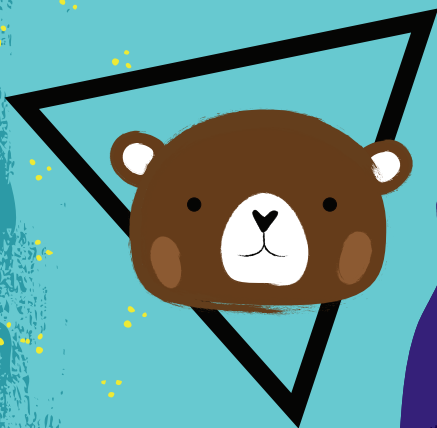


# NEW VICTORY® SCHOOL TOOL®

2017-18 SEASON

RESOURCE GUIDE



# THE NEW VICTORY THEATER

The New Victory Theater brings kids to the arts and the arts to kids. Created in 1995 on iconic 42nd Street, this nonprofit theater has become a standard-bearer of quality performing arts for young audiences in the U.S. Reflecting and serving the diverse city it calls home, The New Victory is committed to arts access for all students, teachers, kids, families and communities of New York to experience and engage with the exemplary international programming of theater, dance, circus, puppetry and opera on its stages. A leader in arts education, youth employment and audience engagement, The New Victory Theater has been honored by the President's Committee on the Arts and the Humanities with the 2014 National Arts and Humanities Youth Program Award, by Americans for the Arts with a national Arts Education Award, and by the Drama Desk for "providing enchanting, sophisticated children's theater that appeals to the child in all of us, and for nurturing a love of theater in young people."

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. This nationally-recognized program exemplifies the organization's long-standing commitment to the intrinsic value of cultural participation in the lives of New York City kids.

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.

## 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.

Please be advised that the unauthorized reproduction or distribution of NEW VICTORY® SCHOOL TOOL® Resource Guides for any purpose other than educational, such as for commercial or monetary gain, may constitute copyright infringement and may be punishable by law. For more information, please contact the NEW VICTORY Education Department at [Education@NewVictory.org](mailto:Education@NewVictory.org)

## 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.

## The New 42nd Street Youth Corps

Available for high school and college-age youth, The New 42nd Street Youth Corps offers paid employment, job training, academic support and mentorship through jobs in the arts. The enthusiastic young people who greet you at the theater are members of the New Victory Usher Corps, a rigorous three-year program in which young New Yorkers ages 16-22 are paid to work as front of house staff for the theater and paid to attend workshops with topics like Goal Setting, Personal Banking or Public Speaking, among others. In our administrative offices, the New 42nd Street Apprentice Corps employs college and graduate students to take on a wide variety of responsibilities within the daily operations of a nonprofit performing arts organization. These job opportunities expose students to invaluable life skills and the power of live performance.

## CONTACT INFORMATION

209 W 42nd Street, New York, NY 10036  
[Education@NewVictory.org](mailto:Education@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.



# A SKY FOR THE BEARS

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# WHAT GUIDES NEW VICTORY EDUCATION: **OUR GUIDING PILLARS!**

*Want to know what guides the work we do in New Victory Education? We'll tell you!  
The Guiding Pillars on this page are the foundation of how we strive to cultivate  
collaboration and creativity for everyone!*

## **PLAY**

How is the work sparking imagination,  
encouraging joy in learning  
and evoking laughter?

## **DISCOVERY**

What methods are we employing and questions  
are we asking to encourage opportunities for  
meaning-making, deepening understanding, inquiry,  
curiosity, risk-taking and learning about oneself,  
ones' peers, and the world around us?

## **COMMUNITY**

How are we encouraging ensemble and  
collaboration within the communities  
we work with?

## **ART FORM**

How are we honoring and exploring  
the technique of the art forms  
presented on our stage?

## **CREATE**

How can we activate art-making and creativity  
to explore the art form in each production?

## **ARTS FOR ALL**

How is the work accessible  
to and inclusive of everyone?



