



2016-17 SEASON

# NEW VICTORY® SCHOOL TOOL

THE NEW VICTORY® THEATER

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

**RESOURCE GUIDES**





# 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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[Education\\_tickets@NewVictory.org](mailto:Education_tickets@NewVictory.org)  
646.223.3090



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.



# PAPER DREAMS

## INSIDE

- PAGE 5** Inside the Show/Company  
Closer Look  
Where in the World
- PAGE 6** Inside the Art Form
- PAGE 7** Unit Plan Brainstorm

## BEFORE

- PAGE 9** Activity: Mirror Dance
- PAGE 10** Resource for Families
- PAGE 11** Creativity Page:  
Paper Necklace

## EN ROUTE

- PAGE 12** Heads Up!
- PAGE 13** Creativity Page:  
New Vic Name Tag!
- PAGE 14** Trip Guide

## AFTER THE SHOW

- PAGE 17** Performance Reflection
- PAGE 18** Activity: Dance Your Dreams
- PAGE 19** Creativity Page: My Dream World





# 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; 3

**Language:** 1; 4

## NEW YORK STATE STANDARDS

**Arts:** 4

**English Language Arts:** 1; 4

## BLEUPRINT FOR THE ARTS

**Theater:** Developing Theater Literacy;  
Making Connections

**Dance:** Developing Dance Literacy;

## Summary

How many stories are left untold on the sheets torn from a sketch pad or on pages tossed into a waste bin? These lost ideas take the stage when Mons Dansa, the creators of *Minimón* (New Vic 2014), returns with the world premiere of *PAPER DREAMS*. With lyrical movement, captivating projections and multiple opportunities for audience interaction, *PAPER DREAMS* brings to life a world of wonder in this delightful dance piece for little ones.



PAPER  
DREAMS





DANCE THEATER +  
ANIMATION PROJECTION +  
PAPER (OF EVERY KIND!) =

# PAPER DREAMS

WHERE IN THE  
WORLD IS  
PAPER DREAMS  
FROM?

Barcelona,  
Spain



Barcelona, located in the region of Catalonia, is a bilingual city, which means its residents speak two official languages! Spanish and Catalan. Catalan is an independent language and not a Spanish dialect.

The Guinness World Record for the farthest flight by a paper airplane is 75.3 yards; to travel the 6,738,845 yards to New York City from Mons Dansa's home in Barcelona, that record-breaking airplane would need to make 89,493 layovers!

## Closer Look at PAPER DREAMS

Last seen on our stage with their production of *Minimon* (2014), Mons Dansa is known for artful choreography that uses the power of dance as a storytelling medium for kids. Mons Dansa emphasizes the communicative powers of choreography for all ages, from the very young to the young at heart.

Under the leadership of artistic director Claudia Moreso, Mons Dansa launched the educational project "Dansa a les Escoles" in 2006 to introduce contemporary dance to public school students across Spain.



PAPER  
DREAMS





# INSIDE / THE ART FORM

## DANCE THEATER

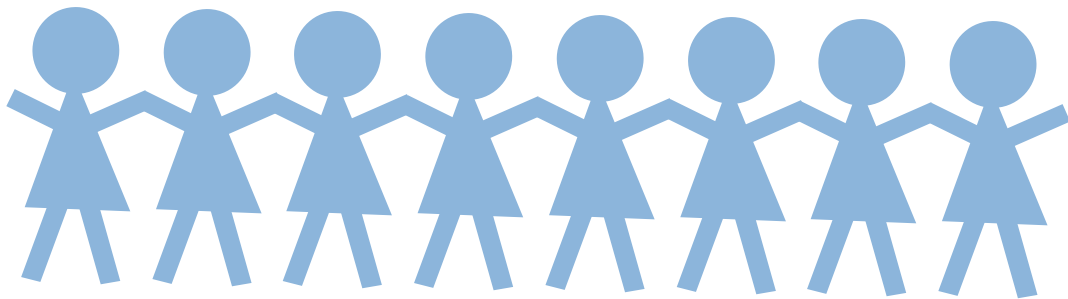
Dance theater combines dance, singing, spoken text and chanting and more into a full, theatrical experience. PAPER DREAMS is an exploration of this style of performance, using physical storytelling and emotional movement combined with visual art to take the audience on a journey.

