



2016-17 SEASON

NEW VICTORY[®] SCHOOL TOOL RESOURCE GUIDES

THE NEW VICTORY[®] THEATER

A project of The New 42nd Street, a nonprofit organization

CHOTTO

DESH

AKRAM KHAN
COMPANY





THE NEW VICTORY THEATER

The New Victory Theater is New York City's first full-time performing arts theater for kids, their families and classmates. Since it opened in 1995, The New Victory has quickly become an integral part of the cultural landscape in New York City, presenting a full season of adventurous, multidisciplinary works from around the globe and close to home. The New Vic seeks out sophisticated, thought-provoking, professional productions that are as artistically rich as they are entertaining.

The international productions on NEW VICTORY stages inform and inspire the work of the award-winning NEW VICTORY Education Program through a dynamic combination of school and public programs. Our school programs serve over 40,000 Pre-K through 12th grade students and teachers each season at almost no cost to the kids or their schools. Many of our partners are NYC-area Title I schools, with a high percentage of students who would be unable to experience live theater if it weren't for The New Victory. The enthusiastic young people who greet you on your way into the theater are part of the New Vic Usher Corps, a 3-year program that provides 27,000 hours of paid employment for 75-80 high school and college-age youth each season. Families who attend the New Vic together combine their theater-going with NEW VICTORY Family Workshops, as well as free in-theater engagement activities. Together, these nationally-recognized programs exemplify the organization's long-standing commitment to the intrinsic value of cultural participation in the lives of young people and families.

NEW VICTORY® SCHOOL TOOL® Resource Guides

Available to Education Partners for every show in our season, NEW VICTORY SCHOOL TOOL Resource Guides provide educators with comprehensive materials that explore the artistry and key themes of each production. Filled with practical, ready-to-implement activities that allow any teacher to incorporate The New Victory into their classroom, the NEW VICTORY SCHOOL TOOL Resource Guides are designed to enrich the performance experience before, during and after the students' trip to the theater.

NEW VICTORY Education Partnership

The NEW VICTORY Education Department is committed to building impactful and long-lasting relationships with schools and after-school programs. We believe that creating strong and meaningful partnerships between schools and arts organizations allows school communities to deeply enrich their arts programs and infuse creativity across the curriculum. By annually enrolling in the unique and award-winning NEW VICTORY Education Partnership Program, schools take advantage of \$2 tickets to NEW VICTORY school-time and after-school performances, free classroom workshops led by highly skilled teaching artists, in-depth resources and professional development that allow teachers to incorporate the arts into their classrooms.

Making Connections to Learning Standards

NEW VICTORY SCHOOL TOOL Resource Guides align with the Common Core State Standards, New York State Learning Standards and New York City Blueprint for Teaching and Learning in the Arts. We believe that these standards support both the high quality instruction and deep engagement that The New Victory Theater strives to achieve in its arts education practice.

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CONTACT INFORMATION

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NEW VICTORY® SCHOOL TOOL® Resource Guides are made possible by a generous gift in memory of Fr. John R. Scarangelo, OFM whose lifelong passion for the theater was a powerful influence on all who were fortunate to know and love him.



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CHOTTO DESH

A K R A M K H A N
C O M P A N Y



INSIDE

A behind-the-curtain look at the artists, the company and the art form of this production.

COMMON CORE STANDARDS

Speaking and Listening: 1; 6

Language: 1; 3

NEW YORK STATE STANDARDS

Arts: 4

English Language Arts: 1; 4

BLUEPRINT FOR THE ARTS

Theater: Developing Theater Literacy

Music: Developing Dance Literacy;
Making Connections

Summary

From the streets of Bangladesh to the stages of London, follow the life of a young man who was born the son of a cook but dreams of becoming a dancer. An autobiographical solo dance piece created by Akram Khan, one of Britain's most celebrated choreographers, CHOTTO DESH uses contemporary dance, humorous text and an evocative score to create a visually compelling, cross-cultural story about the struggle of being "other." At turns intimate and epic, CHOTTO DESH celebrates the resilience of the human spirit in a modern world.



