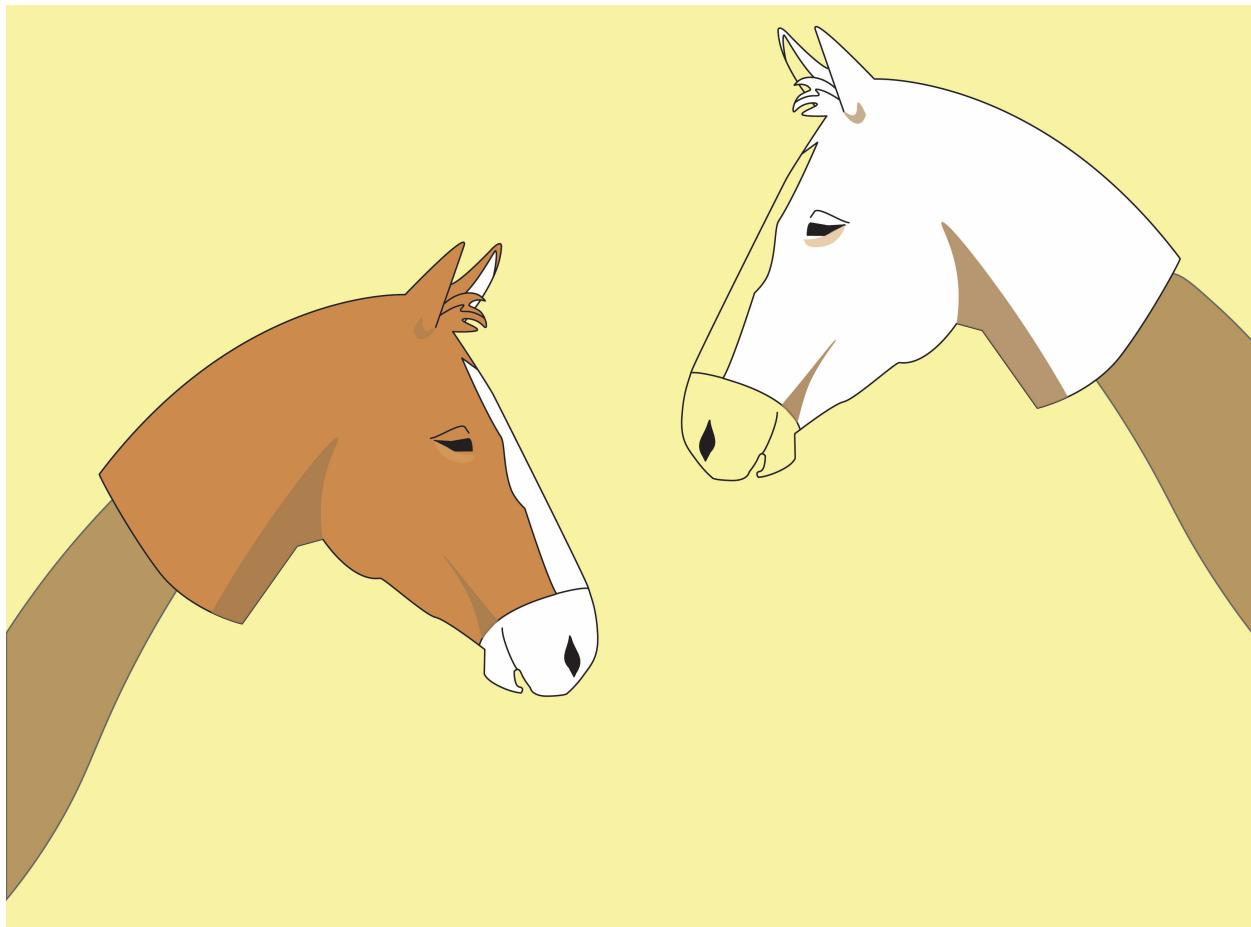


**小小艺术家双语夏令营**

**Young Artistic Leaders Summer Camp**

**at MoCA Shanghai, 2018**

**7.23- 8.03**



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# 介绍 Overview

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The Young Artistic Leaders Summer Camp will be a fun introduction to performing art techniques, focusing on improvisation and storytelling from a **global perspective**.

