention-grabbing.

WARMUP: Take students on a nature walk outside.
Use your favorite format of guided inquiry for students to actively explore their surroundings, paying special attention to the plants, insects, and animals we might find outside and how those things move.

Option One for Nature Walk:
1) Gather students outside.
2) Establish the signal that tell students to circle up near you.
3) Ask students to go on an exploring mission to see if they can find a specific thing (a bird, bug, tree, plant, worm, squirrel, etc.).
4) Give the signal to return to you after 1 min of searching for this specific thing.
5) When they return, ask them to share if they were successful with a thumbs up or thumbs down motion, then ask one volunteer to describe what they saw.
6) Ask students to move like what they saw. (Ex: Can you move like the bird you just described?)
7) Send them on another explorer mission for another item. Repeat until desired.

Option Two for Nature Walk:
1) Have students follow you, the lead explorer, as you go on an explorer mission.
2) Guide their inquiry with questions about the plants, insects, and animals you spot along the way, with questions like “I am looking up in this tree, what animal could I see up there?”
3) Ask students to follow you in the line moving like the plant, insect, or animal you just discussed.
4) Repeat until desired.

INSTRUCTIONAL PROCEDURES:

1) ENTRY POINT: Using the nature walk as the entry point, ask students to recall the different plants, insects, and animals you encountered. (See Extension for another idea for this part.)

2) MOVE AND DEMONSTRATE WHILE YOU SUMMARIZE ACTIVITY:
   a. Ask children to silently walk around the room, ready to listen. When they hear the established signal, they should freeze with their feet ‘glued’ to the ground. When you give a different signal students can move again. Encourage students to find their own space in the room as they move around, using all the open space, and not bumping into people.
b. Do the ‘stop’ signal (freeze) and ‘go’ signal (travel) several times to get used to the instructions then start side coaching giving the following prompts.
   - Freeze- Think of the bird that we observed outside. Think of how the bird moves.
   - Travel- Move in the space like a small bird.
   - Freeze- Think about how a big bird moves.
   - Travel- Move like a big bird.
   - Freeze- Think about the worms we saw outside.
   - Travel- Move like a worm.
   - Freeze- Think about the trees we saw outside.
   - Travel- Move like a tree blowing in the wind.

c. Repeat as desired and cater your prompts according to each class’s nature walk.

d. Conclude this part of the activity by letting students choose one of their favorite plants, insects, or animals to become and challenge them to move like that thing in various ways (different levels, speeds, situations, etc.).
   - Freeze- Choose your favorite thing to become.
   - Travel- Move like that thing.
   - Freeze- Think about how it moves low to the ground, high in the air, etc.
   - Travel- Move low, high, normal, etc.
   - Freeze- What about if your thing gets trapped in a rainstorm/windy day/hot?
   - Travel- Move as if you were stuck in a rainstorm/windy/hot.

3) EXPERIMENT WITH PROPS:
   a. Allow students to choose one prop from the prop table to help them ‘become’ their favorite thing.
   b. Return to the open space and explore how to use the prop in moving and/or freezing as this thing.
   c. Give freeze signal and Repeat if desired with different props.

4) ART MAKING: Have students decide on a prop for each chosen plant, insect, and animal. Allow students to practice their mini-performance, using the prop and movement/freezing to demonstrate each item. No words allowed in this performance.

5) PERFORM:
   a. Partner up the students.
   b. Have student A sit down and student B stand up to perform for student A.
   c. Switch student B sit down, student A performs.

REFLECTION:
   - Pair to Pair reflection- Could you identify what your partner was imitating (plant, insect, animal)? How did you know? Describe the qualities of movement, etc. Is there anything you could improve on this time?

   - Whole class reflection- Choose two volunteers to show their imitation to the class. Could the class guess what they were? How did the prop help the audience understand what plant, insect, or animal it was? How did the movement help the audience understand?