CHOTTO DESH



INSIDE

DANCE THEATER + PROJECTION +
A STORY OF PERSONAL IDENTITY =

Where in the
world is CHOTTO
DESH from?

**LONDON,
ENGLAND**

**CHOTTO
DESH**



London is the largest city in Europe. There are over twelve million people living within the greater London area.

Unusual street names in London include Ha Ha Road, Quaggy Walk and Cyclops Mews!

Closer look at: CHOTTO DESH

Akram Khan is a British choreographer and dancer of Bangladeshi-Filipino descent. His dance training includes kathak, a style of classical dance native to India that centers on storytelling and contemporary dance. Khan's choreographed works include *iTMOi*, *Vertical Road*, *Gnosis* and *zero degrees*. Khan and his choreography were also featured in the London 2012 Olympic Games Opening Ceremony.

CHOTTO DESH originated from Khan's earlier work, DESH, which was an instant hit when it was first presented in 2011 at the Curve Theatre, Leicester. Four years later, he adapted it for kids and families, with a focus on his childhood experiences, and titled it CHOTTO DESH, meaning 'small homeland.' CHOTTO DESH draws on Khan's unique quality of cross-cultural storytelling, creating a compelling tale of a young man's dreams and memories from Britain to Bangladesh.

Using a magical mix of dance, text, visuals and sound, CHOTTO DESH is a thrilling and poignant dance theater experience for everyone to enjoy.



**CHOTTO
DESH**



INSIDE / THE ART FORM

DANCE THEATER

Dance Theater refers to a performance form that combines dance, music, conventional theater and amazing visuals. In its exploration of this art form, CHOTTO DESH combines diverse forms of dance, such as Indian classical dance, ballet, martial arts, jazz and popping, along with animation projection, music and text.

KATHAK

Kathak is one of the ten major forms of classical dance in India. The word “kathak” is said to be derived from the word “katha,” which means “the art of storytelling.” “Kathakars,” or bards, used to recite religious and mythological tales accompanied by music, mime and dance. Kathak is performed with straight legs, with bells attached to the dancers. But, even though the emphasis is on footwork rather than hand movements, the dancers are not strictly required to stick to fixed steps. They can sequence the steps, tailoring them to their own skills, style of dancing and the story they would like to tell.

MULTIMEDIA DESIGN

Multimedia design combines an array of artistic insights and mediums such as film, literature, visual arts, music and sound in theatrical performance. In CHOTTO DESH, video and image projection is used to create elaborate scenes such as the honey bee story that Khan’s grandmother would frequently tell him as a child.

WHAT DO YOUR STUDENTS KNOW NOW?

Prior to exploring CHOTTO DESH with your students, find out how much they already know about **DANCE THEATER**. In addition, allow them to explore the theme: **IDENTITY**.

Do you enjoy dancing? How do you feel when you dance? Do your emotions affect how you dance?

Have you ever been to a dance performance before? If so, what kind of dance did you see?

In CHOTTO DESH, you will see dancing inspired by a form of classical Indian dance. Have you ever seen any classical Indian dance before? What was exciting about this kind of dance?

CHOTTO DESH is a celebration of cross-cultural roots. How do you celebrate your culture?

Although Akram Khan was born and raised in England, his parents are from Bangladesh and the Philippines. Where does your family come from?

CHOTTO DESH



INSIDE / UNIT PLAN BRAINSTORM



WHAT'S YOUR AUTOBIOGRAPHY? (SOCIAL STUDIES, DANCE)

Use the experience of seeing CHOTTO DESH to inspire a unit on personal identity. Have students research their family history by interviewing their loved ones. Have them compare what they learn to how they feel about their identity in the here and now. Ask the students to create a physical gesture that represents the findings of their family history research. Then ask them to physicalize, through one gesture or movement, how they feel about their identity. Build on this by having the unit culminate in a dance inspired by what they learn! To support this unit, use the Creativity Pages, What's Your Password in the **Before** section and Identity + Dance = This Activity in the **En Route** section, as well as the Projecting Magic activity in the **After** section.



