



BELLS & MOTLEY

OLDEN MUSIC

DANCE AND STORYTELLING

Arts-in-Education Enrichment
2016

MEDIEVAL • RENAISSANCE • FOLK
Music • Dance • Art • Literature
Storytelling & Theatre Arts
Multicultural Traditions & Heritage
Historic Art-as-Document Explorations



*Our curriculum-based
Interdisciplinary Humanities
approach is aligned to newest
Common Core Learning Standards*

- workshops
- performances
- residencies
- project-based learning
for all ages

Sondra & John Bromka

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Elementary • Middle • High School

• “The Tale of Yanek & Heliotrope: A Medieval Journey”

An Assembly-Style Historic Musical Theatre experience

Audiences are immediately engaged when a Medieval merchant’s cart overflowing with mysterious and rare musical instruments enters and wheels across the stage. Master Craftsman Yanek is en route to the greatest trading faire in all of France. His path crosses that of Lady Heliotrope, an exuberant *troubaritz* (female troubadour) on pilgrimage for poetic inspiration. A wonderful tale spins as their paths entwine in this original story that has enchanted imaginations for more than 25 years.

John and Sondra Bromka – playwrights, troubadours, cultural historians - are well known for their extensive and ongoing research of Middle Ages and Renaissance arts and history. This unique signature performance piece combines their research with creative artistry to offer students a window of understanding on late Medieval/Early Renaissance life, customs, folklore, symbolism, music, dance, & much more. The Bromkas infuse the performance throughout with masterfully played period music on authentic early instruments...some built by John, himself a luthier in real life.

The natural integration of history, languages, and arts makes this performance superbly rich in information and imagery, presented in a form that is accessible to audiences of any age. It has been finely-honed to build and integrate concepts, and to address a complete spectrum of Learning Standards. The inclusion of many languages throughout the production (Middle English, Latin, French, and Spanish) inspires wonder, curiosity, and a heightened state of active listening.

This theatrical performance may be presented as a stand-alone arts enrichment offering, or in suite with thematic workshops designed to build and integrate concepts, and deliver in-depth learning.

“Yanek & Heliotrope” as Part I of Bells & Motley’s “Medieval Performance & Workshop Residency Suite”

This is Bells & Motley’s most popular offering --- a mini-residency sequence of performance and multidisciplinary workshops. By inter-relating a variety of subjects and approaches, the sequence is designed to build and integrate concepts. Integrated sequences are also available for any grade level, and may be constructed according to individual needs and goals.

The sequence is also frequently used to provide a foundation of knowledge for additional hands-on arts workshops you may wish to feature in your Medieval residency (such as calligraphy, illumination, playwriting, student performances, etc.) according to school’s individual needs. Workshop possibilities and residency themes are described throughout this catalog.

FIND MORE INFORMATION ON:

- ***“MEDIEVAL MINI-RESIDENCY SUITE” PAGE***
- ***MEDIEVAL & RENAISSANCE MUSIC/DANCE/ART WORKSHOP PAGES***
- ***PAST RESIDENCIES DONE PAGE***

PERFORMANCE INFORMATION

Suitable for either 6-12th grade; general audiences, adults. 50 min. performance.
Audience up to 150-200 (according to natural acoustic)

Traditional Storytelling Participatory Performances for Younger Students

- “The Boy Who Went to Visit the North Wind”
- “Stone Soup”

Historic Sing-along Storytelling for youngest audiences

👉 **Old World folkloric tales, skillfully presented with a balance of great energy and quiet wonder... Bells & Motley’s interactive style of “musical folktelling” actively engages and totally enchants youngest audiences.** Sing-along songs, participatory movements, sound effects, dialog, and role-playing all let children take on roles as storytelling collaborators. The magical setting of “long ago and far away” is supported by colorful costumes, props, and further enriched with musical accompaniment on historic instruments, including harp and hurdy gurdy. Both presentations are full of the kinds of story elements that small children love: repetition, patterns, personification, and the curious ways of olden times. Children will deepen their awareness of history and change through authentic details that color these performances, including language, customs, costumes, food, transportation, and technology. This enriched sense of history will lay the groundwork of understanding for childrens’ future studies of fairytales and folklore, history, and cultural traditions. These storytelling performances are truly transporting events that have long-lasting impact on young imaginations and learning!

- **“The Boy Who Went to Visit the North Wind”** *recommended K-5, or family audiences*

In this delightful traditional tale, a poor boy’s meal is blown away by the North Wind ---scattered to the four corners of the earth --- and cannot be returned. A magic tablecloth, magic donkey, and magic stick are marvelous gifts offered by the powerful Wind in exchange for the meal unwittingly taken. But the most important gift of all is the North Wind’s sage advice: “All you have to do is keep your eyes & ears open.” A classic and enduring story, it offers lessons that impact young children, revolving around a boy’s growing understanding of Nature, the bringing of justice, and a most special kind of magic.