# INSIDE

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

## COMMON CORE STANDARDS

**Reading:** 1; 2; 3; 4; 5; 6; 7

**Writing:** 2; 3; 4; 6; 7; 9; 10

**Speaking and Listening:** 1; 2; 3; 4; 5; 6

**Language:** 1; 2; 3

## NEW YORK STATE STANDARDS

**Arts:** 1; 2; 3; 4

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

**Social Studies:** 1; 2; 5

**Science:** 4

## BLUEPRINT FOR THE ARTS

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

## Summary

When you're a happy, handsome, well-rested bear, what more could you want? Why, to be a daddy bear of course! With all the courage he can muster, a bear sets out on a quest to find a family of his own to love. In a different forest, a little bear sets off to find the quickest way to the clouds in hopes of reuniting with his dear, departed grandfather. Two sweet stories told through charming shadow puppetry and lyrical movement, *A SKY FOR THE BEARS* shows us that sometimes when we look to the sky for our hearts' deepest desires, the best answers are found right here on earth.



## A SKY FOR THE BEARS



FAMILY + GRIEF + LOVE  
× SHADOW PUPPETRY =

Where in the world is  
A SKY FOR THE BEARS from?

PIACENZA, ITALY



# Ciao! A SKY FOR THE BEARS

## FUN FACTS

“Il Cielo Degli Orsi” is Italian for  
A SKY FOR THE BEARS!

Piacenza, Italy, is a major manufacturing  
center for handcrafted furniture, wheat  
growing and viticulture, which is the  
study of growing grapes!

Humans have had a presence  
throughout the Italian peninsula  
for approximately 200,000 years! In  
that time, the people inhabiting that  
peninsula have seen approximately  
73,000,000 sunrises and sunsets, and  
countless clouds in the sky!

Teatro Gioco Vita has performed all  
over the world, including in Brazil,  
Mexico, Canada, Japan, China, Israel,  
Taiwan and Turkey.

## A Closer look:

Founded in Piacenza, Italy, in 1971, Teatro Gioco Vita is one of the first Italian companies to work with shadow puppetry and explore “animazione teatrale” or theatrical animation. Theatrical animation uses theater games and techniques to help audiences connect with the sense of play that is often lost as we grow up.

Fabrizio Montecchi, who directed A SKY FOR THE BEARS, has been with Teatro Gioco Vita (The *Firebird*, The New Victory 1998), since the theater started touring in 1978—when he was only 18 years old!

The two stories from A SKY FOR THE BEARS are adapted from German stories *Ein Himmel für den kleinen Bären* and *Das Bärenwunder* by Dolf Verroen and Wolf Erlbruch.

The Italian Ministry for Cultural Heritage and Activities and the Region of Emilia Romagna recognize the company as a Teatro Stabile D’Innovation, or Theater Company of Innovation, a title for an organization that creatively invests in the future of Italian kids.

Bellissimo!



A  
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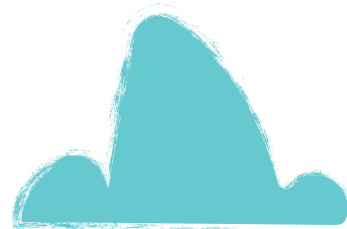
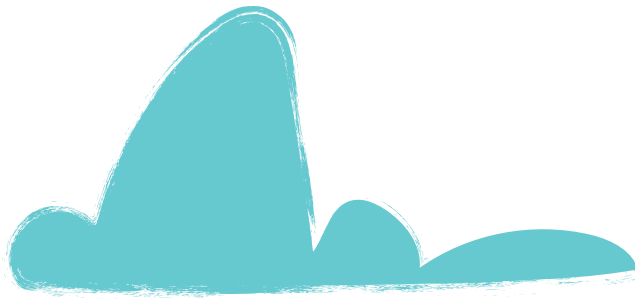


## SHADOW PUPPETRY

When an object is animated and manipulated by a performer, giving the illusion of independent movement, this is known as puppetry! Examples of puppetry include the Muppets, Sesame Street and the Broadway production of *The Lion King*. There are many kinds of puppets, such as marionettes, hand puppets, rod puppets and shadow puppets. A SKY FOR THE BEARS is told using a combination of rod puppets, shadow puppetry and movement. In this show, you might notice that the performers utilize rear, forward and side sourced light projection. By doing this, the company offers a more varied shadow puppetry experience. This allows for different visual perspectives and shadow sizes rather than a traditional 2-dimensional puppet performance!

