



What to Expect When You Have Booked Brian Chevalier!



Brian Chevalier
Singer/Songwriter/Teaching Artist
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For Assemblies

You can expect a highly interactive, high energy and fun assembly with a solid message that really sends home the message of character education and / or anti-bullying. There is a video link on the website's character education page that you can watch. Students are fully engaged from start to finish. You can also expect Brian to ask you about your school's initiatives, programs and philosophies on character education and anti-bullying so that he can reinforce your message. He has a reputation of being very flexible and easy to work with. Brian is very sensitive to the connotations of the word bully and is very careful as to how he employs the word and is aware that some schools don't want the word used at all. If you are one of these schools please communicate this to Brian and he will be happy to accommodate your wishes. He also approaches the whole subject in a very positive way, talking about what we will do, more so than what we won't do.

Brian will need to get into the performance space 1 hour before start time to set up and do a sound check. He prefers to be on the floor with the kids as opposed to being on a stage, as he goes out into the audience and also brings up volunteers. If this is not possible he can work around that as well. Any information about bus schedules that could affect load in or load out is appreciated. All that is needed for electricity is 1 regular grounded outlet.





For Songwriting

Congratulations! You have hired one of the most experienced Teaching Artists working in the Northeast. Brian will be asking you for ideas for the song or songs your school will be writing with him to get a general direction for the song and to make sure that your school's philosophies on character education and anti-bullying are included in the song. You can expect your students to be engaged throughout the workshops. Brian starts out with an interactive song to introduce the process of songwriting. He proceeds to brainstorm with students and have in depth discussions about the song topic, and then write poems with the group which become the verses and chorus of the song. The process is broken down into very small steps so that it is clear what Brian is asking the students to do. He is known as setting a relaxed, non-intimidating atmosphere in his workshops while also maintaining control of the group. Brian will ask the students to turn and talk to help generate ideas for the poems. Students then share these ideas with the class. He likes to have teachers jump in and relate what he is doing to their writing workshops and ELA lessons. Teachers find this easy to do as he is right in line with what different grade levels do with the writing process. He does write with younger grades in a much more guided fashion. He often asks teachers to write for him on the chart paper as he works with the group to generate ideas. Teachers will not be asked to do anything that would make them uncomfortable! If time allows, and especially with younger groups, he likes to do a fun, interactive song to break up the workshop. Brian brainstorms musical ideas and possible musical feels for the songs as he works with the groups. Depending on scheduling and time he likes to get all classes working on a particular song back together after the lyrics are written to brainstorm and make final decisions as to how the song will sound. Musical choices for each song are not pre-determined, each song is completely original.

Brian will need chart paper and a way to hang the charts so that students can see what has been written and brainstormed with previous groups. His preference is to have a room or space to work in throughout the day in which the classes come to him, but realizes that this is not possible in all schools. He is sensitive as to how complicated the scheduling of something like this can be, accommodating specials and such throughout the day, so he is very flexible as to what class he sees when. In schools where he is writing multiple songs it is easier to see classes working on the same song back to back, but this is often not possible, so he understands.