As an introduction to the story, the artists will guide students in a discussion that accents the historic context for the story, providing a window to literature and language, sciences, music, and the way people lived “long ago and far away.” Find these and other links detailed in accompanying Teachers’ Guide. In addition to providing a window to the past, this story offers a wonderful introduction to the exploration of mankind’s long, fruitful partnership with the wind’s power, energy, and wonder!

The “North Wind” storytelling performance is most frequently presented hand-in-hand with “Who Has Heard the Wind,” an interactive mini-concert featuring a selection of rare & wondrous historic wind instruments to further enrich the historic setting, engage the senses, and extend the artistic experience. (*see next entry*)

- **“Who Has Heard the Wind?”**

Wind Science/Early Wind Instruments/Storytelling Package

“Who Has Heard the Wind” complements “North Wind” theme with an interactive mini-concert on early wind instruments, running the gamut from medieval bagpipes and curious crumhorns, to a complete high-to-low consort of recorders, to the enchanting gemshorn. In this up-close exploration combining the sciences of sound and wind energy, young audiences will discover how musical instruments shape the movement of air into beautiful musical sounds, using an amazing variety of materials (wood, animal horn, reed, leather.) Together, the story and concert create a widely varied, multi-sensory enrichment experience that children love, and will never forget!

- **“Stone Soup”**

recommended preK-3, or family audiences

Bells & Motley have crafted their version of this classic favorite to include lots of singing, movement, activities, and special audience participation for each and every student, making it perfect choice for the youngest audiences. When a very clever traveler meets a very stingy lady, an extraordinary soup is created from nothing more than the good man’s ordinary stone and his wits. This story has been told in many countries, each with its own twists and turns. Our version highlights these valuable lessons: there is great joy of sharing, and, it is always important to always “use your noodle!” Featured is John’s hurdy gurdy (doubling as a magic pepper grinder!)

PARTICIPATORY STORYTELLING INFORMATION

THE BOY WHO WENT TO VISIT THE NORTH WIND/WHO HAS HEARD THE WIND Audiences can go up to 100; but smaller audiences preferred for best interaction. Seating intimate as possible, preferably up close on floor.

STONE SOUP: Single-class audiences requested for young children, essential for active participation. Seating up close on floor.

Medieval Residencies & Mini-Residency suites

• “Medieval Performance & Workshop Suite”

The following suite of programs comprises a Bells & Motley Medieval mini-residency - our most popular offering. It presents an integrated approach to medieval history through a cultural and conceptual perspective, including literature, music, visual art, and dance. Designed sequentially, components are most generally given in the order below. These residencies may run anywhere from 1 to 5 days (varying according to number of students, goals.)

This core residency also provides a strong foundation for in-depth thematic residency projects, such as a student medieval theater production, faire, or feast, and can run concurrently while those are developed.

Part 1. Theatrical Performance: “The Tale of Yanek & Heliotrope”

This lively signature piece will inspire the students and introduce the residency artists, demonstrating how they themselves interweave skills as playwrights, musicians, musicologists, historians, dancers, instrument makers – following the “Renaissance” interdisciplinary ideal. (*find complete description.*)

Part 2. Medieval Music & Instruments: A Tapestry of History & Culture Workshop:

Presenting masterfully played, rare and wonderful early instruments - the largest touring collection in the Northeast- in a program crafted to bring alive the people, culture, & history. Teaches across curriculum, integrating history, art, geography, multicultural topics. Extensive support materials.

Part 3. Period Dances, Processions, & Celebrations: Students develop a broad, hands-on understanding of the Middle Ages and Renaissance as they learn an exciting selection of period dances. Programs are rich with fascinating background, etiquette, and illuminating history...actively involving students in many aspects of learning. Dance workshops may be directed toward student presentations at culminating faires, fests, student concerts.

Part 4. “Art as Document” Slide Show on Medieval Life, Occupations, Architecture, Art Costumes: A Visual Exploration of Primary Resources - DBQ

An outstanding interdisciplinary teaching tool, this program uses a wide variety of primary source imagery, designed to give students an accurate, informed understanding of history, on a great range of topics. Because the images include primary sources that the presenters have gathered first-hand in their own ongoing research, students gain an appreciation and working knowledge of the historical research process. Small-group format engages students, encouraging exchange of dialog to expand and enrich their base of knowledge.