## PAGE-TO-STAGE THEATER

Page-to-stage theater is a technique often used to bring literature, like children's books, to life! Artists work to capture the tone and spirit of the underlying material with respect for the original intent of the author. Through a collaborative design process, they incorporate many aspects of theatrical production, including character development, technical elements and storytelling to effectively connect with audiences. Teatro Gioco Vita's production of A SKY FOR THE BEARS is an adaptation of two German stories: *Ein Himmel für den kleinen Bären* (A Sky for Little Bear) and *Das Bärenwunder* by Dolf Verroen (*The Bear's Miracle*) and Wolf Erlbruch.



## WHAT DO YOUR STUDENTS KNOW NOW?

Prior to exploring A SKY FOR THE BEARS with your students, find out how much they already know about **SHADOW PUPPETRY**. In addition, allow them to explore the themes: **FAMILY** and **CURIOSITY**.

*Have you ever seen a play whose characters were all portrayed by puppets and movement?*

*What type(s) of puppetry do you like best? Why?*

*When you hear the word "family", what comes to mind?*

*Have you ever been curious about something?  
How did you go about finding the answer?*

A  
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## SHADOW PLAY (THEATER, VISUAL ART)

In *A SKY FOR THE BEARS*, the two main characters are bears who are portrayed by human performers through movement, mask and shadow puppetry. As a class, work together to create your own shadow animal menagerie! Generate a list of animals your students know or want to learn more about. Then, have each student choose an animal that they would like to explore further from the list. Next, have students create the face of their favorite animal out of construction paper, cardstock or paper plates to use as wearable masks.\* Have your students explore their animal's physicality with and without wearing their mask. **Hint:** *To deepen this exploration, use recorded music or soundscaping (sounds created with the mouth or body) to create a more immersive atmosphere.* Using a flashlight, help each student explore their animal shadows on the classroom wall. Finally, put on your very own shadow puppetry showcase for another class! To support this unit, use the **Creativity Page: *The Shadow Play's the Thing!*** in the **Before** section.

## ANIMAL BABIES: WHAT'S THE DIFFERENCE? (THEATER, ELA)

Animal babies and human babies are similar in many ways, but they are born and experience growing up very differently. As a class research project, work to find out how different woodland animals are born and nurtured once they come into the world. Then, create visual charts of the differences and similarities in characteristics between different types of animals, as well as the differences and similarities between animals and humans. Ask your students questions like: *How are humans and woodland animals alike? How are they different?* Next, ask students to choose a baby animal that they would like to embody. Then, ask them to find out the following about the animal they chose: *What is your animal's daily routine? Where does it sleep? What does it eat?* Once each student has an idea of their animal, have them take the different traits of their animal, making sure to ask them questions like: *How does your animal walk? What sounds does it make? How does your animal stand or lie down?* Finally, create a forest using objects in your classroom! Have your students physically explore what life is like for baby animals in this environment, making sure to focus on relationships between different animals, the spaces they occupy in the forest and their respective daily routines. To support this unit, use the **Activity: *Animal Families: A Portrait*** in the **Before** section.

## WE ARE FAMILY (THEATER, ELA)

*A SKY FOR THE BEARS* is based on a German children's book and adapted for the stage by Teatro Gioco Vita. Turn your classroom into a writer's room and theater by adapting a book you've read or are reading as a class. Together, work with your students to figure out the arc of the story by discussing who's in the story, where the story is set, what triggers the conflict and what the characters need to do to resolve that conflict. Then, develop a cast of characters and environments, make a script or narrative story and build puppets and scenery out of objects found in your classroom! **Note:** *This is a great time to find different ways to utilize the different objects found in your room's centers or specialty areas!* Once you've created your very own play featuring puppets, narration and/or spoken word and shadow puppetry—just like *A SKY FOR THE BEARS*—share your creation with another class! To support this unit, use the **Creativity Page: *What's In My Name*** in the **After** section.