A LITERARY PICTURE (ELA, VISUAL ART)

Embark on a creative writing unit that allows students to create visual imagery. Over the course of many days, have your students write descriptions of settings, people, objects and more that have strong meaning to them. In pairs, have them exchange writings and draw what they imagine or visualize when they read the words. Still in pairs, ask students to share with one another what the words visually inspired. Use the Creativity Page: A Magical Story and the activity, Projecting Magic in the **After** section, to explore this unit.



IMMIGRATION STUDIES (SOCIAL STUDIES)

Let CHOTTO DESH inspire a unit on U.S. immigration history and policy in your classroom. Relate your students' research and discoveries to current political events such as the 2016 presidential election.



CHOTTO DESH



BEFORE

Ready-to-implement classroom activities that explore the themes and artistry of the show.

COMMON CORE STANDARDS

Writing: 4

Speaking and Listening: 1; 2; 6

Language: 1

NEW YORK STATE STANDARDS

Arts: 1; 2; 3

English Language Arts: 1; 4

BLUEPRINT FOR THE ARTS

Theater: Theater Making, Developing Theater Literacy, Making Connections

Dance: Dance Making, Developing Dance Literacy; Making Connections



CHOTTO DESH



BEFORE / ACTIVITY

DANCE WITH YOUR DESK

CHOTTO DESH fuses different types of dance and movements such as kathak dance, contemporary dance and martial arts to create a unique piece that expresses Akram Khan's personal and artistic identity. Now it's your turn to create your own choreography!

Materials: Music of your choice

1. Gather your students in a circle. Inform them that they will be creating their own dance involving three movements, all which can be done while sitting at their desk.
2. First, ask your students: *What is the last thing you did this morning?* Ask them to mime that action without words.
3. Then ask your students: *What do you like to do in your daily routine?* Once they have selected that activity encourage them to create a movement that represents it.
4. For the final movement, ask your students: *What would you like to be or do in the future?* Have students create a movement to convey that.
5. Introduce the music to which the students will perform their dances. While listening, have them think about how they would like to sequence their three movements.
6. Ask them to arrange the three movements in whichever order they would like.
7. As the students rehearse, encourage them to treat their desk as a real prop in their dance, to be purposefully incorporated into their piece, and have them practice the dance a few times.
8. Ask students to present their dance in small groups! Encourage the students to observe the others and discuss what they find interesting.

REFLECTION QUESTIONS

What surprised you about your classmates' dances?

How did it feel to communicate solely through movement?

How did incorporating the desk affect your dance?

CHOTTO DESH



BEFORE / RESOURCE FOR FAMILIES

Be a part of your kid's field trip! www.NewVictory.org/SchoolTool



watch

Check out the video trailer and a message from the company!

WWW.NEWVICTORY.ORG

While you're there, do the suggested Family Activities to learn more about the show.

ask

Ask your kid BEFORE the show:

What do you think "Chotto Desh" means? Let's figure it out together!

What are you most excited about for your trip to The New Victory Theater?

Ask your kid AFTER the show:

What was your favorite part of the show?

Did anything about the show surprise you?

What different elements did you see incorporated in the show?

visit



The New Victory is New York City's only performing arts theater exclusively devoted to kids, their families and classmates, bringing exhilarating stories, innovative art forms and unparalleled performers from around the world to its historic stage in Times Square. For a full list of shows in the New Vic 2016-17 season, visit NewVictory.org.

CHOTTO DESH



CREATIVITY PAGE

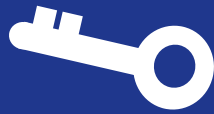
WHAT'S YOUR

PASSWORD?

