



Using the works of Stacy Kirby to illustrate how performance art can comment on issues and change minds. Note: This lesson plan is intended to be a theoretical framework and can be adapted/changed by Stacey Kirby as needed. Created by Austin Craver, UNCG MLIS Graduate Student. Spring 2021. Dr. Colin Post.

Intended Age Groups

College aged students (age 17-25+).

Subject Areas

Drama (primary), Political Science, English, History, Sociology

Essential Questions

How can performance art advocate for social change? How can performances serve as teaching tools?

Pre-Lesson Reading

Article 1.

Welcome to the Bureau: Stacey Kirby, ArtPrize 8 juried grand prize winning artist, takes charged conversations about identity, civil rights, and belonging—and gets us to listen to each other.

Link: <https://medium.com/cultured-gr/welcome-to-the-bureau-209437ea9b74>

Article 2.

Performance and Development: Theatre for Social Change

Link:

https://www.researchgate.net/publication/320758574_Performance_and_Development_Theat

Introductory Activity

Ask students to think about one of their favorite stories from books, plays, movies, TV shows, anything. In two or three short sentences, ask them to quickly tell the story from beginning to end, asking them to pick out any social, societal, or moral messages the story might be trying to convey. The instructor can pick their own example first to get their minds moving. The purpose of this activity is to get students to make the connection that art can be used as a way to comment on society and inspire audiences to think about the real world problems.

Assignment

Break into groups of three to four (assigned by the instructor). Choose a social, political, economic, environmental, etc. (ie. a real-world issue) and design a theoretical performance art project that you would perform. Like Stacey Kirby's installation, it must involve audience participation in some way.

Think of what kind of characters or scenes you would need in this performance. How long will it be? What kind of sets, effects, and props would enhance the performance?

How will information about your issue be presented? How will you attempt to educate participants interactively without being "preachy" or performing "at them." Remember, Stacey actively involved her participants in the process.