

OPENING NIGHTS IN CLASS

ROYCE LOVETT IN CLASS RESOURCE PACKET

IN PARTNERSHIP WITH



ABOUT ROYCE LOVETT

Royce Lovett is a soul, R&B and hip-hop artist from Tallahassee, Florida. He was in Team Gwen on NBC's *The Voice* Season 17. According to his bio on NBC, he was raised in a Christian household and began singing in church, where his mother led worship. He taught himself guitar, started writing music and got his first gig at a local pizza shop in the 11th grade.

HOW TO USE THE ROYCE LOVETT IN CLASS RESOURCE PACKET

Created by a team of educators and researchers with Florida Standards in mind, the ON in Class K-12 Resource Committee packet acts as a curricular-based educational guide with activities that can be used in everyday learning. ON in Class worked with the Florida Center for Reading Research and Royce Lovett to curate a reading list that is reflective of Royce's lyrics and themes. Teachers and parents will also find classroom resources for students ranging from Kindergarten through Fifth grade.

After watching the Royce Lovett in Class video, encourage students to explore or create music and read new books while learning tactics to tap into their creativity, the power of research, and the joy of collaborating.

OPENING NIGHTS IN CLASS K-12 RESOURCE COMMITTEE

The Opening Nights in Class K-12 Resource Committee was formed to provide expert support, specialized knowledge, input and feedback in collaboration with Opening Nights and visiting artists to ensure high-quality delivery of educational programs for a K-12 audience.

COMMITTEE MEMBERS

Nathan Archer – Director at Florida Center for Reading and Research (FCRR)

Sally Ash – Arts Advocate Winner 2021 and Board Certified Art Therapist

Dr. Lakeisha Johnson – Director of The Village at FCRR

Brooke Hobbs – Community Volunteer

Scott Leaman – Curriculum Developer for LCS Secondary Music

Mary Register – Curriculum Developer for LCS Elementary Music

Dr. Christopher Small – Arts Advocate Award 2020 Winner

Shane Syfrett – LCS Director of Professional Learning

Tasha Weinstein – WFSU Education and Engagement Manager

STAFF

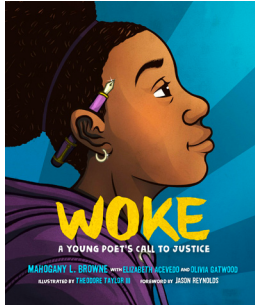
Calla MacNamara – Opening Nights Education and Engagement Manager

Amanda Cole – FSU Multimedia Design Specialist and M.S. Art Education

MISSION STATEMENT

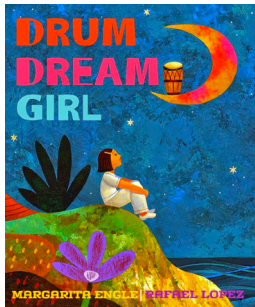
The mission of Opening Nights at Florida State University is to present compelling and distinguished artists who provide extraordinary experiences that educate, inspire and connect diverse audiences on and off campus.

FEATURED BOOKS



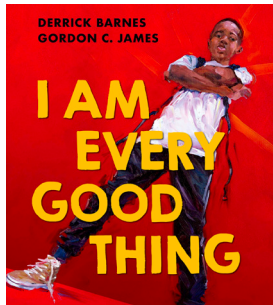
1. *Woke: A Young Poet's Call to Justice* by Mahogany Brown

Historically poets have been on the forefront of social movements. *Woke* is a collection of poems by women that reflects the joy and passion in the fight for social justice, tackling topics from discrimination to empathy, and acceptance to speaking out.



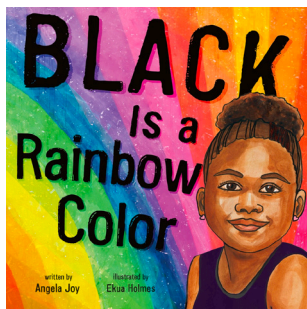
2. *Drum Dream Girl* by Margarita Engle

Girls cannot be drummers. Long ago on an island filled with music, no one questioned that rule—until the drum dream girl. In her city of drumbeats, she dreamed of pounding tall congas and tapping small bongós. She had to keep quiet. She had to practice in secret. But when at last her dream-bright music was heard, everyone sang and danced and decided that both girls and boys should be free to drum and dream. Inspired by the childhood of Millo Castro Zaldarriaga, a Chinese-African-Cuban girl who broke Cuba's traditional taboo against female drummers, *Drum Dream Girl* tells an inspiring true story for dreamers everywhere.