OPTIONAL EXTENSION: Use a long, thin piece of paper for the students to create a scroll summarizing their nature walk exploration and everything they found with pictures starting with the first thing they saw to the last thing.
LESSON TWO: We Can Listen, We Can Imitate, We Can Move!

GRADE LEVELS: Pre-K – 1st  TIME: 45 min

OBJECTIVES:
- Distinguish between different sounds and their corresponding characteristics.
- Listen intently and imitate various sounds.
- Use imagination to be inspired by sounds in order to assign distinguishable movement to sounds.

MATERIALS: Gather various items that make varied sounds (A list of suggested items is found below). These sounds can be as simple or as complicated as you desire and can be based on your comfort level producing the sound and availability of instruments. (YouTube clips of sounds can also supplement this lesson. See the ADDITIONAL RESOURCES section for a few YouTube sound clips.)

<table>
<thead>
<tr>
<th>INSTRUMENT IDEAS</th>
<th>HUMAN INSTRUMENT IDEAS</th>
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<tbody>
<tr>
<td>Triangle</td>
<td>Rooster Crowing sound</td>
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<td>Rattle</td>
<td>Stomping</td>
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<td>Maracas</td>
<td>Clapping</td>
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<td>Hand Drums</td>
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<td>Drumsticks beating on buckets</td>
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<td>Woodblock</td>
<td>Clicking</td>
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<td>Acoustic Guitar</td>
<td>Shwwwooo</td>
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<td>Whistle</td>
<td>Monkey Sound</td>
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<td>Cow Bell</td>
<td>Shhhhhh/Chhhhhhh</td>
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<tr>
<td>Recording/Flute</td>
<td>Silly Made Up Language</td>
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<td>Dripping sound (with water cups)</td>
<td>Hissing</td>
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<td>Splashing sound (with water cups)</td>
<td>Whistling</td>
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<tr>
<td>Hand bells</td>
<td>Hissing</td>
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<td>Clave sticks (Rhythm sticks)</td>
<td>Covering mouth ‘Oh’ shape to adjust pitch of ‘Oh sound’</td>
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<tr>
<td>Slide Whistle</td>
<td>Gulping</td>
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<td>Shaker</td>
<td>Wind sound</td>
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<td></td>
<td>Yawning</td>
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<td>Rolling your tongue</td>
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WARMUP: Have students gather in a circle. Make one of the “human instrument” sounds listed above. Have all students imitate the sound you make. Repeat. Then, in the circle, one student at a time should make one human instrument sound that all the students imitate. Continue until all students have made a creative choice of a sound and all students have attempted to imitate that sound. Repeat if up for the creative challenge and attention span allows.

INSTRUCTIONAL PROCEDURES:
1) ENTRY POINT: Give the signal for students to freeze where they are. Close their mouths. Freeze their bodies. But open their ears. Listen to the sounds around them. Ask students to imitate or to describe what they hear. (Answers may include the air conditioning, rustling bodies, voices outside the classroom, their own breath, etc.)

2) OBSERVE AND PREDICT SOUNDS ACTIVITY:
- Show students various musical instruments or everyday items that have noisemaking potential.
• Ask students to predict what type of sound, or what type of timbre (tambari), or the character or quality of a musical sound or voice as distinct from its pitch and intensity, the instrument/item will have based on how it looks.
• After students share their predictions, demonstrate the item’s timbre and variations of its musical sound by playing it loud, soft, fast, slow, high pitch, low pitch, etc.
• Continue making sounds and asking students to make associations with the sounds. (Woodblock sounds like a clock. Splashing water in a glass sounds like a lake, the pool, the faucet.)