## PAPER CRAFT

Paper craft employs paper or cardstock as the primary artistic medium for creating two-dimensional or three-dimensional objects. The term “origami” is sometimes used synonymously with paper folding, though the term specifically refers to the art of Japanese paper folding. The earliest form of paper craft, using papyrus (early paper), is said to have originated in ancient Egypt. The paper in PAPER DREAMS is transformed into costumes, set, props and more through artful craftsmanship and the designers’ vision. This paper knows no bounds!

## MULTIMEDIA DESIGN

Multimedia design combines an array of artistic mediums such as film, literature, visual arts, music and sound into a theatrical performance. In PAPER DREAMS, video and image projection helps tell their story.



## WHAT DO YOUR STUDENTS KNOW NOW?

Prior to exploring PAPER DREAMS with your students, find out how much they already know about **DANCE**, **THEATER** and **PAPER CRAFT**.

*Have you ever been to a show before?*

*What did you see?*

*How do you feel when you dance?*

*Why do you dance?*

*What kind of music do you like dancing to?*

*What can you make with a piece of paper?*

*What have you made out of paper?*





# INSIDE / UNIT PLAN BRAINSTORM



## RECYCLE ART (SCIENCE, VISUAL ART)

Let PAPER DREAMS inspire a series of activities around recycling and reusing! Start with a “Recycling Jar” activity. Ask your students to place reusable items (such as bottle caps, soda can tabs, candy wrappers, yogurt tops, etc.) in the Recycling Jar. When the Recycling jar is full, create a collage as a class! Have a discussion about the recycling and how this practice could benefit your class, school, neighborhood and beyond. Add another layer to this classroom activity! Connect it with the Creativity Page: Paper Necklace in the **Before** Section by suggesting that students reuse materials from the Recycling Jar to decorate their necklace.



## DANCE TOGETHER (DANCE, ELA)

The movement onstage in PAPER DREAMS will likely spark your students’ excitement about dance and storytelling. Play with different movements through activities that explore their own dance styles! What are some of the ways they dance with their family? *What are dance moves they can teach the class? How can they tell a story you’ve been studying?* Use the activity “Dance Your Dreams” in the **After** section to support this unit.

## PAPER TRANSFORMATION (VISUAL ART)

How many things can you create with a single sheet of paper? A favorite animal? A doll? A bouquet of flowers? Give your students time to create many different things with a single sheet of paper. Once they have made their individual creations, see how they all fit together in a large display. To support this unit, use the Creativity Page: “My Dreamworld” in the **After** section.





# BEFORE

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

## COMMON CORE STANDARDS

Language: 1

Speaking and Listening: 1

## NEW YORK STATE STANDARDS

Arts: 1; 2

English Language Arts: 1; 4

## BLUEPRINT FOR THE ARTS

**Theater:** Theater Making; Developing Theater Literacy; Making Connections

**Visual Art:** Art Making

**Dance:** Dance Making



PAPER  
DREAMS





## BEFORE / ACTIVITY

# MIRROR DANCE

Use this activity to have your students experience what it's like to dance with a partner!

**MATERIALS:** Calm or Lyrical Music

1. Inform your students that they are going to be dancing together today!
2. Ask your students to recall the function of a mirror and that a mirror reflects one's movement.
3. Using a student or teaching partner as a model, demonstrate by having one person dance while the other person becomes their mirror! The mirror should mimic the dancer's every movement. If the dancer's arm goes up, the mirror's arm goes up and so on.
4. Be sure to show how, in order for this activity to be successful, students should move slowly. Play calm or lyrical music to support this instruction.
5. Divide your students into pairs. Have each pair decide who will start as the dancer and who will be the mirror. Be sure to tell them to switch roles after a few minutes of the activity.
6. Spotlight different students as they dance to highlight great partnerships and creativity. Have fun with the dance exploration!

### REFLECTION QUESTIONS

*What did you and your partner do to maintain a successful dance partnership?*

*Which did you like more, being the mirror or the dancer? Why?*





# BEFORE / RESOURCES FOR FAMILIES



## watch

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

[WWW.NEWVICTORY.ORG](http://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 are some of your favorite things that you've made out of paper?*