Costume Option Follow-up Demonstration: Students preparing for a Medieval culminating event will learn how to create simple costumes and accessories, as viewed from primary sources in the slide forum, that will reflect their chosen medieval character, occupation, & place in society. Emphasis is on ideas for items that students can create themselves, from a surprising array of materials readily found in the home!

Part 5. Culminating Events: These range from a simple culminating sharing event of dances learned that very day...to a fully costumed Medieval or Renaissance Faire, Play, Pageant, or Feast that showcases a wide range of student Medieval performances developed during the residency. Find listed in Theatre Section artists’ “Chanticleer’s Tale” (after Geoffrey Chaucer, for younger students) and “Carmina Burana” (for older students) for delightful student theatre pieces that incorporate music, dance, & drama.

TEACHER RESOURCES

“Medieval-Renaissance Faires & Festivals: Guidebook for a Successful Event”

100+ pages of inspiration, ideas, & resources in most subject areas. \$25+\$2 shpg. from artists

RESIDENCY INFORMATION

Strong curriculum links developed for History/Literature/Foreign Language. Can be adapted for various levels. Each workshop/performance segment one class period in length.

Artist Workshops: Music, Dance, & Literature

- **“Medieval Music and Instruments:
A Tapestry of History & Cultures”**

Interdisciplinary Music & Humanities Workshop integrating music, history, sciences, & cultures

This special version of our most popular workshop is designed to directly interface with History Curriculum. Featuring musical selections chosen to teach a wealth of social history and cultural information, European cultural diversity is highlighted, and the multicultural approach extends beyond Europe through exploration of important Middle Eastern & African contributions to Medieval music, the arts, and learning.

Medieval bagpipes, hurdy gurdy, crumhorns, shawms, recorders, harp, rebec, & more take students on a delightful journey through time. Bells & Motley has mastered an amazing early instrument collection that readily appeals to students’ eyes, ears, intellectual, and technical sensitivities. Students’ interest is further heightened when they discover how a workshop like this comes about: that John, a master luthier, has researched and built many of these historical reproductions himself; that the Bromkas’ research involves annual pilgrimages to work with primary sources and sites throughout Europe. An up-close, interactive workshop style invites active participation and discussion, and students eagerly respond with questions, observations, and synthesis of new ideas as important links are made between different areas of study.

Learning is visually reinforced with period maps, calligraphed vocabulary lists, and other teaching tools. Slides of primary source documents (illuminated manuscripts, carvings, and other artwork) may also be included in an extended version of this workshop, showing how it is that these historians and musicologists have worked to gather their information first-hand.

- **“Renaissance Dances, Processions, & Celebrations”**

Hands-on Dance Workshop

Students develop a broad, hands-on understanding of Renaissance culture as they discover how thoroughly enjoyable period dancing can be. Each workshop features cultural history, colorful costumes, and *live* music masterfully played on unusual historic instruments, to add to the energy and richness of this hands-on integrated learning experience. The Bells & Motley teaching team is known for its ability to appeal to students of all ages and expertise. Dances will be chosen according to students’ age and level of expertise. In addition to the lively circle dances of the day, the artists also have a variety of specialty dances for pomp and pageantry at their command, such as Ritual Sword Team Dances, Morris dances, and May dances.

These workshops may be directed toward student presentations of the dances at culminating faires, festivals, banquets, and concerts, or for sharing sessions between groups. Especially exciting: dancing in simple Medieval costumes your students have learned to make themselves. How? See the following workshop:

- **“Medieval Costuming from your Closet”
and “The Medieval Hat Challenge”**

Hands-On Costuming Students Make Themselves

*Find this Presentation-Demonstration-Workshop in Art Section of
Catalog*

Medieval Humanities for Older Audiences

Literature, Music, Oral Balladic Traditions

- **“The Ballad as Oral Literature: Folklore & Symbols”**
Workshop/Mini-Concert

This Bells & Motley chamber performance/workshop is a compelling selection of anonymous narrative songs, taken from the ancient tradition of oral literature. These are the centuries-old stories told around the evening fire, enhanced, preserved, and carried through time by the elements of rhyme, rhythm, and music. Themes of transformation & enchantment, rich and vivid imagery, fascinating storylines, and archetypal characters will hold audiences spellbound as much today as they did so many years ago. Bardic instruments, including the harp and hurdy gurdy, add further power and mystique to these masterful tellings. Literary elements such as symbolism, repetition, rhyme formulas, & other devices inherent in this hard-to-teach (but so important!) literary form will be highlighted. Most recommended for students 6th grade and up. Ballads presented will be selected according to age group.