**\*Teacher's Note:** For inspiration or to find different animal mask templates you can use for SHADOW PLAY, visit [www.firstpalette.com/Craft\\_themes/Animals/animalmasks/animalmask.html](http://www.firstpalette.com/Craft_themes/Animals/animalmasks/animalmask.html)



# BEFORE

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

## COMMON CORE STANDARDS

**Writing:** 3; 4

**Speaking and Listening:** 1; 2; 6

**Language:** 1; 2; 3

## NEW YORK STATE STANDARDS

**Arts:** 1; 2

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

## BLUEPRINT FOR THE ARTS

**Theater:** Theater Making

Developing Theater Literacy

Making Connections

**Visual Arts:** Art Making

Making Connections



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





# ANIMAL FAMILIES: A PORTRAIT

Work with your students to create an Animal Family Portrait!

1. As a class, become different animals, exploring the movement, sounds and habitats (i.e., pigs, sheep, cows, chickens and horses.)
2. Next, explain to your students that, in small groups, they are going to create animal families!
3. After you've divided the class, assign each group their respective animal and ask them to create their own animal family (i.e., parents, siblings, cousins, etc.).
4. When each group has decided who's who in their animal family tree, ask them to choose a pose that represents their individual animal character.
5. Once each student has chosen their pose, tell each group that they are going to take an Animal Family Portrait. Tell students to create a frozen picture with the rest of their animal family members.
6. Finally, move from portrait to portrait asking each individual animal what their character is, who they are and what they're thinking. **Note:** As you move from group to group, have the rest of the class watch so that each portrait has an audience of observers! The rest of the class might have questions for the characters in each portrait, too!

## REFLECTION QUESTIONS:

*What did it feel like to portray an animal?*

*What was the most challenging part of this activity?*

*What was it like to work with your classmates to become an animal family?*

*How are animal families different from human families?*

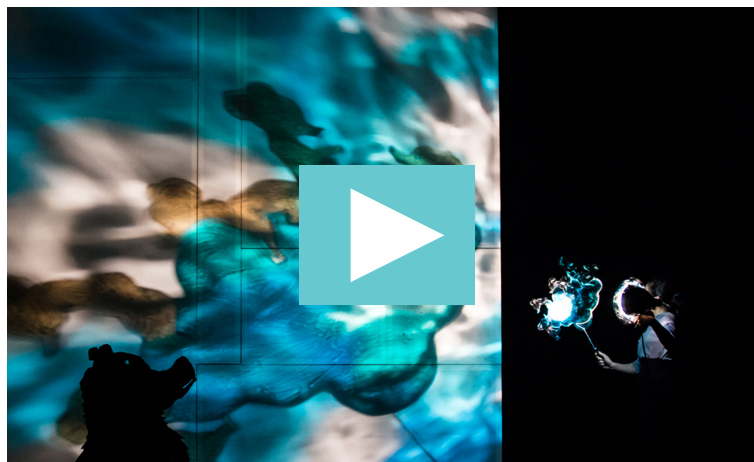
### Be a part of your kid's field trip to see A SKY FOR THE BEARS!

#### WATCH

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

[www.NewVictory.org/ASkyForTheBears](http://www.NewVictory.org/ASkyForTheBears)

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



#### ASK

**After your kid visits the New Vic, talk with them about their theater-going experience! Use the prompts below to engage in a conversation with them about what they saw and how the show made them feel!**

##### BEFORE the show:

*What do you think it will be like to see a play told through shadow puppetry and movement?*

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

##### AFTER the show:

*What was your favorite part of the show?*

*Who was your favorite character? Why?*

*Did anything about the show surprise you?*

*What did you think of the characters being played by puppets? What did you like? What didn't you like?*

#### 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 2017-18 season, visit [www.NewVictory.org](http://www.NewVictory.org).