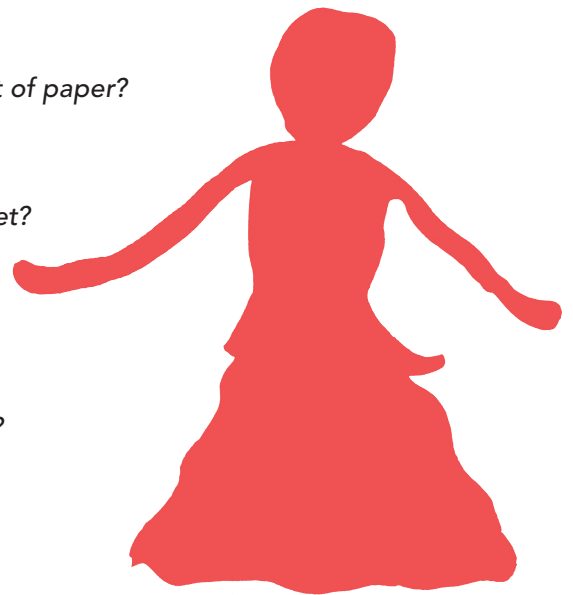
*What do you like to draw on paper?*

*What are you most excited about for your trip to 42nd Street?*

**Ask your kid AFTER the show:**

*What did you like about the dance you saw onstage?*

*If you could, what questions would you ask the performers?*



## 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**.

# PAPER DREAMS

**NewVictory.org/SchoolTool**

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**THE NEW VICTORY® THEATER**  
NEW VICTORY® SCHOOL TOOL® Resource Guides