The program will be taught by an **bilingual team of multidisciplinary artists**. Students will receive a small journal to take notes in with new vocabulary terms in Chinese and English. Materials and snacks will be provided.

Instead of a traditional classroom environment, students will have the chance to receive **hands-on experience creating art in a museum setting**. The camp will be an interdisciplinary and cohesive experience, giving young kids a first-hand encounter with **contemporary art** and the skills to become **artistic leaders**. Through contemporary dance, creative writing, theatre, design, and music, students will discover new ways of communicating through body language, symbols, and sound—as well as strengthen their writing and speaking skills.

Students will work as a team to **design their own performance** and by the end of the camp, be able to deliver it to an audience. The **closing ceremony** will take place at the museum. Students will perform alongside their artist mentors.

Enrollment space is limited to 10 students, ages 9-11.

夏令营将是一次对艺术技巧进行的有趣介绍，着重于从全球角度来看即兴创作和故事叙述。

该计划将由国际多学科艺术家团队进行授课。学生将收到一本小日记本作笔记用，上面有中文和英文词汇，并有学习材料和小吃提供。

不同于传统的课堂环境，学生将有机会获得在博物馆环境中亲自参加艺术创作的实践经验，这将是一个跨学科和有凝聚力的体验，让年轻的孩子亲身体验当代艺术和学习成为艺术领袖的技能。通过当代舞蹈，创意写作，戏剧，设计和音乐，学生将会发现通过肢体语言，符号和声音进行交流的新方式 -且加强他们的写作和口语技。

学生将作为一个团队来设计他们自己的表演，并在夏令营结束时演出。闭幕式的演出将在博物馆举行，学生将与他们的艺术家导师一起表演。

招生对象限于9-11岁的学生，共10名。

# 课程表 Daily Schedule

第一周课程表					
7.23-7.27	周一	周二	周三	周四	周五
<b>艺术互动</b> 半小时	夏令营入营仪式	分享素描本的故事	艺术早操	东方乐器博物馆探索	二胡及舞蹈表演
<b>第一课</b> 一小时课程 +15分钟休息、点心	艺术馆探索	设计课	剧本编写课	游牧音乐课	即兴创作课
<b>第二课</b> 一小时课程	创意写作课	剧场故事课	表演技巧介绍课	歌曲故事课	节奏与编舞课
<b>课后互动</b> 15分钟	如何使用素描本	呼吸放松	拉伸练习	第一周作业	小复习

## 第二周课程表

7.30-8.03

周一

周二

周三

周四

周五

演出日 / 家长日\*

### 艺术互动

半小时

歌曲分享

主题讨论：什么是  
艺术家？

现场表演

播放影片

布置舞台、化妆

### 第一课

一小时课程

+15分钟休息、点心

编曲课

海报设计课

编舞课

舞台道具  
制作课

排练

### 第二课

一小时课程

表演基础课

表演技巧课

互动剧场课

演出倒计时

闭幕式表演  
(10:30-12:00)

### 课后互动

15分钟

音乐排练

表演排练

舞蹈排练

舞台布置课

学生导览

## 方法与目标 Methods and Goals

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小小艺术家双语夏令营是由上海当代艺术馆（MoCA）国际专业团队研发，致力于让孩子们领略多元的艺术和表演，提升创造力。MoCA团队邀请来自美国资深艺术教师与本地策展团队一起研发课程，启蒙孩子的创意思维和语言能力，传播艺术的美与爱。参加我们的小小艺术家双语夏令营，孩子们可以获得——

The Young Artistic Leaders Summer Camp will be a fun introduction to performing arts techniques, focusing on improvisation and storytelling from a global perspective. Throughout these two weeks, kids will be able to——