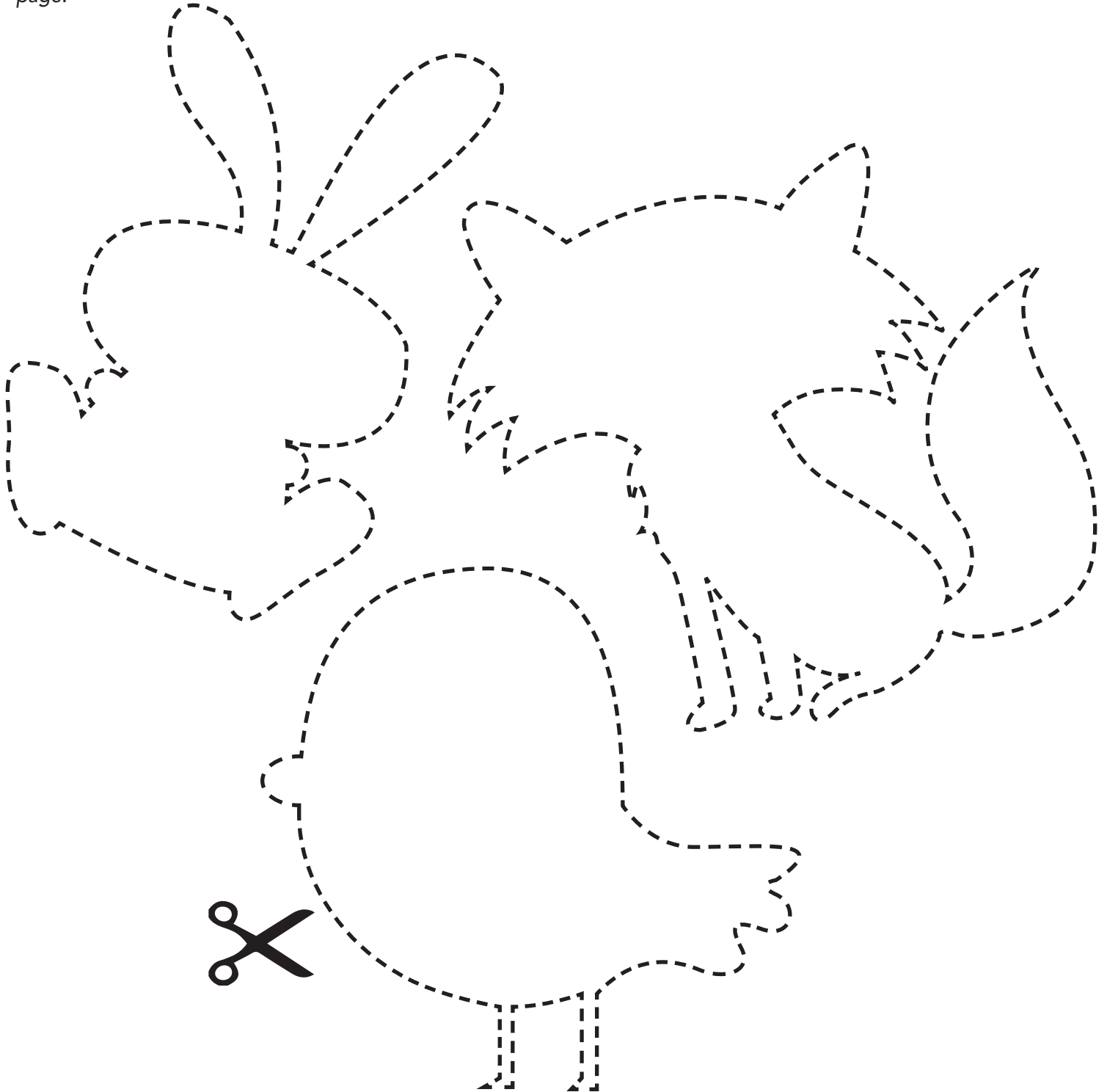
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