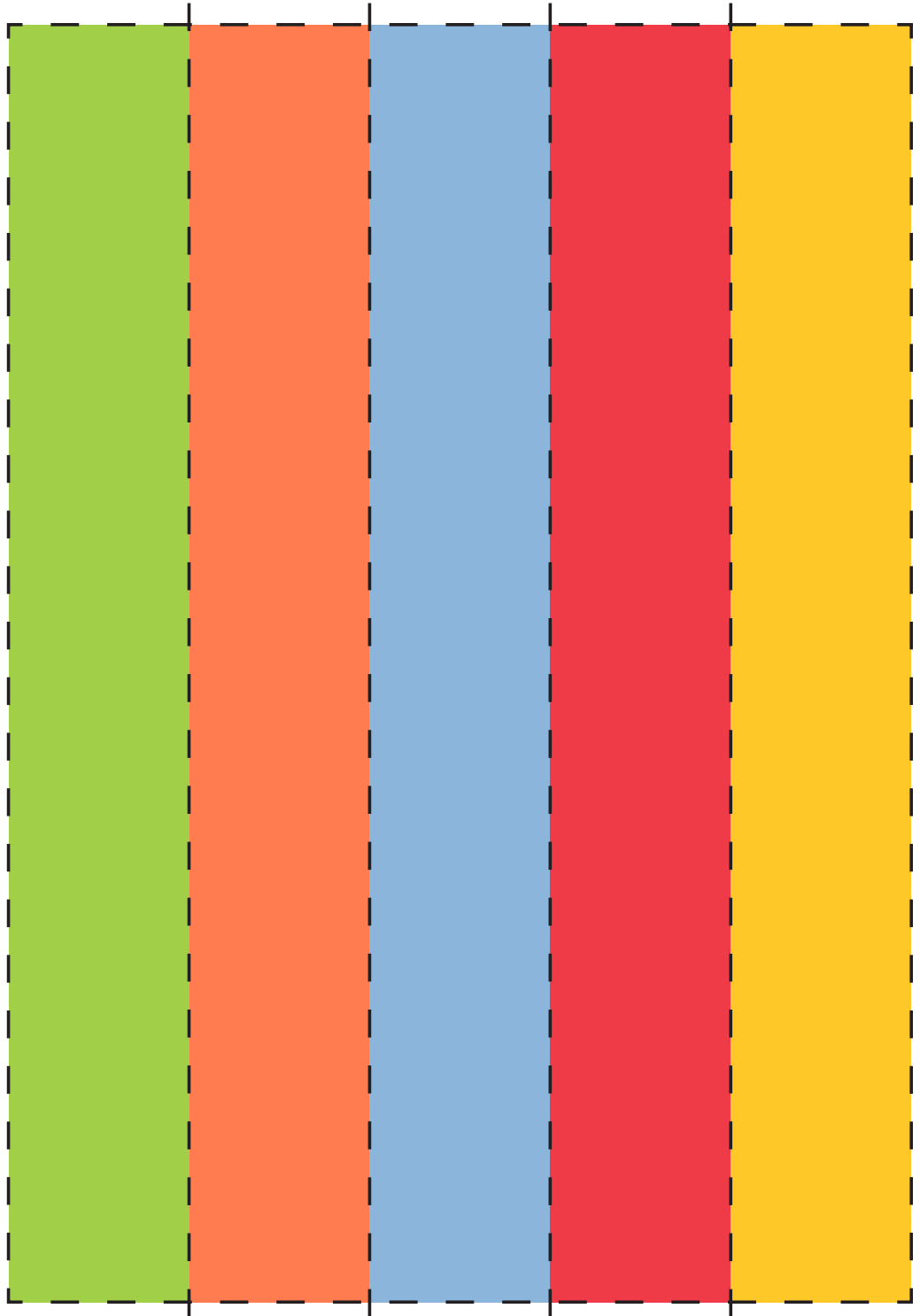




# CREATIVITY PAGE



## NECKLACE



1. Cut the strips of paper to make your own paper chain necklace!
2. Using art materials in your classroom or items in your recycle jar, decorate your necklace!
3. Wear this necklace to when you come to see the show! We can't wait to see you!



# EN ROUTE

Trip logistics and a brief student activity to be completed shortly before seeing the show (either in class or on the way to 42nd Street).

## COMMON CORE STANDARDS

Writing: 4

## NEW YORK STATE STANDARDS

Arts: Standard 1

English Language Arts: 1; 4

## BLUEPRINT FOR THE ARTS

Theater: Making Connections

Visual Art: Art Making

Dance: Dance Making

## Heads Up!

This performance is held at The Duke on 42nd Street, 229 W. 42nd Street (a few doors down from the New Victory). The performers communicate solely through movement and images! There will also be fun moments of audience participation!



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# CREATIVITY PAGE

## make your own **New Vic Name Tag!**

**DESIGN AND WEAR** this name tag when you come to see PAPER DREAMS!  
You can draw or write your answers.



My Name Is \_\_\_\_\_

\_\_\_\_\_

This is my \_\_\_\_\_ time visiting the theater.  
(number)

I like to dance with \_\_\_\_\_.  
(draw this person in the space below)

\_\_\_\_\_





# 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 42<sup>nd</sup> Street between 7<sup>th</sup> and 8<sup>th</sup> Avenues.

## Arrival

When you reach 42<sup>nd</sup> 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 (42<sup>nd</sup> Street at 6<sup>th</sup> 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](mailto: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

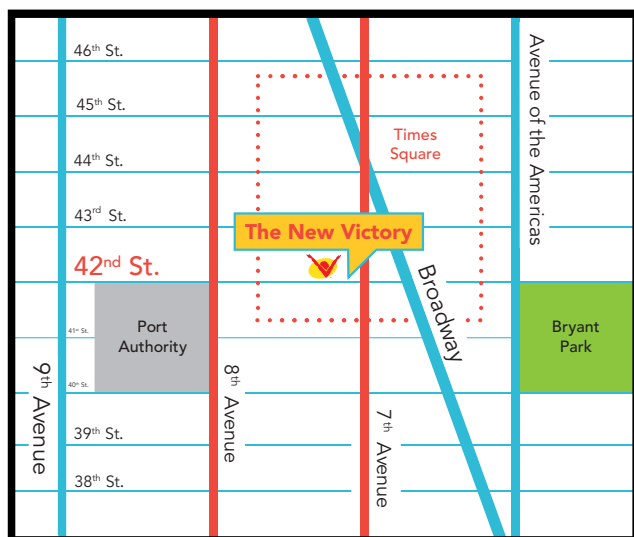
If you are traveling by bus, please also share this important information with the bus driver.

## 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 42<sup>nd</sup> Street/7<sup>th</sup> 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 42<sup>nd</sup> Street/8<sup>th</sup> Avenue. Walk to 42<sup>nd</sup> Street, turn east, and continue walking until you arrive at NEW VICTORY venues.