This workshop serves as an excellent introduction to a variety of Creative Writing projects, including stories, poems, songs, and plays, by offering a rich vocabulary of symbols, archetypes, and formulas which students may draw upon.

- **“Tristan & Iseult: The Harper’s Tale”**
Medieval Humanities Residency Suite for HS

Classic love story which captured the imagination of the troubadors, France's 12th c. storytellers, poets, and musicians. The tale inspires generations of writers and musicians, including Shakespeare and Wagner. Storytelling is authentic, reaching new generations through language, symbolism, and illusion. Literary elements can be applied throughout the curriculum, and give first hand understanding of the interaction between a society and its literature. Following bardic tradition, musical selections on Medieval keyed fiddle, low-voiced recorders, & harp heighten this performance. Performed intimately for single classes, or chamber performance for up to 100.

MEDIEVAL/RENAISSANCE INTEGRATED HUMANITIES RESIDENCY IN 3 PARTS Workshop sequence prepares students for appreciation of "Tristan & Iseult." It demonstrates the inter-relatedness of history, literature, philosophy, and music, while introducing students to period instruments, the nature of oral literature and balladry, social philosophies, connections between languages, and elements of symbolism that will serve in future literary and historic studies.

Part 1. "THE BALLAD AS ORAL LITERATURE" Long before the arrival of the printed page, oral forms which are difficult to teach through textbooks, reigned over the literary arts. Students experience live performances of anonymous narrative ballads, and explore their symbolism, art and meaning.

Part 2. "SHAKESPEARE'S MUSIC & TIMES" Artists introduce students to the important role of music during the Elizabethan era, while laying a foundation for appreciation and understanding of Renaissance history, of Shakespeare, and how Shakespeare's storytelling art was empowered by music.

Part 3. "TRISTAN & ISEULT, A HARPER'S TALE" Bardic Chamber Performance

• **Medieval/Renaissance Humanities Suite**

I. HISTORICAL TIMELINE OF EARLY INSTRUMENTS & LITERATURE: Humanities workshop employs the artist's collection of historic instruments, and examples from art and literature to interrelate historic forces, identify milestones, and understand cultural diffusion.

II. COMPANION SLIDE PROGRAM: Manuscripts, paintings, and carvings are presented to illustrate key historic and cultural concepts. Provides first-hand experience in how historians and musicologists work with documents to reconstruct the past. Offers foundation for continued historical study, theatre, and inspiration for hands-on art projects.

II. UNDERSTANDING SHAKESPEARE and HIS TIMES THROUGH MUSIC - CHAMBER CONCERT/WORKSHOP: Literary themes, symbolism, philosophy, and traditions join forces with early instruments to lay a foundation that enriches appreciation and understanding of Shakespeare's works. Demonstrates how music was a key element of Elizabethan theatre and culture. Costumed artists with accompaniment on lute, historic harp, winds, reeds, recorders bring history to life.

IV. UNDERSTANDING CHAUCER THROUGH MUSIC - Recitations from Chaucer are brought to life through period songs and music. Illustrates diverse aspects of Medieval life alluded to in the Canterbury Tales: poetic imagination, imagery, and symbolism; pilgrimage; technology; crusades; contacts with the Arab World; the birth of universities; diffusion of ideas. Instruments include: harp, viol, rebec, lute, Medieval bagpipes, pipe & tabor.

V. LEARNING MEDIEVAL/ RENAISSANCE DANCES

VI. THE BALLAD - EARLY ORAL LITERATURE & MUSICAL POETRY: Chamber concert, rich in symbolism and motifs assist in deepened appreciation and understanding of historic literature from Beowulf to Shakespeare. Features medieval bray harp, hurdy-gurdy, more.

VII. "TRISTAN & ISEULT: THE HARPER'S TALE" BARDIC MEDIEVAL STORYTELLING: Set in Celtic antiquity, this component of the Arthurian legends was 600 years old when it captured the Imagination of troubadours. Students are drawn to the powers of symbolism, love, music, and bardic style.

• **“Chaucer & Music” *Workshop or Concert***

A workshop in Medieval music and society, presented in costume, using a full array of period instruments (harps, viol, rebec, lute, psaltry, recorders, crumhorns, Medieval bagpipes, shawms, tabor drum). Frequent references to and recitations from Chaucer (presented in Middle English) are illustrated and brought to life through period songs and musical selections. Music is also used to illustrate many diverse aspects of Medieval life that come up in “Canterbury Tales:” poetic imagination, imagery, and symbolism; pilgrimage; technology; crusades; contacts with the Arabic World; the birth of universities; diffusion of ideas. Program makes extensive use of historic vocabulary, and a map of Medieval Europe and the known world.