- 双语团队的全新教学体验
  - 在艺术馆里创做自己的艺术作品
  - 通过学习体验，了解艺术机构的幕后故事
  - 学习关于当代艺术的知识，了解和创作不同类型的艺术
  - 学习艺术领导力
  - 了解艺术世界中的专业词汇（中文和英文）
  - 获得夏令营专属的书包、制服、徽章、创作本和夏令营学习证书
  - 提供小食和饮料
- 
- Interact with a bilingual team of multidisciplinary teaching artists
  - Gain hands-on experience creating art in a museum setting
  - Participate in a private tour of two museums to understand the behind-the-scenes of art institutions
  - Gain an interdisciplinary and cohesive experience with contemporary art
  - Learn skills to become artistic leaders
  - Tote bag, sketchbook, camp t-shirt, Chinese-English arts vocabulary dictionary, and snacks will be provided.

夏令营期间，孩子们将以小组为单位排练自己的艺术表演。在夏令营的最后一天，孩子们会和MoCA的老师们一起，在观众和家长面前呈现独一无二的演出！

Students will work as a team to design their own performance and by the end of the camp be able to deliver it to an audience. The closing ceremony will take place at the museum. Students will perform alongside their artist mentor.

参加对象：9-11岁（限13名学生）

内容：多元结合视觉艺术、音乐、舞蹈、剧本创作，开发孩子创造力，提升英文写作水平

地点：上海当代艺术馆，南京西路231号人民公园七号门内

时间：7月23日-8月3日（周末除外）9: 00 - 12: 00

价格：3000/位（包含保险、学习材料和点心）

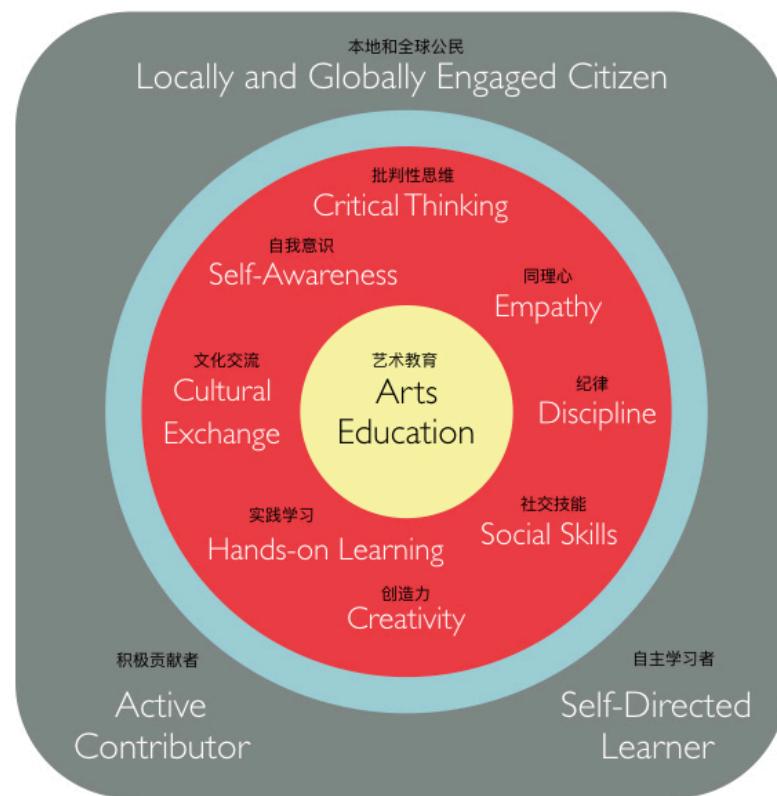
**Participants:** 9-11 year olds (15 students: 13 paid spots, 2 scholarship spots)

**Content:** Choreography/improvisation, theatre, ballade music, design, museum education, and script-writing courses culminating in a closing ceremony performance