#### B/D/F/M

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

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



# 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; 3; 4; 5; 6

**Language:** 1; 2

## NEW YORK STATE STANDARDS

**The Arts:** 1; 3

**English Language Arts:** 1; 4

## BLUEPRINT FOR THE ARTS

**Theater:** Theater Making, Developing Theater Literacy; Making Connections

**Visual Arts:** Art Making

**Dance:** Dance Making



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# 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 PAPER DREAMS. Use the following questions as prompts:

*What was your favorite part of PAPER DREAMS and why?*

*What did the play make you think about?*

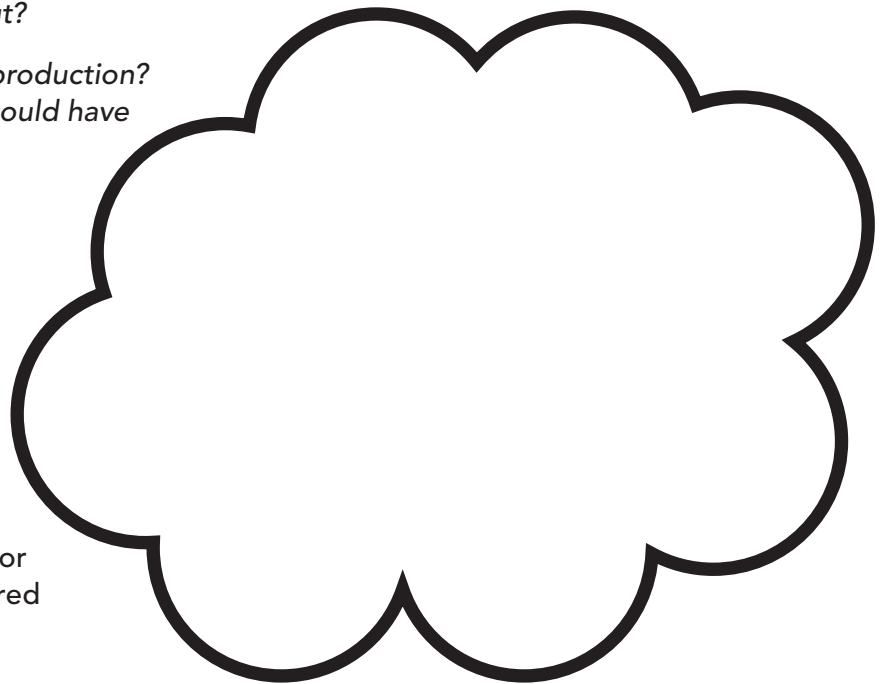
*Do you have any questions about this production?*

*Are there any questions you wish you could have asked the performers?*

Provide students (either as one large group or in small groups) with a large piece of paper. Draw a shape on it that resembles a cloud (for their dreams).

Ask your students to draw or write their favorite parts of PAPER DREAMS outside the outline.

Then, ask them to write their thoughts or feelings about the performance—inspired by their previous conversation—inside the outline.



## 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...)*



# DANCE YOUR DREAMS

Use the activity below to create a dream dance with your students!

**MATERIALS:** Paper (cut into cute cloud or star shapes), Crayons, String, Tape

1. First, ask your students to generate a list of things they dreamed about recently on the board! It can include things such as flying, riding a bear, turning into a giant tomato, eating a mountain-sized cookie, and so on.
2. Next, either individually or continuing as a large group, have them pick one dream activity and ask, "What's a movement you can do with your body to show what happened in your dream?" Have the students try the movement a few times.
3. Then ask if there's a word or sound effect that could go with that movement. Have students practice their movement and sound/word together.
4. Have your students choose two more dream activities to explore movement, and create sounds for those movements.
5. Finally, tell students that they are now going to arrange their three movements into a dance! What should the order of their dance be? What adjustments can you make to your dance so that it's even more fun to do?
6. After exploring this 3-part dance, expand on this activity by having the students draw their dreams on a piece of paper (cut into a cloud or star shape).
7. Collect the paper and hang each moment by a string from the ceiling in your classroom.

## REFLECTION QUESTIONS

*What was your favorite dance move from today? Why?*

*What other kinds of dances can we make as a class?*

*Why do you think we dream? How do you think our brain creates dreams?*

*What do all our dreams look like when they are together on the ceiling?*

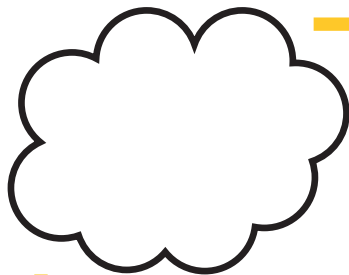


# MY DREAMWORLD

**Use your imagination to draw an imaginary world!**

**INCLUDE LOTS OF DETAILS IN YOUR DRAWING BELOW.**

Is there an imaginary friend in your imaginary world? Don't forget to include them!



## Sources

<http://www.apartime.com/blog/culture-tourism/10-interesting-facts-about-barcelona>

<https://prelectur.stanford.edu/lecturers/bausch/tanzdef.html>



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