• **“Beowulf, and the Bardic Tradition of Medieval England”**

Imagine yourself in the Medieval great hall of Heorot, when the bard picks up his harp and raises his voice to recite tales of heroic deeds. John Bromka will be your “scop” (as the bards were called in Beowulf's day), singing heroic tales of Beowulf in the style of the 10th century original. John accompanies himself on a Saxon lyre he has built himself, based on archeological finds from 7th c Viking ship burials. John uses this instrument to great effect to capture the authentic sounds of Beowulf's day. Sondra further underscores the heightened storytelling atmosphere with additional instruments of that period, including Medieval harp, gemshorn (an early wind instrument fashioned from an ox horn), and others.

Beowulf is the earliest surviving epic poem in the English language, and the artists will lead students on a word-quest of Old and Middle English, complete with group recitations, Saxon riddles. Students will also learn to write forgotten letters from the earliest English alphabet. The workshop concludes with student discussion of Beowulf as leader, and the attributes of the ideal hero, including Beowulf's rare heroic qualities of humility and awareness of his own shortcomings. In the words of Beowulf: Waes thu hal!

Theatre Arts & Playwriting

Student performances & pageants

• “Early Dramatic Forms: Playwriting & Performance Residencies”

About Bells & Motley Theatre Arts Residencies

Sondra & John Bromka have been constant collaborators in playwriting and production throughout their 30-year association. Their historically-based theatre pieces have delighted audiences annually at the Sterling Renaissance Festival since 1977, and at the Lancaster PA Renaissance Faire since 1986. Equally adept at writing for student audiences as for the general public, their body of original theatrical works have enjoyed well over 1,000 performances!

The Bromka’s theatrical scope is diverse, ranging from scripting & performing traditional Mummers’ Plays for May Day street celebrations---to commissions from organizations including Syracuse University Madrigal Choir, Hampton-Sydney College, Schenectady City School District, and the Springfield Museum of Art in Massachusetts. Best described: they have the knack of writing for specific audiences.

Communication, writing, listening, and self-assessment skills are addressed as students work under the guidance of the Bromkas to create and perform original theatrical pieces that are by nature “vital”... crafted to spring quickly to life and “perform themselves” through those very same elements that are essential to all good writing.

Adjunct workshops in History, Music, and Dance play key roles, adding a cultural foundation, while bringing opportunities for broad-based participation, and meeting further Standards in Fine Arts and in Social Studies. These multidisciplinary workshops complement curriculum at specific grade levels.

Theatre Arts Residency Themes

1. Heros, Villains, and Fools:

Writing & Performing “Olde English” Mummers’ Plays

The longstanding tradition of the Mummers Play goes back to the Middle Ages in England, and is even today a vital form of folk street theatre, attendant at holiday celebrations. The simple, formulaic essence of its stark characters, plot, and purpose has remained the same over the centuries. Like a fairytale, subject matter often deals with the mysterious meanings behind natural and everyday events... relevant at any age!

In this one-to-two-week playwriting/production residency, students begin with a foundation workshop of Early English folk traditions and theatre arts. Students then work together to write their own original Mummers’ Play script, according to traditional formula of character archetypes, conflict, and resolution. Rhyme, rhythm, and other devices run rampant with humor, as students are challenged to create parts with clear and dynamic “voice.” Further skills from the ELA Learning Standards which are directly addressed include the ordering of ideas, oral presentation, much more!

2. The Art of the Masque: Greek Mythology Meets Music, Dance & Drama

Developed as entertainments in Renaissance courts, the original Masques were the grand origins of the operatic art form. They combined the drama of mythology and Greek Spectacle with the humor of *Commedia dell'Arte*. This residency incorporates student play writing/production with mythology, folklore, historic dance, songwriting, and ceremony. Variable in scope, these residencies have involved a single class, grade level, or entire school. Custom-designed for each school.

3. Ballads as Oral Poetry: A Vocabulary of Tools for Creative Writing

The ballad is one of our earliest forms of popular literature. Long before the arrival of the printed page, this poetic form reigned over the literary arts. Bells & Motley begin by performing and analyzing early ballads, demonstrating a form that is accessible, highly charged, and at the same time mysterious - full of symbolism, intrigue, and purpose. These same elements then become the tools students will use to create their own medieval-themed ballads. The element of music may also play a role in this residency, if desired. The artists can teach students the step-by-step process they use in setting those historical ballads that have lost their original music to newly-composed pieces.