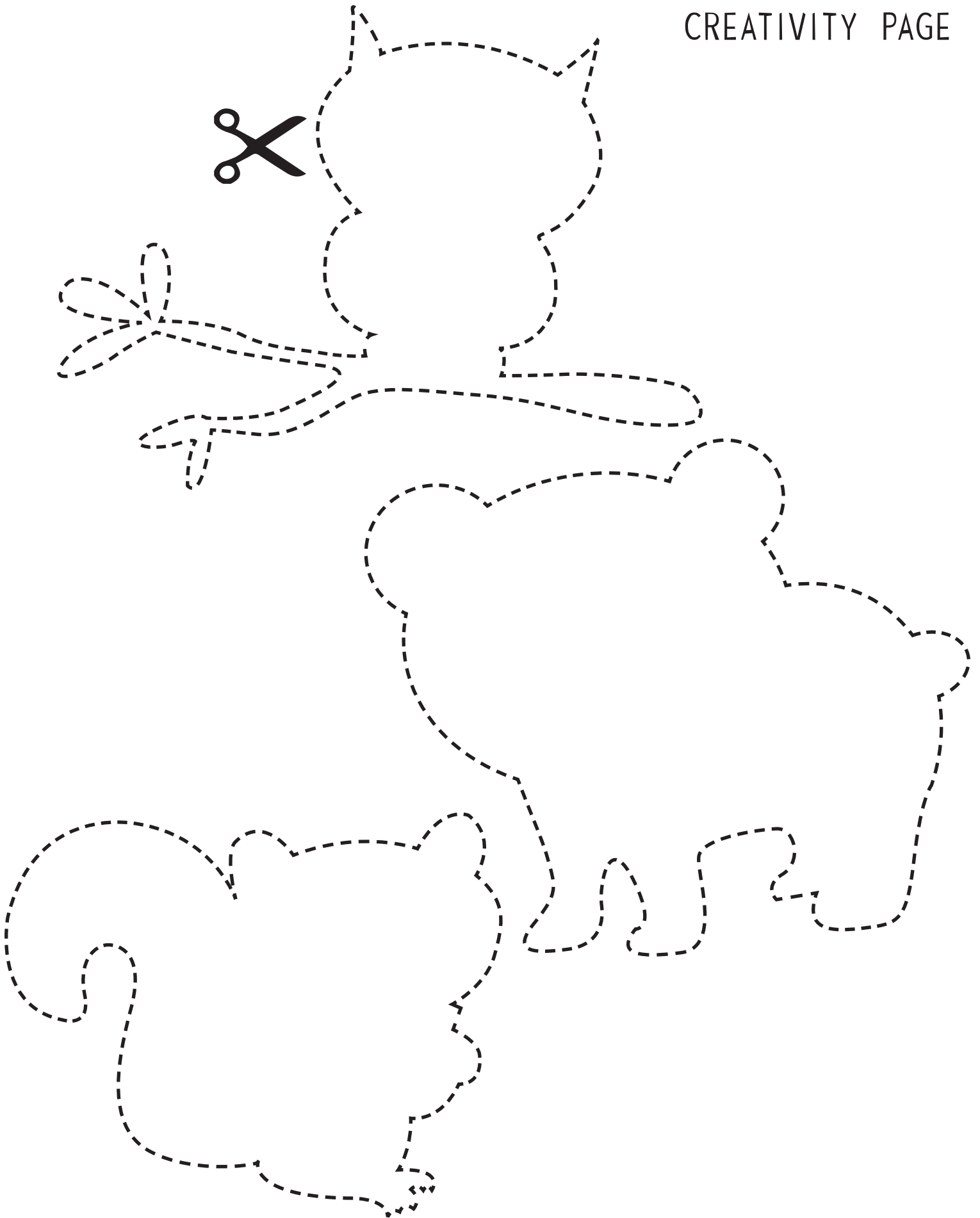