In CHOTTO DESH, the main character is struggling to remember the password to his phone. His password is a word that is very important to him from his childhood, but he can't remember it!

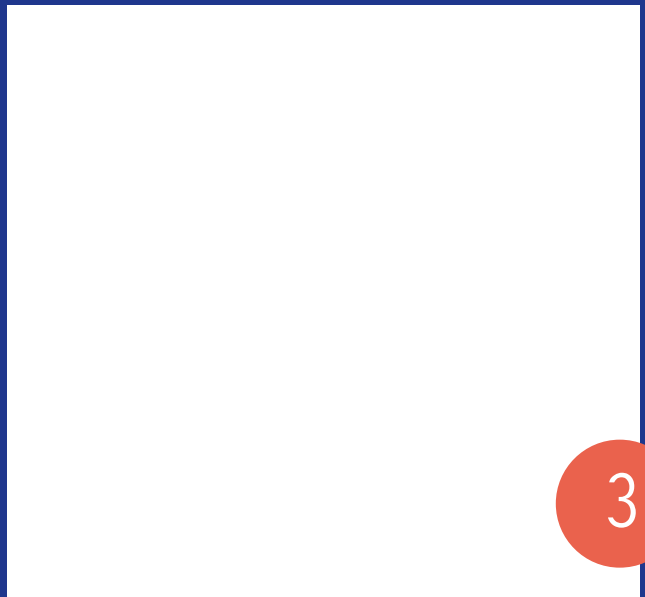
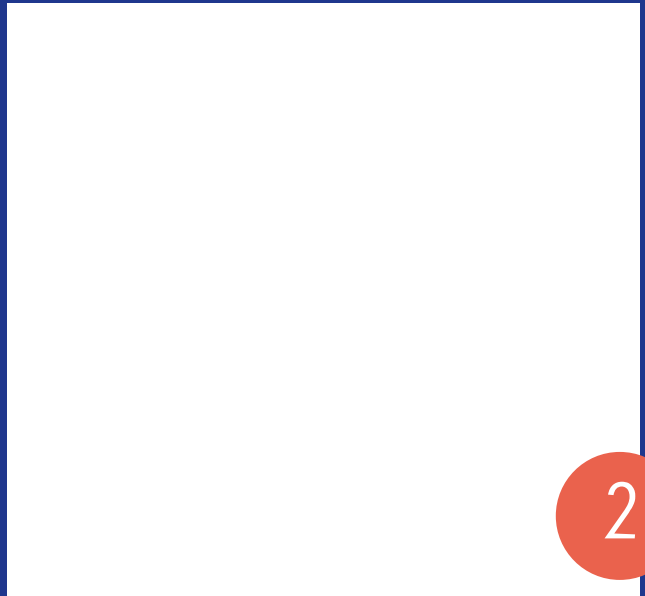


Think of a word that is important to you. This can be a word that comes from a memory, is a special person, or object in your life, and is something you would never forget.



Now that you know your password, write or draw yourself three clues that would help you remember your password, should you ever forget it!

Finally, what's a movement or gesture you can create with your body to help you always remember those clues? Practice those movements, and even play with sequencing them into a dance!





This section is part of a full NEW VICTORY® SCHOOL TOOL® Resource Guide. For the complete guide, including information about the NEW VICTORY Education Department, check out: NewVictory.org/SchoolTool

EN ROUTE

Trip logistics and a brief student activity to be completed shortly before seeing the show.

Provide this section to all teachers and chaperones attending the show!

COMMON CORE STANDARDS
Speaking and Listening: 2
Language: 1

NEW YORK STATE STANDARDS
Arts: 1; 2

BLUEPRINT FOR THE ARTS
Theater: Theater Making,
Developing Theater Literacy
Dance: Dance Making, Developing Dance Literacy

Heads up!



CHOTTO DESH incorporates abstract storytelling through dance and rich visual imagery. Prepare your students to listen and watch closely by asking them to look for the moments when the dancer is interacting with the animations on stage.