**Date and time:** 9am-12pm from July 23 to August 3 (Monday- Friday)

**Location:** MoCA Shanghai in People's Park, 231 Nanjing Xi Road

**Price:** 3000RMB per student. Insurance, materials and snack fee included.



## 教学艺术家介绍 Teaching Artist Introductions

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爱丽丝是一位二胡演奏家，也是一位艺术教育家。她从加州大学洛杉矶分校获得民族音乐学学士学位后，她将继续在上海音乐学院攻读二胡硕士学位。爱丽丝想透过音乐去联系世界的热情促使她开始学习了二胡和中文，她也成为了第一位上央视春晚（2012）的美国二胡独奏家，并在作为博物馆管理员和教育工作者的工作上致力促进艺术教育。

Allison Hernandez is an erhu performer and arts educator. After earning her BA in Ethnomusicology from UCLA as a Regents Scholar, she will now go on to pursue her Master's Degree in erhu at the Shanghai Conservatory of Music. Allison's passion to create global connections through music has led her to pursue her studies in erhu and Chinese language – becoming the first American erhu soloist featured on CCTV (Spring Festival Gala 2012) – and has helped her facilitate arts education while working as a museum programmer and educator.



安娜楷毕业于加州大学洛杉矶分院公共文化科。她是一个作家，也是表演者和视频制作者。她拥有丰富的授课经验，特别在诗歌写作和表演教育。

Annakai 早川 Geshlader is a writer, performer, and filmmaker. She is fan of gabbing, silence, bittermelon, and jokes. At UCLA, she studied arts activism and cultural studies. Wondering, what to say that we haven't said yet?





邓晴毕业与同济大学设计创意学院设计学，研究生，攻读媒体与传达设计方向，主要从事儿童设计教育、儿童设计思维启发以及STEAM（科学，技术，工程，艺术，数学）教育相关课题研究。其论文《上海随迁子女的教育服务再设计》发表于2018英国设计研究协会国际会议。

Deng Qing, a master degree student of design from College of Design and Innovation, Tongji University, majors in media & communication design and concentrates on studying of design education for children. Her paper, *Redesigning migrant children's education service in community through service design in Shanghai*, was published on Design Research Society International Conference 2018 (UK).



Drew毕业于加州大学洛杉矶分校人类学，是一位艺术教育家与巴西战舞的终身研习者。Drew的全球健康中心的科普项目是成为日后Drew关于奥古斯托·博奥（Augusto Boal）剧场尝试的初体验。在真正前往巴西系统研习博奥的剧场理论后，Drew参与了2015年国际Curinga集训并将所学致力于当地社群的互动。

Arts educator and lifelong capoeirista Drew Frye has spent his young adulthood combining storytelling, dance, and spoken word in the pursuit of social justice. While earning a bachelor's degree in Anthropology from UCLA, Drew Frye performed for UCLA's Art and Global Health Center— employing the late Augusto Boal's Theater of the Oppressed framework. Drew went on to further study Theater of the Oppressed at Boal's Center in Rio de Janeiro, Brazil participating in the 2015 International Curinga Training and applying the tools in Brazilian communities.



林思颖是来自洛杉矶的舞者，编舞和老师。林在2017年获得加州大学洛杉矶分校的传播学学士学位。在加州大学洛杉矶分校，她为获奖的舞蹈队ACA跳舞和舞蹈。她曾与世界著名的编舞家合作，并在音乐录像，广告，音乐会，博物馆和画廊中表演。她的编舞和电影已经在大英博物馆，V & A和Segerstrom艺术中心展出。林的艺术实践和教学基于非学习和非教学排斥的舞蹈方式，鼓励学生探索和发现他们自己的运动风格。

Jasmine Lin is a dancer, choreographer, and teacher from Los Angeles. While studying at UCLA, Jasmine danced and choreographed

for award-winning dance team ACA. She has worked with world-renowned choreographers, and performed in music videos, commercials, concerts, museums, and galleries. Jasmine's art practice and teaching is grounded in un-learning and un-teaching exclusionary ways of dance by encouraging her students to explore and discover their own styles of movement.



