

'Ewa 'Āina Education Initiative

Unit Plan: Hula Ki'i: A History and Re-creation - <https://cutt.ly/pKPjsXI>

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'Ewa 'Āina Site: Hanakēhau Learning Farm

Detailed Lesson #3

Lesson Title: A Hula Ki'i Performance

Essential Unit Question Addressed

How can hula ki'i be performed?

Educational Standards that the lesson will help students achieve

Standard 3: DRAMA AND THEATRE: Understand and apply the skills of acting, design, and technical theatre and understand the role of drama in various cultures throughout history.

FA.6-8.3.2 Develop dialogue for a scene or one-act play

FA.6-8.3.11 Apply theatrical traditions of various cultures

FA.6-8.3.8 Demonstrate various elements that contribute to the overall impact of a theatrical presentation on an audience

HĀ framework and/or Hawaiian Culture integrated into this lesson

HĀ Outcome: Strengthened sense of Hawai'i

Mālama He Mo'olelo `Āina:

Healing the history/stories as told through the arts of the land. Restoring the lost stories and art of the land.

Hō`ike: Performance requiring multi-level demonstrations of knowledge and/or skills

Students will perform a hula ki'i which is Hawaiian Puppetry, an artform currently in revival.

Materials needed

Videos, media, lesson presentations/resources

- Hula Ki'i Hawaiian Puppetry: by Katharine Luomala pp. 143-167 (mo'olelo) - <https://cutt.ly/CKInPBX>

Supplies

- Student-created ki'i

Pedagogy (methods) Used

Hula ki'i performances may be done at school or even on site at Hanakēhau Learning Farm.

Lesson Introduction

Display student ki'i examples with cards written by students that explain their significance and name.

Instructional Sequence

Teacher Does	Students Do
<p>Write the Agenda, Learning intention and How to succeed on the board and ask a “Student Director” to read it aloud to the class.</p>	<p>Student Director reads the following (or chooses another student to do so)</p> <p>Agenda: Check-in Review of choice of Mo’olelo Moving your ki'i (instruction on movement principles) Rehearsal of your story Performance</p> <p>Learning intention: 1. I will learn and understand a historical story of Hawai'i, one especially created for ki'i. 2. I will learn how to tell story with a ki'i. 3. I will perform a basic hula ki'i which will help me understand an element of Hawaiian Theatre.</p> <p>How to succeed 1. I will be attentive to the lesson 2. I will be physically and/or vocally involved. 3. I will perform to the best of my ability</p>
<p>Break up the class into story groups and verify that each has a clear idea of the story they are telling and who is playing what part.</p> <p>Offer the class other ki'i if extra characters are needed.</p>	<p>Students share with teacher their story and choice of characters.</p>
<p>Instruct students on the basic moves of a ki'i. (Or ask a guest speaker practitioner to come and share.)</p> <p>Note that:</p> <ul style="list-style-type: none"> ● Hula steps can be used. ● Ki'i faces audience and “acts” as a normal human would. ● Ki'i doesn't do what would be impossible for a human or what would be difficult (e.g., don't put it upside down when not in use). ● Use the ki'i as if it has eyes and a mouth. ● The ki'i may look at the operator, but usually the operator is an extension of the ki'i--or 	<p>Students practice moves with their ki'i. Theater helps make the movement appropriate.</p>

<ul style="list-style-type: none"> extends through the ki'i. Consider the “rhythms” created by movement or the story. 	
<p>Instruct students to rehearse. Observe each group and add suggestions or give prompts on movements.</p>	
<p>Pre-performance: Ask students to start the event with E Hō Mai.</p>	<p>Students stand and those who can join in.</p>
<p>PERFORMANCE: (THE SUMMATIVE ASSESSMENT)</p> <p>Introduce each group leader who describes their work. Then ask each group to perform with their hula ki'i.</p> <p>After each performance, have students discuss the piece with the performers. Inform students that they are expected to participate in discussion: Prompt some questions:</p> <ol style="list-style-type: none"> 1. Why did you choose this piece? 2. What is its significance to the ‘āina or people of Hawai’i? 3. What did you learn from doing this piece? 4. What was your favorite part and why? 	<p>Students choose a leader to introduce the background to their story. The story can be performed in `Ōlelo Hawai’i or English, though if in English, it should still include Hawaiian significant words.</p> <p>Students participate in post-performance dialogue.</p>
<p>Closure</p> <p>Check out: Each student states one thing that they learned and how it applies to themselves, and one thing they enjoyed in today's class.</p>	
<p>Accommodations for at least 3 types of diverse learners</p> <ol style="list-style-type: none"> 1. Hand out words to E Hō Mai - https://cutt.ly/wJxZUc6 2. Use Google Meets online for those “rehearsing” at home 3. Have those at home “perform” online and project their performance for the class 	
<p>Formative Assessment Method/s For This Lesson</p> <p>Students practice with the guidance of the teacher or guest artist.</p>	
<p>Explain How This Lesson Relates To the Unit Summative Assessment</p> <p>The Performance is the summative assessment.</p>	