CHOTTO DESH



CREATIVITY PAGE

IDENTITY

+ DANCE =

THIS ACTIVITY

In CHOTTO DESH, one performer is the sum of many identities. He's a kid, a son, a Bangladeshi-Filipino immigrant, a London native, an artist and so much more.

WHAT EQUATION EQUALS YOU?

STEP 1: If you were an equation, what would the different parts of the equation be that might make you, you?

For example:



[soccer]

+



[family]

+



[laughing]

+



[comic books]

Or maybe it's something completely different!

WRITE OR DRAW YOUR EQUATION HERE:

STEP 2: Now, decide on a physical gesture that represents each part of your equation. What are different poses or dance moves you can do that embody each word? Create those gestures and then perform them in the order of your equation.



TRIP GUIDE

Provide this resource to the School Trip Leader and all teachers/chaperones attending the performance.

Before you leave school

We advise you to LEAVE ALL BAGS AND LUNCHES at school, if possible. If not, bags will be collected by NEW VICTORY staff and stored during the performance.

Plan to arrive at the NEW VICTORY venue at least 30–45 minutes before curtain time. The building opens one hour prior to curtain (i.e. 10am for an 11am performance). If you realize that your group is running late, please contact the theater DIRECTLY at **646.223.3020**. If you will be arriving by bus, please ensure that your driver drops your group off on the **north side** of 42nd Street between 7th and 8th Avenues.

Arrival

When you reach 42nd Street, a member of the New Victory Front of House staff wearing a green vest will check in with the school trip leader.

If you arrive by bus, they will direct your bus to a location on the street where it is safest to unload the students.

It is important to wait until our staff checks in the School Trip Leader and Bus Driver before unloading the students.

They will record the bus number and give the School Trip Leader and the Bus Driver correlating tags.

Please remember to have the School Trip Leader and the Bus Driver exchange cell numbers.

The Front of House staff will give a time for the bus to return to pick up your school group.

The question of lunch

NEW VICTORY venues are not equipped to host lunch/snacks. In the early autumn and spring months, nearby Bryant Park (42nd Street at 6th Avenue) offers a pleasant place for lunching, and there are also public restroom facilities.

Seating

In order to make your experience at the theater as efficient and safe as possible, you will not be issued tickets. Your group will be assigned seats in advance by the Education Department. Your seating assignment will not be available prior to the performance. If you have any questions, please contact the Education Department at: Education_Tickets@NewVictory.org.

Accessibility

Wheelchair accessibility: Wheelchair seating must be requested in advance, at the time of the ticket request, and is subject to availability. Assisted listening devices are available for patrons who have hearing impairments.



TRIP GUIDE

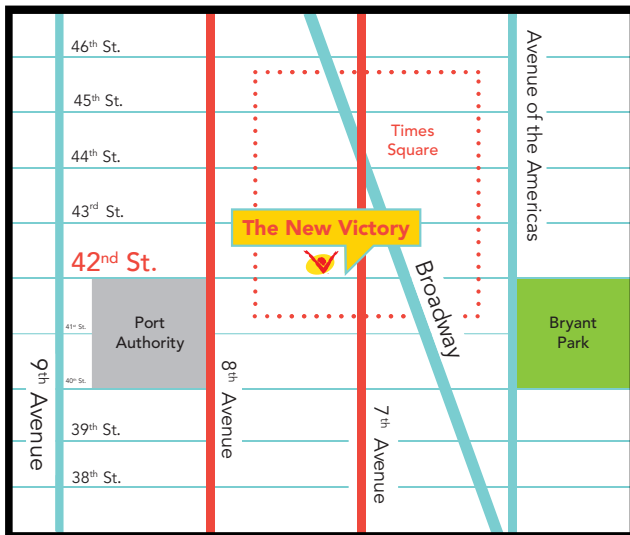
If you are traveling by bus, please also share this important information with the bus driver.