陶芸，艺术本科毕业 2017年获小学美术教育资格证

2015-2018年从教于上海玄青画室、上海天不负书画室、上海友才画室，擅长素描，书法，国画，少儿创意画等

Taoyun, Bachelor of Arts, Primary School Art Education Certificate, 2015-2018 From teaching in Shanghai Xuanqing Studio, Shanghai Tianbufu Studio; Shanghai Youcai Studio, good at sketching, calligraphy, Chinese painting, children's creative paintings.



Zo Shay是来自洛杉矶的音乐家和艺术教育家，他喜欢教音乐，这是继续奉献的礼物！从加州大学洛杉矶分校毕业后，他在洛杉矶的学校系统教授歌曲创作，艺术和社会正义以及二胡。他与所有年龄段的孩子合作过，并且很高兴能与上海当代艺术馆的学生一起创作。

Zo Shay is a musician and arts educator from Los Angeles who loves to teach music, the gift that keeps on giving! After graduating from UCLA, he has taught song writing, arts and social justice, and erhu in the Los Angeles school system. He has worked with children of all ages and is excited to be creating with students at MOCA.

## **Programming Team:**



Maggie J Zheng, BA in Studio Art and Visual and Performing Arts Education from UCLA, Lead Summer Camp Organizer

郑晋加， 毕业于加州大学洛杉矶分校艺术、艺术教育，  
夏令营组织者

Neha Vasudeva, BA in Global Studies from UCLA, Organizer  
毕业于加州大学洛杉矶分校艺术全球研究



刘依璇, 就读与北卡莱罗纳大学教堂山分校心理学专业 , Lilly Liu, Psychology major at UNC-Chapel Hill



## 词汇 Vocabulary

评书 / *storytelling*

口头诗歌 / *oral poetry*

个人讲故事 / *personal storytelling*

即兴 / *improvised*

*improv / movement / gesture / “everyday” movement*

*choreography*

“eight counts”

*design thinking*

*graphic design*

*Nomad*

*Song*

*ballade/epoc*

*Projection*

*Interval*

*Rest*

*Symbol*

## 作业 Homework

- Before first day of class: observe and write down 3 pedestrian behaviors you see (school, subway, home) (will recreate and use in class!)
- Movement: practice choreography
- Writing: A journal entry before class
- Small assignments to observe their home environment and report during class
- Design Pre-homework: watching videos “Ah! Design”
- Design homework: How will the logos of prior seats on metro/bus look like in the future?

# 安娜楷的课程设计 Annakai's Lesson Plan

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**Lesson Goal 学习目标:** 我们想教 评书 , 口头诗歌 , 个人讲故事 , 即兴 表演。我们一起玩一玩 , 演奏, 写故事. 课文的以后 , 我们 想 创造一个小表演。

## **Objectives 学习点:**

- Campers have fun expressing themselves using words and movement in experimental ways, through telling memories and stories both from their own lives and imaginations. Campers work with the idea that their lives already offer vast wells of knowledge to use in art-making; that art does not need to come from outside of themselves and be taught to them.
- Campers learn and experiment with game-playing and improvisational storytelling as tools for personal expression, empowerment, and dialoguing with others.

## **Materials and Resources**

-纸 ( 小的 , 大的 )

-笔

-可能一本 笔记本

## **Vocabulary 词汇:**

评书 / storytelling

口头诗歌 / oral poetry

个人讲故事 / personal storytelling

即兴 / improvised

# 林思颖的课程设计 Jasmine's Lesson Plan

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**Lesson Goal 学习目标:** In this lesson, the teacher will introduce students to dance/movement. Together, we will do warm-up stretches, improv exercises, learn and build choreography. At the end of the lesson, students will be able to perform a short piece.