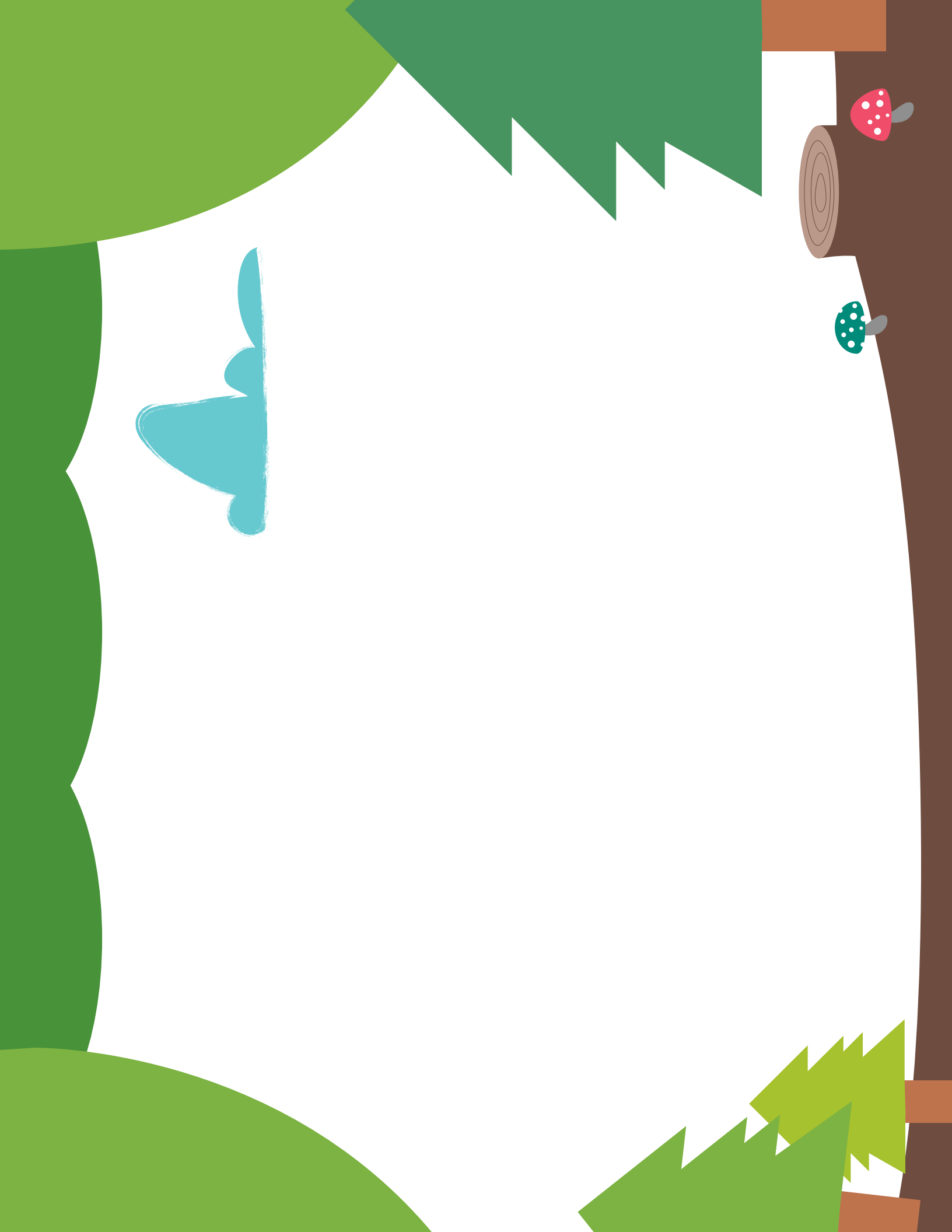
# THE shadow PLAY'S THE THING

CREATIVITY PAGE

There are so many different animal creatures that live in the forest. With help from your teacher or a family member, cut out the forest creature outlines! Then, tape or glue them to popsicle sticks to create your very own shadow puppets! Using a flashlight and your assortment of animal friends, make your very own shadow play on your classroom wall! **Bonus:** Use the forest template on the following page and, with a partner's help, take your animal shadow puppet(s) on a woodland adventure through the forest by projecting your animal shadows onto the forest page!









# 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

Writing: 2, 3

Reading: 1

Language: 1, 2, 3

## NEW YORK STATE STANDARDS

Arts: 3

## BLUEPRINT FOR THE ARTS

Theater: Making Connections

Visual Arts: Art Making,  
Making Connections

## Heads up!

A SKY FOR THE BEARS is about family, death, grief and the circle of life. This production employs shadow puppetry, movement and narration. Prepare your students to watch closely and see how all of the characters are brought to life on stage through shadow and light!