Directions to

THE NEW VICTORY THEATER OR THE DUKE ON 42ND STREET/
209 West 42nd Street NEW 42ND STREET STUDIOS
229 West 42nd Street

BY SCHOOL BUS

It is safest to drop off and pick up your school group on **the north side of the street** in front of the venue. Turn onto 42nd Street from 7th Avenue so students can unload in front of the theater space.



During the show

42nd Street is extremely congested and has a high volume of traffic. According to the New York City Department of Transportation, vehicles are not allowed to sit idle or park on the street without special permission. Once your bus is empty, it is important that the bus driver find parking at a nearby location—see possible parking locations below.

If a driver chooses to park on 42nd Street, they do so at their own risk of being ticketed by the police. The New Victory Theater is not responsible for bus drivers who receive parking tickets.

Possible parking locations

8th Avenue (both sides) between 38th and 39th Streets
11th Avenue (both sides) between 39th and 40th Streets

Pick up

Taking Midtown traffic into consideration, bus drivers should leave their waiting location approximately 10 minutes prior to the return time given by the Front of House staff. Front of House staff will also help find a spot on 42nd Street to safely load your student group after the show has ended.

BY MTA, SUBWAY OR BUS

1/2/3, N/R/Q/7

Exit the station at 42nd Street/7th Avenue. When you come out of the turnstile, take the stairs to your right. All NEW VICTORY venues are directly to the west of the subway station.

A/C/E to Port Authority

Exit at 42nd Street/8th Avenue. Walk to 42nd Street, turn east, and continue walking until you arrive at NEW VICTORY venues.

B/D/F/M

Exit at 42nd Street/6th Avenue. Walk west on 42nd Street until you come to 7th Avenue. The venues are on the north side of the street at 7th Avenue, next to the subway station.

The M10, M16, M27, M42, M104 buses all stop within one block of the venues.





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AFTER

Ready-to-implement classroom activities that offer the opportunity to reflect on and extend the experience of attending the performance.

COMMON CORE STANDARDS

Writing: 4
Speaking and Listening: 1; 2; 4; 5; 6
Language: 1; 2; 3

NEW YORK STATE STANDARDS

Arts: 1; 2; 3
English Language Arts: 1; 3; 4

BLUEPRINT FOR THE ARTS

Theater: Theater Making, Developing Theater Literacy, Making Connections
Dance: Dance Making, Developing Dance Literacy, Making Connections
Visual Art: Visual Art Making, Making Connections



CHOTTO DESH





AFTER / 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.

Engage in a conversation with your students regarding their thoughts and feelings about the show. Use the following questions as prompts:

*Could you relate to the main character in CHOTTO DESH?
If so, how?*

What were some themes that you saw presented in this production?

What does it feel like to be unsupported by people you love?

How would you describe the Father/Son relationship in this production?

What are some identities that you have? Do any of your identities conflict with one another?

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...)

CHOTTO DESH



AFTER / PERFORMANCE REFLECTION

Be a theater critic and write your own review of CHOTTO DESH. Your review should include the following elements: an eye-catching headline, an opening that clearly states your opinion of the production and how you came to have that opinion, a brief summary of what you saw and what made this production unique. Don't forget to think about the set, costumes, lighting, music and choreography.



WHAT I SAW:

WHAT SURPRISED ME:

HOW THE SHOW MADE ME FEEL

(What mood were you in after the show? What about the show made you feel that way?):

MY OPINION (Consider the dance, music, set, costumes, lighting and choreography):



AFTER / ACTIVITY

PROJECTING MAGIC

Use this activity to have fun with your students by creating and interacting with projections in a way that is inspired by the show!