4. Specialty Pageant Projects can be custom-designed for individual schools

Commissions for new pageants are encouraged and welcomed! Grants available, please inquire. Examples: Landmark historic celebrations; Village Bicentennials, Anniversaries; Art Exhibits

5. Our Theater-in-the-Round Musical Theater Pageants

(find details in individual listings to follow)

- Chaucer's "Chanticleer's Tale" • "Carmina Burana"

“Carmina Burana:” Theater Arts, Medieval History Residency

Our newest performance piece for Medieval Pageantry & Celebration:

Looking for a meaningful and memorable way to connect medieval history, literature, and languages, and even spark an interest in Latin?

The creation of "Carmina Burana: The Wheel of Fortune" brings another dynamic centerpiece to our collection of theatrical works for Medieval Arts project-based residencies. Our original script goes back to its Medieval sources, a tale of fortune and fate. Wonderful for use in schools, the production includes songs in Latin, comic and tragic acting roles, dancing, instrumentals, and can be performance-ready in one-week's time. The piece is also highly suited to community events for a range of ages.

The journey in researching & creating this new musical theater script was steeped in rich experiences, taking us all the way back "on location" in Europe to the original early Medieval sources, manuscripts, music, and instruments.

Staying true to its historic origins, this is an authentic production that sparkles for modern audiences with the direct appeal of theater-in-the-round, a structure proven to be highly successful and versatile in our other pageantry works. As in Commedia dell'Arte, the characters and storyline are universal, colorful, and powerful enough to succeed in a wide variety of settings, age groups, and numbers of participants, with many opportunities for support activities. The end result is an team experience that nurtures marked growth in a range of communication skills.

The result is a beguilingly authentic performance piece that combines lively speaking roles, pantomime, and improvisation for a "core group" of students. The degree to which supporting music and dance performances can be woven throughout the pageant makes for great versatility and creative possibilities, and allows for expanded numbers and ages of additional participants. Whether you choose to go for "performance lite," or for a grand event with an ensemble, band, or choir, the concept is entirely flexible. Either way, the experience is a dramatic and authentic journey back in time for your students. As part of a larger event, our piece has proven itself well as a lively centerpiece for a "medieval feast," and also as theater-in-the-round for Medieval faires and festivals.

More about the Carmina Burana:

Historically, the Carmina Burana was a manuscript collection of 11th - 13th c. poems, songs, and dramatic texts. Discovered in Germany, written in Latin, and originally gathered from all over Medieval Europe, including Provence, France, England, Scotland, Aragon, Castille, and the Holy Roman Empire (Germany).

The collection of manuscripts provides a fascinating portrayal of the surprising contrasts of the revelry and obligations of medieval life, outlook, and expectations. Themes range widely from jovial songs about games like chess and dice on the one hand, to stark songs describing the dangers of the world. The key songs selected for our version range from themes of the ebb and flow of human fate, to the joyous return of spring, to the dynamic action driven by a pivotal spinning "Wheel of Fortune." Expanded versions can also include love songs, satires, spiritual poems, songs of the crusades, and re-workings of writings from antiquity.

You may recognize the title "Carmina Burana" as being one of the quintessential pieces of early 20th c. composer Carl Orff, who responded musically to the many possibilities inherent in these manuscripts for

modern orchestra and choir. In going back to the original, our new chamber version brings medieval history back to life with authentic period instruments, artistry, and theatricality. Complementary workshops will also be given in costume making, period dancing, learning from art history resources, theater craft, and more!

Many Possible Applications:

- Students Grades 6-12, as a project to integrate History, Literature, Communications and Theater Arts
- Latin, pre-Latin, and foreign language students, any level
- Choruses; Orchestra & Band Ensembles, any level
- Integrates perfectly with our Medieval/Renaissance Residency Suite of core support programs
- Residencies begin with a meeting to design an integrated program created especially for your own applications and team.
- Matching grants are available to help support our programs, and we are available to partner with schools in writing applications.

Chaucer's "Chanticleer Tale:" Theater Arts, Medieval History Residency

Scripted by Sondra Bromka especially for student performance, "Chanticleer" features lively theatrical roles – and enough dramatic parts for an entire classroom of students. Authentic Medieval songs, dances, and language are also woven into this colorful production, and up to four classes may participate in supporting roles. Residency duration minimum one week, varying according to school profile, number of students involved, and scheduling.

Daily one-hour "Chanticleer" rehearsals will feather perfectly into the scheduling of "Bells & Motley Medieval Week" Residency of Multidisciplinary workshops. (That core residency will provide historical background, costumes, everything students need for a complete interdisciplinary learning experience, all while the play performance is developing. (SEE BELLS & MOTLEY MEDIEVAL RESIDENCIES, WORKSHOPS)

An option for teachers wanting to contrast the life and literature of Medieval England with France, the artists have developed a parallel play script: "Le Roman de Renart," (The Tale of Reynard the Fox) – the French version of this favorite Medieval tale about the nature of justice.