## Objectives 学习点

- understand, internalize, and practice the value of dance as a form of movement for everyone, everyday, and in all contexts, not just for the stage or defined by genre; give examples of this relationship, have kids find examples for an activity or for homework (in schools, on the subway, etc.)
- help each student find and develop their individual ways of movement through improv exercises
- challenge each other with different ways of thinking about movement through discussion and contact improv
- memorize and retain choreography
- respond to movement direction (textures, moods, characters, visual and sound stimuli, etc.) (explode, quiver, melt, swing, pulse, accents, collapse, weak, strong) use improvisation to discover movements in response to specific movement problem (ex. find a variety of ways to walk, create five types of circular movement, different ways to interpret time, travel from point A to point B, express punctuation)(combine stretch, turn, jump)
- create short movement sequence to tell a personal story
- partner improv: mirroring, leading/following
- learn to count music and think in “eight counts”

**Materials and Resources 材料和资料:** (what do you need to prepare?, what does MoCA need to provide?, costs?, should students bring anything?)

need: sound system, “dance studio”

students should: wear movable clothing

will: ask drew and annakai if they have movement games, etc.!

## Vocabulary 词汇:

*improv / movement / gesture / “everyday” movement*

improv direction words: more specifics to come later

## Strategies 策略:

- potential problems: kids reluctant to participate; possible solutions: change curriculum etc. in response to the group of kids (if they are shy, we can do less improv, more choreography; if they are hyper, we can do less choreography, more improv)
- potential collaborations: live music + improv activity, film + dance collab
- possibly use exhibition pieces as jumping off points

**Homework 作业:**

- before first day of class: observe and write down 3 pedestrian behaviors you see (school, subway, home) (will recreate and use in class!)
- during the week: practice choreography

# 德鲁的课程设计 Drew's Lesson Plan

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**Lesson Goal 学习目标:** In this lesson, the teacher will introduce students to Augusto Boao's *Theater of the Oppressed*. Together, we will learn the art of combining theater with live participant interaction. At the end of the lesson, students will be able to tell a story through theater, and pose questions to the story through improvised alternative endings.

## **Objectives 学习点:**

- Development understanding of playing roles and staying in character
- Journaling about an experience (before class) and adapting it into a play not necessarily about oppression, more just a story about themselves
- Adding new elements to the play while performing it

## **Materials and Resources 材料和资料:** Air dry clay

## **Homework 作业:**

A journal entry before class

Small assignments to observe their home environment and report back next class.

# 邓晴的课程设计 Deng Qing's Lesson Plan

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**Lesson Goal 学习目标:** In this lesson, the teacher will introduce students to have awareness of design thinking. Together, we will talk about visual guiding system and other graphic design in daily life and design an exhibition guiding map for MoCA in groups. At the end of the lesson, students will be able to know how designing works in life, pay more attention to and discover problems in their lives, have awareness of design thinking and learn how to work in a team.

## **Objectives 学习点:**

- design thinking awareness (life observation, design thinking, team work) 设计思维的意识启发 (观察生活 , 思维方式 , 团队合作 )
- guiding system in life (how to find toilets?) 生活中标识的作用和使用方式 (如何寻找洗手间 )
- Can you design a different pair of toilet logos? 自己设计一套洗手间标识
- what is logo and guiding system, how they are used in life? 讲解导视系统的由来 , 案例分析
- design an exhibition guiding map for MoCA 分组设计观展路线地图
- testing 分组交叉验证

**Materials and Resources 材料和资料:** paper, color pens, projector 白纸 , 水彩笔 , 投影仪

**Strategies 策略:** 小朋友分组完成任务时可能需要分组一位工作人员帮忙带领

## **Assessment:**

Observing designs in the life, thinking about their using, and try to experience designer's working.

观察生活中的设计 , 思考其使用性 , 体验设计过程

## **Homework 作业:**

pre-homework: watching videos “Ah! Design”

after-class homework: How will the logos of prior seats on metro/bus look like in the future?

课前 : 观看《啊 ! 设计》

课后 : 未来地铁 / 公交车上老弱病残孕座位的图示

# 红花的课程设计 Zo's Lesson Plan

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Will have 4, 45 minute sections

1. Introduce nomadic music: What that means, where it is popular, learn examples and talk about well known instances when music has moved. Students will learn about the fundamentals of singing. (Not classical, but of casual folk singing) Students will become familiar with the concept of an epic/storytelling music.