3) HOW DO SOUNDS MAKE US MOVE?
• Invite students to stand in open space and encourage them to quietly move through room, using all the open space, and not bumping into anything or anyone. Keep moving and get ready to listen.
• Produce sounds for them, using the various instruments/items/noises as inspiration for movement in the space. As students hear the different timbres of the instruments/items, they may be inspired to move in different ways.
  ▪ Example: The slide whistle sound (see ADDITIONAL RESOURCE section for a YouTube example) is very silly and encourages students to somewhat move like a spaghetti noodle up and down falling on the floor at different speeds, depending upon how quickly the slide whistle is maneuvered.
  ▪ Example: The ‘yawning’ sound will initiate students to extend their arms and open mouth to imitate the motions associated with yawning.
  ▪ Example: The ‘splashing’ water sound will inspire children to move as if swimming under water, or stepping in a rain puddle, or drinking from a water fountain.
• While observing the types of movements the students are experimenting with, act as their guide and prompt them to explore various movement qualities such as smooth and slow, fast and percussive, swinging, vibrating, etc. Ask guiding questions, play with the sounds in creative ways, and further push their creativity to exhaust the possibilities of their imaginative movement.

4) ARTMAKING:
• Have each student individually remember one sound and a corresponding movement. Students should individually practice making that sound themselves, with the instrument, or with the item, and practice moving to the sound at the same time.
• Pair off the students and have students perform for their partner.

REFLECTION:
Gather students in the circle again. Return instruments/items. Discuss the following:
• What are a few examples of sounds you heard today?
• Did those sounds make you move a certain way?
• Was the way you moved when you heard a sound the same way your classmate moved? Is it okay that you did move similar? Is it okay that you didn’t move similar?
• Think about how the sounds or instruments make you react. How did you act, or did you feel a certain way in response to the sounds?
• Why are some noises only for outside? How do they affect our behavior, feelings?

OPTIONAL EXTENSION: Have students listen and move freely as you play different instrumentals over your speaker system to inspire creative movement choices. Choose contrasting songs, just 20-30 sec each to inspire movement variation. Example playlist could include Brahms’s Lullaby, Tito Puente Percussion (See RESOURCES), Dance of the Sugarplum Fairy, Dizzy Gillespie Manteca, Pink Panther Theme Song, Boleros (See RESOURCES), Drume Negrita lullaby (See RESOURCES).
LESSON THREE: We Can Use Clues to Communicate Even in a Language We Don’t Know!

GRADE LEVELS: Pre-K – 1st  TIME: 30 min

OBJECTIVES:
- Determine or clarify the meaning of unknown words by using context clues, especially visual cues and background knowledge.
- Make real-life connections between words, their use, and different words that can mean the same thing.
- Relate to and increase awareness to similarities between global cultures and settings.

MATERIALS:  Paper and Pencil ; Flashcards with the specified Spanish Words (See ADDITIONAL RESOURCES); Access to Youtube; Projector; Speakers; Access to Google Translate Audio (optional)

WARMUP: Have students draw a simple squiggle on a paper. Then, have students exchange their paper with a partner and transform their partners squiggle into a plant, insect, or animal. After a minute, have students exchange papers again and try and guess what the squiggly line turned into and describe how they used clues to figure it out. Emphasize the use of imagination and clues to derive meaning from a ‘meaningless’ squiggly line.

Example:

INSTRUCTIONAL PROCEDURES:
1) ENTRY POINT: Use the squiggly line drawings as a conversation starter about language and communication. Ask students to make up a word for their new squiggly line creature. Have them imagine a new word, not the real word in English or in any other established language. Share their new word for their squiggle with their neighbor. Question students: How can we figure out what something means even if we don’t know the language? Guide them to understanding that visual cues (illustrations in books, gestures, facial expressions) and background knowledge help us derive meaning.

2) WATCH ANIMATED VIDEO OF TEATRO DE OCASIÓN’S SONG “LECHE” (Link in ADDITIONAL RESOURCES) *Note for teachers: The lyrics of this song are silly and simple, “Milk, every day in the morning I have milk, soft, warm and foaming milk. I milk the little cow and gives us its milk. Milk and chocolate! Milk and strawberry! Milk and vanilla!” Not all of the words on the flashcards are in the lyrics for this song in particular, and the lyrics from the video are a variation to the lyrics of the song in the production. However, they are visually represented in the video or they will be in the production and hold some sort of significance.