3. *I Am Every Good Thing* by Derrick Barnes

The confident Black narrator of this book is proud of everything that makes him who he is. He's got big plans, and no doubt he'll see them through—as he's creative, adventurous, smart, funny, and a good friend. Sometimes he falls, but he always gets back up. And other times he's afraid, because he's so often misunderstood and called what he is not. So slow down and really look and listen, when somebody tells you—and shows you—who they are. There are superheroes in our midst!



4. *Black is a Rainbow Color* by Angela Joy

A child reflects on the meaning of being Black in this moving and powerful anthem about a people, a culture, a history, and a legacy that lives on.

From the wheels of a bicycle to the robe on Thurgood Marshall's back, Black surrounds our lives. It is a color to simply describe some of our favorite things, but it also evokes a deeper sentiment about the incredible people who helped change the world and a community that continues to grow and thrive.



5. *March* by John Lewis

Congressman John Lewis (GA-5) is an American icon, one of the key figures of the civil rights movement. His commitment to justice and nonviolence has taken him from an Alabama sharecropper's farm to the halls of Congress, from a segregated schoolroom to the 1963 March on Washington, and from receiving beatings from state troopers to receiving the Medal of Freedom from the first African-American president.

March is a vivid first-hand account of John Lewis' lifelong struggle for civil and human rights, meditating in the modern age on the distance traveled since the days of Jim Crow and segregation. Rooted in Lewis' personal story, it also reflects on the highs and lows of the broader civil rights movement.

SONG TITLES

MU.K.C.1, MU.1.F.1, MU.2.C.1, MU.2.C.1.2, MU.2.F.1, MU.3.O.1.2, MU.4.C.3, MU.4.C.1, MU.4.C.1.2, MU.4.H.3, MU.4.H.1.1,
MU.5.O.3.1, HE.K.CE.6.1

Royce mentioned how books and stories can be inspiration for song lyrics. Think about one of Royce's songs you heard him sing in the video. Can you think of a book or story it reminds you of? Write the title of that book or story on the line below. Is there a song (or songs) you hear in your daily life that inspires you? Think about songs you hear in the car, at home, or places you go with your family or friends. Write the song titles in the spaces provided below

AFFIRMATION

MU.1.F.1, MU.K.C.1, MU.1.S.1, MU.2.F.1, MU.3.C.1.2, MU.4.F.3, MU.4.H.3, MU.4.C.3, MU.5.O.1.1, MU.5.O.3.1, HE.K.CE.6.1, HE.K.CE.3.1, HE.1.CE.3.1, HE.4.CE.3.1, HE.5.CE.1.1, HE.5.CE.6.2

To affirm is to say that something is true in a confident way. Royce uses affirmations throughout his lyrics to communicate his positive messages. Write your own affirmation (like, I am brave, I am strong) in the space provided below. You can also get inspiration from music, just like Royce.

Here is an example from “Good Morning:”

WAKE UP THE WORKING MAN, DIGGING THE DITCH

WAKE UP MY ENEMIES, LET’S BUILD A BRIDGE

WAKE UP THE REBEL WITH REASONS TO LIVE

WRITE A STANZA

MU.1.O.1, MU.1.F.1, MU.2.O.1.2, MU.2.F.1.1, MU.3.O.1.2, MU.3.C.1.2, MU.4.H.3, MU.4.O.1.1, MU.4.O.3.2, MU.5.O.1.1, MU.5.O.3.1
HE.K.CE.6.1, HE.K.CE.3.1

A stanza is a series of lines grouped together to divide a poem or song; the structure of a stanza is often (though not always) repeated throughout the poem or song. Stanzas are separated from other stanzas by line breaks.

Here is a sample stanza from Royce's song, "Skin Tone:"

Baby you know where your skin come **from** (a)

Kings and queens before **London** (b)

They dancing to the rhythm of our **drum** (a)

Don't you dare hide from the **sun** (b)

Write a four-line verse using the AABB or ABAB rhyming structure that can be used as the chorus for your own personal song.

SONG ARTWORK

MU.1.S.1, MU.K.C.1, MU.1.F.1.1, MU.1.F.1, MU.2.F.1, MU.2.O.3, MU.3.C.1.2, MU.4.C.1, MU.4.O.3, MU.5.O.1.3, VA.K.H.3.1, VA.K.O.2.1, HE.K.CE.6.1, VA.1.H.3.1, VA.2.C.1.1, VA.3.C.1.1, VA.4.C.1.1, VA.5.O.3.1

Now that you've written your song, it's time to design the artwork that you'll see on music streaming services. Use the space provided below to create colorful artwork that relates to your song. Try listening to the song and make the marker, crayon or pencil "dance" on the page.

WORD SEARCH

MU.K.C.1, MU.1.S.1, MU.3.H.3.1, MU.4.H.3.1

Scan and explore the word search below to find words related to Royce's performance in the music library. Find and circle the words from the word bank below until you find all 12 words. For an extra challenge, try creating a unique word search of your own.

