AFTER | SLEEPING BEAUTY

WHAT IS “AFTER” SLEEPING BEAUTY?

AFTER provides teachers with engaging, ready-to-implement classroom activities that offer the opportunity to reflect on and extend the experience of attending the performance. Use this tool to actively reflect on the performance, make connections to your curriculum, and follow up on the New Victory classroom workshop to increase the impact of the theater-going experience. This section also includes Creativity Pages that provide students with the opportunity to reflect individually on and develop an aesthetic response to the show’s content.

NEW YORK STATE STANDARDS

The Arts: Standard 1
English Language Arts: Standard 1; Standard 4

BLUEPRINT FOR THE ARTS

Theater: Theater Making; Developing Theater Literacy; Making Connections
Visual Arts: Art Making; Making Connections

COMMON CORE

Reading-Foundational Skills: Standard 1; Standard 2; Standard 3; Standard 4
Writing: Standard 3
Speaking and Listening: Standard 1; Standard 2; Standard 4; Standard 5; Standard 6
Language: Standard 1; Standard 2; Standard 3
PERFORMANCE REFLECTION

Following your trip to The New Victory, you may find that your students want to discuss the performance and their own opinions. Reflecting on the show and voicing an aesthetic response is an important part of the theater-going experience. Allowing your students the opportunity to articulate their own thoughts and hear the ideas of their classmates will increase the impact of the theater experience.

1. Provide students (either as one large group or in small groups) with a large piece of paper. Draw an image of the New Victory stage on it (i.e. curtains and an empty stage).

2. On the stage, ask students to write or draw words/images they remember from the performance they saw. On the curtains, ask the students to write feelings/opinions they had about seeing the performance.

3. Once the students have offered their reflections on the paper, display the various pages around the room, and ask the students to take a “gallery walk” to look at all of the responses.

4. As a full class, reflect on their responses.

TEACHER TIP

Engaging in dialogue, asking questions and recalling observations are skills that we believe should be fostered and encouraged. When leading a performance reflection discussion, try the following model of critical response:

Describe (I saw...)
Analyze (I wonder...)
Interpret (I think/feel...)
Evaluate (I believe...)

MY CRITIC’S NOTEBOOK

Have your students become theater experts and critics while understanding what kind of impact the show had on them. Use the template provided after each live performance your class sees at the New Vic to provide students with an alternative means of reflecting on a show. Allow each student to create a scrapbook documenting their experience going to the theater. Include the New Vic Bill they received after the show and any pictures you took at the theater or on the way! Encourage them to decorate their scrapbook and incorporate any of the New Victory School Tool Creativity Pages they completed as part of the experience. At the end of the year, compile all of these reflections to create individual Critic’s Notebooks.
Overall, the show made me feel...

While watching the show, the strongest feeling I had was...

One thing I saw on the stage during this show that I've never seen before was...

After seeing the show, my friends and I talked about...

If I was the director, one change I would make to the show would be...

The show made me think about...

Before seeing the show, I didn't know that...

The part of the show that grabbed my attention the most was...

A question I have about this show is...
In-classroom Workshop Extension: Make Your Own Marionette

In the post-show classroom workshop, your students played with simple marionette puppets. Follow these instructions to learn how your students can build these marionettes in your classroom!

(Note: Here’s an additional resource on how to make a marionette: http://www.youtube.com/watch?v=b6dv46ktzOU)

Materials:

- Lightweight fabric or scarf (ideally a rectangle measuring 30” x 20”)—a handkerchief or juggling scarf works, as well
- 2 jumbo popsicle sticks
- 3 pieces of string (1 piece 12” long, 2 pieces 16” long)
- Wooden beads (1 large for the head, 2 medium for feet and head) OR (1 large for head, 2 medium for feet, and 2 medium for hands)
- 2 rubber bands (to lash the popsicle sticks together, or hot glue is another option)

Instructions:

1. First, to make the handle, hold the popsicle sticks flat and perpendicular to form a “T”. Use the rubber bands to lash around the sticks and secure the popsicle sticks in this position (or you can hot glue them or tape them, as shown).
2. Next, fold the fabric in half (lengthwise) to find the center. Pinch the center of the fabric and tie the 12” string around the pinched fabric.
3. Then, while holding the string, thread it through the large bead until the fabric comes through the bead.
4. Pull enough fabric through the bead to tie a knot in the fabric above the large bead. Double check that the 12” string is secure between the bead and the fabric knot.
5. Pinch one of the corners farthest from the head bead. Tie one of the 16” strings around the pinched fabric and tie the 12” string around the pinched fabric.
6. Repeat steps 2, 3, and 4 for the remaining 16” piece of string and the opposite corner of the fabric.
7. Assign your students into pairs. Have a partner hold the control while one of the students ties the 12” head string to the back of the “T” control bar.
8. Tie the right foot string to the right side of the “T” and the left foot string to the left side of the “T”.
9. Finally, to secure your marionette, put dot of hot glue or additional rubber bands to secure each string to the controller. Have fun while you play!

*Bring your puppets to life by having your students revisit and perform their Fairytale Generator stories from the Before section, this time casting their marionettes as the lead characters!
PART I
Connect your students’ experience of watching SLEEPING BEAUTY at The New Victory Theater to a lesson from character perspective. On the Creativity Page in this section, your students will be asked to write a journal entry from another character’s point of view. After they choose the character they wish to explore, lead your students in the following exercise to prepare them to write their journal entry.

Print out the template on the following page.

1. In the center of the page, ask your students to draw a picture of the character whose perspective they wish to explore.
2. Now, ask your students to take some time to answer the questions in the corners of the page regarding that character.
3. Put your students into groups based on who they picked and have them compare and edit their answers along with their peers.

PART II
To further explore these characters, play the game “hot seat” with your students. Bring one student volunteer up to the front of the classroom at a time and have the student take on the role of the character they are exploring. Invite the other students in the classroom to ask questions, and encourage the student volunteer to answer in character. The questions should be relevant to what the class knows about this character and his or her story. Rotate through as many students/characters in the hot seat as you wish!

PART III
Dramatize your students’ exploration of the different characters with this activity. Ask your students to stand in a large circle. Inform them that on the count of three, half of the circle is going to freeze as their characters, while the other half of the class watching as an audience. Once you have counted and the students have made their dramatic poses, tap your students on the shoulder one at a time and tell them to make a statement or ask a question that their character might say or ask. Repeat this activity with the other half of the circle doing the freezes.

PART IV
Re-use these activities for other pieces of literature you are studying in your classroom to further your students’ exploration of character perspective.
**Building Perspective**

1. What does this character like?


2. What does this character want?


3. What do other people think of this character?


4. What does this character think of him or herself?


Use this page to explore another character's point of view. Choose your favorite moment from the play SLEEPING BEAUTY that you saw at The New Victory Theater. Then, pick a character who was part of that moment and describe what happened during that scene from this character's point of view in his or her journal below.

THE MOMENT YOU ARE DESCRIBING:

YOUR CHARACTER’S NAME:

DEAR DIARY,

TODAY I

SUDDENLY,

FINALLY,

IT WAS A(n) DAY.

WRITE YOU TOMORROW!