Materials: Paper and Pens/Pencils, Transparency Paper, Flashlights, Colored (or not) Permanent Markers, a Large White Plastic Tablecloth (or Large White Chart Paper or a Whiteboard)

1. Ask your students to recall the various scenes they saw projected in CHOTTO DESH. *How do you think the company made those beautiful projections? What were some of your favorite images?*
2. Have students think of a place that they have been to or that their parents/family/friends have told them about that seems magical. Have them write that place down on a piece of paper. Then, give your students a few minutes to describe this place in words.
3. Next, distribute transparency paper and colored permanent markers to small groups of students to share. On their transparency paper, have students illustrate the place they described.
4. Distribute flashlights and turn the lights off in the room. Ask students to use these flashlights to (one at a time or in their groups) project their scenes onto the walls or ceiling.
5. Invite students to interact with their own projections! Peers in their groups can hold the image and the flashlight, while the student interacts within their projection. This could be through movement, for example, slow motion or quickly moving through the projected scene. *How do you want to move or interact in your scene?*
6. Have fun showcasing these animated scenes!

REFLECTION QUESTIONS

What were some of your favorite magical places you saw today?

What was it like to dance in your magical place?

How were our projections similar or different from the projections in CHOTTO DESH?

Are there different environments in our life that cause us to move in different ways? What are the different ways you move in these different spaces?

CHOTTO DESH



CREATIVITY PAGE

Can You Make Your World

MY
MAGICAL
LIFE

MAGICAL



★ THINK ABOUT YOUR HOME AND YOUR NEIGHBORHOOD ★

Choose one particular location (your bedroom, the grocery store, your school).

INFUSE IT WITH MAGIC!

How does this location transform when it becomes a fantasy?

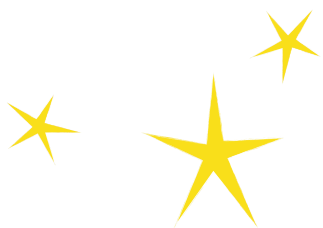
Draw or describe it in the space provided.

NOW, DECIDE ON THE MAIN CHARACTER FOR YOUR STORY.

What is his or her goal in life?

What does s/he look like?

Draw or describe your main character
in the space provided.



Sources

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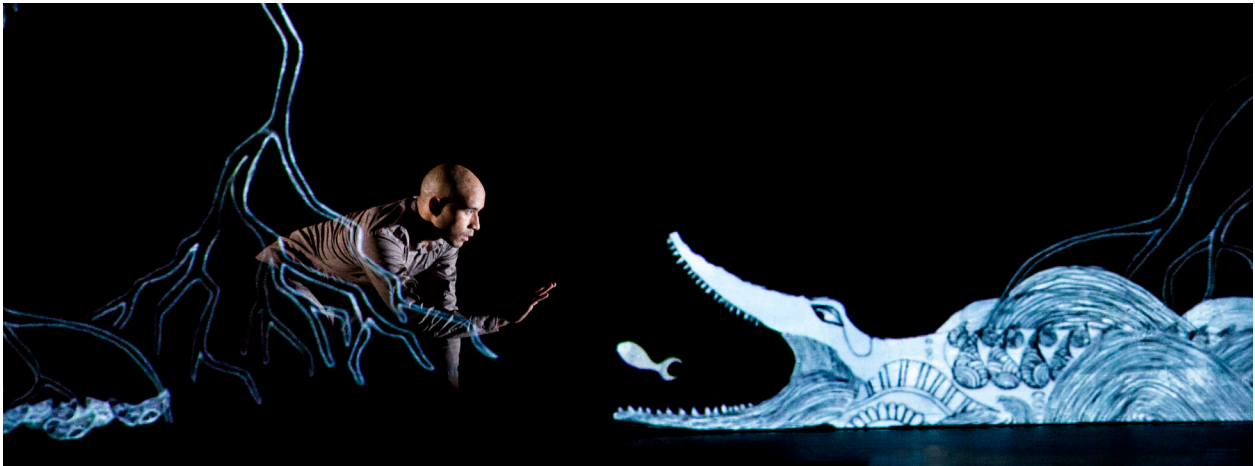
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CHOTTO DESH