Before watching the video:
- Show the opening image (a glass of milk on a table) and ask students to guess what they think the song will be about, predict the title. Etc.
- Share with students that this song is in Spanish. Ask them how they can try and understand the meaning even without knowing any Spanish. What clues can they look for?
• If there are Spanish speakers in the class, ask them to remain the ‘silent experts’ and that you will check with them to see if the class’s understanding of the song based on context clues is close to what the ‘experts’ understood.

Watch video.

After watching:
• Ask students to guess what they thought the title of the song was in Spanish. Why did they think that? What does that mean in English?
• Ask students comprehension questions such as identifying characters, setting, situations, etc.
• Refer to ‘silent experts’ and their expert opinion.

3) SPANISH FLASHCARD ACTIVITY
   a. Review the Spanish words and their visual representations using the flashcards, you saying the word and students repeating. (Optional: Use Google Translate Audio if you are unsure of the pronunciation or feel more comfortable having Google pronounce the words and you all repeat together.)
   b. Use predictions and previous knowledge on common Spanish words that we may know or cognates (words that sound similar and mean the same thing in two different languages).
      • Ex 1: Show the picture for “no” and “yes” and have them guess the English words that the pictures could represent. Then compare the Spanish.
      • Ex 2: Show the Spanish words for “animals”, “plants”, “chocolate”, and “fruits”, and guess the meaning in English. Then show picture to confirm their correct use of context clues.
      • Ex 3: Connect Spanish words with English by relating the first letter sounds in Spanish like the “L” with first letter sounds in English, or vowel sounds, or the use of the “s” to indicate plural.
   c. Repeat Flashcards throughout the day as desired.

4) REWATCH “LECHE”
   a. As the singer sings the certain Spanish words, or as the visual representations appear, show the corresponding flashcard.
   b. Encourage students to sing along while experimenting with the new words and sounds of the Spanish language.

REFLECTION:
• Ask students how they could communicate with somebody with no words, or communicate without understanding the language, or even communicate without understanding all the new vocabulary.
• Ask students to compare the setting, characters, and song with their own experience. Guide them to a more global cultural awareness of similarities in people, places, customs, etc. One example may be, “Do all babies, no matter the language or origin, drink milk?”

The themes of exploration, imagination, music, and movement are such universal themes that the need to understand the Spanish words throughout the production is unnecessary, and even when Spanish is understood, it is secondary to understanding the overall message and vision of this production. This production beckons us to let go, be silly, sing a song, and let ourselves see the world through our youthful imaginations!
ADDITIONAL RESOURCES - LINKS

1) Animated Youtube video of the song “Leche” which will be in the production https://www.youtube.com/watch?v=GEd6ZKWKrel&t=57s

2) Example of Bolero guitar music like that used in the production https://www.youtube.com/watch?v=eN5lpwCQ39U

3) Tito Puente Instrumental Percussion https://www.youtube.com/watch?v=xzB1wxiObes

4) Musical Instrument Sounds to Learn https://www.youtube.com/watch?v=mkqxl8S_VEg

5) Human Body Sounds https://www.youtube.com/watch?v=_BW2fTv6hj8

6) Slide Whistle sound effect https://www.youtube.com/watch?v=KoLXjiqyZTc

7) Rooster Crowing sound effect https://www.youtube.com/watch?v=wUGuR-ATjR8

8) “Drume Negrita” by Omara P (Lullaby at the end of the production) https://www.youtube.com/watch?v=oCYV86RF2j8

9) “Drume Negrita” by Mercedes Sosa (Lullaby at the end of the production) https://www.youtube.com/watch?v=-ne0zL4LSFM
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**Additional Acknowledgements for One Morning I Left...**

**Cover photo credit:** Sebastián Cerpa

This performance is presented through arrangements made by the Nadine Asswad Agency.
Contact us!

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TPAC Education
Tennessee Performing Arts Center
PO Box 190660
Nashville, Tennessee   37219