A 50 pg. Teachers' Guide accompanies this residency, detailing both stories' long and illustrious histories, and offering all manner of related projects and multidisciplinary links in language, history, and literature.

The artists are experienced in the coordination and implementation of thematic project based learning residencies, including Medieval fairs, festivals, feasts – and the Chanticleer project is a wonderful complement to any of these special events. Grants are available for consultancies, planning, and implementation of residency projects.

As professional artists, authors, musicians, and educators, Bells & Motley craft their residencies to address educational goals and integrate the arts (music, dance, fine art, & art history) with curriculum (English language arts, social studies, history, math, and science) – to meet a full spectrum of learning standards. Highest quality study guides, primary source materials, and teacher resources available; find more information on the artists' website www.bellsandmotley.com.

This residency supports Arts Learning Standards: #1, #2, #3, and #4

Visual Arts Workshops, Residencies Slide Forums

- “Images of Medieval Life: Manuscripts, Art, Architecture”
- “Images of the Renaissance”

Slide Forums in Fine Arts - Integrated Studies

Paintings, frescos, illuminated manuscripts, sculptures, architecture: Medieval and Renaissance history and life was vividly portrayed in a rich legacy of art. Today, this art provides scholars with a wealth of primary source documentation about this fascinating period, and brings history to life. Slides are drawn from the Bromkas’ own collection of images, documenting the artists’ ongoing Medieval & Renaissance research projects in Europe. Presented as an interactive forum, students employ critical thinking skills as they discover first-hand the importance and use of primary sources, following a guided DBQ approach.

In addition to gaining a broad overview that will help students build important concepts first hand, students will see the details of daily life, customs, costumes, and trades. They’ll witness how societies were structured, and see early technologies, institutions, and public works. The integrated vantage point will connect themes in literature, social studies, sciences, and the arts.

These programs are an excellent resource for stimulating student research and independent study projects. Programs may also highlight specialty topics, including castles & cathedrals, period costumes, illuminated manuscripts & calligraphy. Hands-on follow-up workshops may be presented by the artists to complement these specialty programs. Excellent applications for thematic Faires where students are creating their own costumes, projects, etc.

- “Medieval Costuming from your Closet”
and “The Medieval Hat Challenge”
Hands-On Costuming Students Make Themselves
Presentation - Demonstration - Workshop

Drawing upon historic artwork for evidence of what Medieval people wore, the artists begin with a select presentation of slide images that will provide costuming ideas and examples. Next follows a participatory demonstration of ingenious ways to create costumes, using materials commonly found in any student’s household and closet. No sewing or other special skills are necessary; students will take pride in being able to create these costumes themselves. For older students, emphasis can shift to costumes that reflect specific occupations and roles in society.

These workshops are an effective way to teach about history -- and to stimulate enthusiasm and participation in special Medieval or Renaissance theatre projects, faires, or banquets. The “**Medieval Costuming**” workshop is perfect for students who are working towards a large culminating event such as a Medieval faire, festival, feast, or theatre production. The “**Medieval Hat Challenge**” is valuable as a preparation for more immediate activities, such as learning period dances.

Different configurations are available according to student numbers, available time, and specific needs. Works well as a component of a Bells & Motley multidisciplinary Medieval residency. (*see other components detailed under residency titles.*) Especially exciting when followed up immediately with a celebration, such as a medieval feast, or student demonstration of period dances they have learned with the artists.

Medieval Bookmaking, Illuminated Manuscript & Calligraphy

- “Books Before Printing: Medieval History of the Book”
- “The Art of Beautiful Writing:
Illuminated Manuscripts & Calligraphy Workshop”
- “Medieval Bookmaking Residency”

Before the invention of printing, there were manuscripts --- one-of-a kind pages made beautiful through the arts of calligraphy and illumination. These valuable pages recorded history, ideas, inventions, and literature, and were preserved for posterity by binding them between protective covers, creating a book. This workshop series teaches students an appreciation for the art and history of the book, and the skills to create beautiful and unique manuscript pages of their own.

“Books Before Printing” The first component is a slide discussion, presenting superb historic examples, and introducing a vocabulary of different styles, elements, materials, thematic variations. The workshop may be presented as the introduction to an in-depth book making residency, or as a stand-alone enrichment to period studies of literature, history, or art.