- Will learn examples from Subsaharan region (Tinariwen) and from Mongolia
- What is a long song? (extended words and syllables)

2. Have students learn about representation in song and sing a tune. Students will become familiar with the Mongolian song The Gallop of Jonon Khar.

- Start to think about the idea that music can tell an aspect of someone or tell people where to go just by the beat or tune.
- Will learn about symbolism/significance in rhythms. Will play a game of telephone rhythm with students, and a game of
- Instructor will introduce the assignment of writing their own songs.

3. Students will be given the guidelines for their final production again, and start to write songs either on their own, or in pairs.

- Option 1: To create a rhythmic song that will both tell someone where they are from through rhythm, or direct them through the museum using rhythmic directions they have created themselves.
- Option 2: Based off of the idea of the long song/ballad, students will create a 7 line song that tells a story about them. This can be a significant thing that has happened in their lives, or purely a description of their neighborhood and family.

4. Students will finish and practice their own ballads/percussive pieces in preparation for the final performance.

- Warm up talking about posture in performance that includes movement.
- Practice with the aid of adults and perform for each other in class in order to practice for the final performance
- Each student will complete a runthrough.

## 5. Final Performance Day! - Rehearsal and show

**Lesson Goal 学习目标:** In this lesson, the teacher will introduce students to music and how it plays a part in nomadic communities. Together, we will create songs that tell stories reflecting movement; either geographically, generationally, or within a major event. At the end of the lesson, students will be able to perform a rhythmic, or melodic song that resembles nomadic ballads/long songs. They will also understand how music traveled before recording, and the effects travel has on genres.

### **Objectives 学习点:**

- Students will learn about what a nomadic community is, where they reside, and what that means.
- Students will understand what a ballad/epoch is and what components go into it
- Students will understand how to construct a song in a cohesive way.

### \*Materials and Resources 材料和资料:

I will need to prepare some PPT's and musical examples. Students should bring a pen and paper everyday to take notes. (and a good attitude) I would ask that MOCA has a projector with an HDMI and dongle set up, as well as speakers. I would like to purchase some percussion instruments that will be used, and would like to know a good budget range. I can look on TaoBao for these items.

### \*Vocabulary 词汇:

- Rhythm
- Time
- Nomadic
- Melody
- Epoch
- Ballad
- Tuareg
- Morin Huur
- Representation
- Migrate

### **Strategies 策略:**

I plan to have musician and ethnomusicologist Allison Hernandez as a guest/co-teacher in the classroom. I foresee lack of musical knowledge, and a language barrier being potential problems. However, I will be researching Chinese terminology and preparing some materials in Chinese and English. Additionally, Allison is bilingual and a trained musician, so she will be perfect for helping the kids get on track.

### **Assessment:**

I will know lesson goals have been met because students will be able to confidently talk about the concepts we have covered in an age-appropriate way. (Internalizing concepts for self created explanation.) Students will also have a song whose final product makes them happy.

### **Homework 作业: (Fun!)**

1. Review concepts, listen to the examples presented in class. (sent out by WeChat)
2. Practice example rhythms given out in class, and start to think about the assignment
3. Practice Song!



# 上海当代艺术馆 小小艺术家 双语夏令营

MoCA Shanghai  
Young Artistic Leaders  
Summer Camp

2018

07/23 - 08/03

周一至周五 (Mon - Fri)  
上午9点至12点 (9am-12pm)

内容：多元结合视觉艺术、音乐、舞蹈、  
剧本创作，开发孩子创造力，提升英文  
写作水平  
Content: Choreography/improvisation,  
theatre, ballade music, design,  
museum education, and script-writing  
courses culminating in a closing cere-  
mony performance

参加对象：9-11（限15名学生）  
Participants: 9-11 year olds (only 15 spots)  
价格：3000/位  
Price: 3000RMB per student  
地点：上海当代艺术馆，南京西路231号  
人民公园七号门内  
Location: MoCA Shanghai in People's Park ,  
231 Nanjing Xi Road



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information and registration.

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