H	A	S	J	U	S	T	I	C	E	N	K	P	S	L	E	L	D
C	A	E	N	A	R	G	K	Q	F	C	W	X	K	E	I	K	R
M	W	L	P	L	C	T	E	F	P	Q	Q	O	C	W	U	T	E
P	R	B	E	A	T	X	R	Q	L	T	Q	C	K	Q	B	H	A
R	C	U	U	J	J	F	K	J	Z	G	B	O	N	E	T	R	M
A	R	E	L	C	G	T	C	O	M	M	U	N	I	T	Y	H	I
C	E	D	C	O	N	F	I	D	E	N	T	J	P	A	O	Y	X
T	A	M	C	O	L	L	A	B	O	R	A	T	I	O	N	T	R
I	T	W	G	T	G	B	U	G	L	R	J	F	X	A	P	H	Z
C	E	M	O	V	E	M	E	N	T	N	N	I	C	S	T	M	L
E	P	A	V	O	R	E	F	L	E	C	T	L	V	R	B	G	R
J	M	S	J	I	B	R	M	R	N	R	V	K	O	B	U	S	C

Dream
Collaboration
Rhythm

Woke
Confident
Create

Reflect
Community
Justice

Movement
Practice
Beat

FLORIDA STANDARDS INDEX

Kindergarten/1st

HE.K.CE.6.1 Identify the importance of sharing thoughts and ideas as an individual and as part of a group.

HE.K.CE.3.1 Identify personal strengths and things I can do independently. (Clarification: sense of pride, working toward intrinsic motivation, experiencing a sense of accomplishment)

HE.1.CE.3.1 Explore personal strengths and identify opportunities for growth.

MU.K.C.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

MU.1.S.1 The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

MU.1.O.1 Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.

MU.1.F.1 Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.

MU.1.F.1.1 Create sounds or movement freely with props, instruments, and/or found sounds in response to various music styles and/or elements.

VA.K.H.3.1 Express ideas related to non-art content areas through personal artworks.

VA.K.O.2.1 Generate ideas and images for artworks based on memory, imagination, and experiences.

VA.1.H.3.1 Identify connections between visual art and other content areas.

Grade 2

MU.2.F.1 Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.

MU.2.C.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

MU.2.F.1.1 Create a musical performance that brings a story or poem to life.

MU.2.C.1.2 Respond to a piece of music and discuss individual interpretations.

MU.2.O.3 Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

MU.2.O.1.2 Identify the form of a simple piece of music.

VA.2.C.1.1 Use the art-making process to communicate personal interests and self-expression.

Grade 3

MU.3.H.3.1 Experience and discuss, using correct music and other relevant content-area vocabulary, similarities in the use of pattern, line, and form in music and other teacher-selected contexts.

MU.3.O.1.2 Identify and describe the musical form of a familiar song.

VA.3.C.1.1 Use the art-making process to develop ideas for self-expression.

Grade 4

HE.4.CE.3.1 Describe how perseverance leads to success.

MU.4.C.3 The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.

MU.4.C.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

MU.4.C.1.2 Describe, using correct music vocabulary, what is heard in a specific musical work.

MU.4.F.3 The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.

MU.4.O.1.1 Compare musical elements in different types of music, using correct music vocabulary, as a foundation for understanding the structural conventions of specific styles.

MU.4.O.3 Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

MU.4.H.3 Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.

MU.4.H.3.1 Identify connections among music and other contexts, using correct music and other relevant content-area vocabulary, and explore how learning in one academic area can help with knowledge or skill acquisition in a different academic area.

MU.4.H.1.1 Examine and describe a cultural tradition, other than one's own, learned through its musical style and/or use of authentic instruments

MU.4.O.3.2 Apply expressive elements to a vocal or instrumental piece and, using correct music vocabulary, explain one's choices.

VA.4.C.1.1 Integrate ideas during the art-making process to convey meaning in personal works of art.

Grade 5

HE.5.CE.1.1 Explain how attitudes and thoughts can influence your behavior and can impact others.

HE.5.CE.6.2 Identify leadership skills that can encourage and empower others.

MU.5.O.1.1 Analyze, using correct music vocabulary, the use of musical elements in various styles of music as a foundation for understanding the creative process.

MU.5.O.3.1 Examine and explain how expressive elements, when used in a selected musical work, affect personal response.

VA.5.O.3.1 Create meaningful and unique works of art to effectively communicate and document a personal voice.

Search Florida Standards here:
cpalms.org/Public/search/Standard

Visit for more educational resources: wfsu.org



openingnights.fsu.edu