“The Art of Beautiful Writing: Illuminated Manuscripts & Calligraphy” This component builds on the information and examples of the slide show with a hands-on calligraphy lesson. The artists have developed a very effective technique for teaching techniques of calligraphy and calligraphic ornament within a classroom setting.

“Medieval Bookmaking Residency” This residency allows students to continue their work with the artists, developing and applying their skills to create a series of illuminated manuscript pages -- within the context of a multidisciplinary residency. Possible project themes include the presentation of a Medieval phrase or saying; an original poem; a period journal entry; mythological beasts and dragons; a class medieval recipe book; the possibilities are endless. The final result will be a treasured heirloom of workmanship and endeavor.

This residency teaches children the power of the individual as a creator of primary source material. (Note: The artists would like to recommend this sequence as an empowering complement to the anonymous-looking “assembled” style that computer generated art & calligraphy has ushered in.) Residency may be scaled according to your own vision, budget, and needs. Works well as a to Artists’ multidisciplinary Medieval Residencies.

INFORMATION

Each workshop/performance segment one class period in length.

a sampling of past Bells & Motley *MEDIEVAL & RENAISSANCE RESIDENCIES*

- **“A Pilgrimage to Canterbury”**

Cherry Valley-Springfield School, Cherry Valley NY

Medieval England was the topic of in-depth study by this school’s 6th graders, as they learned about history, language, literature, art, music, and dance through the study of Chaucer. The residency culminated in several daytime and one evening “pilgrimages” in which students from other grades were led by 6th graders to sites created throughout the school. Each site depicted a different view of medieval life, as experienced through the words and activities of the Squire, Knight, Manciple, Yeoman, Weaver, Physician, and a variety of other assorted characters described in the Prologue of Chaucer’s Canterbury Tales. The pilgrimage culminated in the arrival at Canterbury Hall, where a cast of 75 sixth graders performed a stunning dramatic storytelling performance-in-the-round of Chaucer’s “The Nuns’ Priest’s Tale,” (Chanticleer Tale) using artists’ original script.

- **“Twin Tales of Reynard & Chanticleer: Medieval Theatre Project”**

Paige Elementary School, Schenectady NY

Students K-4 compared and contrasted Medieval English and French culture, including folklore, literature, language, music, dance, and history. The culminating event: a student performance of a pair of artist-written plays based on Chaucer’s Chanticleer tale (“The Nuns’ Priest’s Tale”) and the French “Roman de Renart.” These performances were especially constructed to involve all students schoolwide, weaving together a grand medieval pageant of storytelling, music, and dance.

- **“A Renaissance Feast & Performance”**

Tamarac High School, Brittonkill CSD, NY

A series of artist workshops for general classes, as well as for special instrumental, vocal, and dance ensembles, culminated in a unique lunchtime event enjoyed by the entire school. The cafeteria, transformed into a castle great hall by participating students, offered a special menu. All diners enjoyed processions, songs, dances, fanfares, and other period entertainments, presided over by attendant lords & ladies at the head table.

- **“Medieval Portraits Come to Life”**

Albany School for the Humanities, Albany NY

A complete study of medieval society began with period portraits as inspiration. Students then brought their characters to life through music, dance, role-playing characterizations, and theatre.

- **“A Medieval Marketplace, Feast, & Revels”**

Lewisburg Middle School, Lewisburg PA

Music, dance, costuming, and occupations workshops for 6th graders culminated in a pair of events for school and community. For the daytime in-school culmination, students re-created a medieval marketplace, featuring a range of demonstrations by organized guilds and other occupations, a scriptorium, a medieval museum, and student storytelling performances. In the evening, the event continued as students welcomed the entire community to a grand Medieval Feast & Revels (a pig roast fund-raiser) with a wide variety of entertainments including audience participatory period dance and singing; a medieval fashion show; a medieval talent-show, and other revelry.

- **“Creating a Medieval Mummies’ Play”**

Maple Ave Middle School, Saratoga NY

Students study Old English folk traditions & theatre arts to write their own original Mummer’s Play scripts. Residency culminated with an event combining students’ superb performance pieces with poetry, songs, dances accompanied by Orff instruments.

- **“Books Before Printing: an Early History of the Book”**

Prospect Hill Elementary School, Pelham NY

School-wide integrated humanities residency levels designed to integrate the arts with core curriculum in social studies and language arts. Featured artist presentations of authentic music, dance, and manuscript art, followed by hands-on workshops in fine arts and dance, slide forums, and culminating events for all grade levels. The unifying theme: “the book, manuscript, and printing, their effects on Medieval society and history.” Designed to complement the PTA’s annual Book Faire.