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# *a friend in need*

In A SKY FOR THE BEARS, Little Bear is sad because he misses his Grandpa Bear. Think about how you would help a friend who is feeling sad. *Would you bring them a gift? Would you let them borrow your favorite toy? Would you give them a hug?* **In the space below, draw what you would do to help a friend in need! Once you've finished your drawing, share it with the class!**



# 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

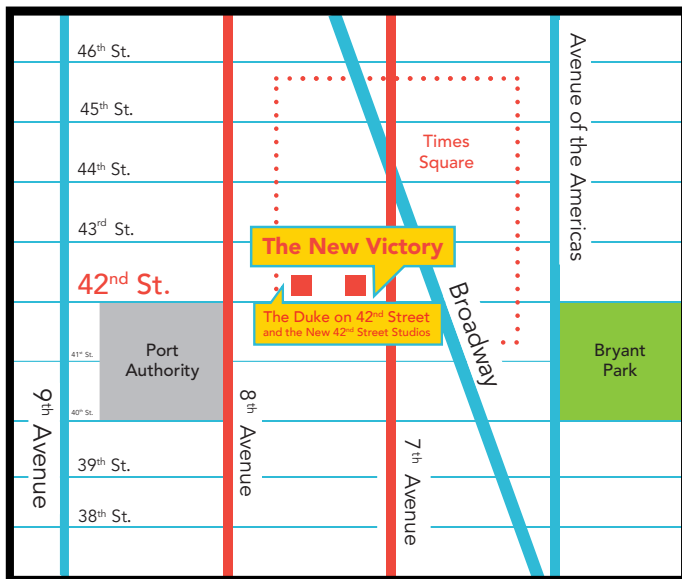
If you are traveling by bus, please also share this important information with the bus driver.

## Directions to

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



### 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/W/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.



# AFTER

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

## COMMON CORE STANDARDS

**Reading:** 1

**Writing:** 2; 3; 4; 5

**Speaking and Listening:** 1; 2; 3; 4; 6

**Language:** 3

## NEW YORK STATE STANDARDS

**Arts:** 1; 2; 3

**English Language Arts:** 1; 3

## BLUEPRINT FOR THE ARTS

**Theater:** Theater Making

Developing Theater Literacy

Making Connections

**Visual Arts:** Art Making

Making Connections



## A SKY FOR THE BEARS



## 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 about it. 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** to help them process their thoughts and feelings about the show. On a large piece of chart paper, draw the outline of Little Bear and use the prompts below to guide students through an active reflection. On the outside of the outline, have students write or draw their favorite moments and favorite puppet styles from the show. On the inside of the outline of Little Bear, have students write or draw their own feelings about the story or moments that reminded them about their family. Then, lead students in a discussion:

*What were your favorite moments in the show?*

*What did you notice about the different types of puppets?*

*How did the story make you feel?*

*Did the story remind you of your family? How so?*

### TEACHER TIP

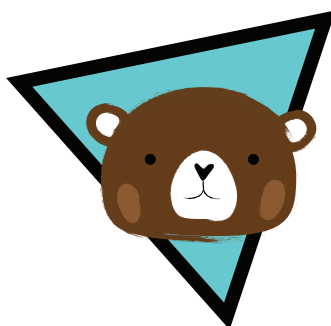
Engaging in dialogue, asking questions and recalling observations are skills that we believe should be fostered and encouraged. When leading a performance reflection discussion, try the following model of critical response:

**Describe** (*I saw...*)

**Analyze** (*I wonder...*)

**Interpret** (*I think/feel...*)

**Evaluate** (*I believe...*)



A  
SKY  
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## MOOD MUSIC OR WHAT DOES THE FOX SAY?

In *A SKY FOR THE BEARS*, music helps to create the show's environment and convey the characters' feelings. In short, it sets the mood of each scene! Now, explore the ways in which music affects the mood in your classroom!

**Materials Needed:** Speakers, instrumental music of varying styles and tempos

1. Tell your students that you're going to be exploring different emotions.
2. Play different types of instrumental music for your class and ask them how the music makes them feel, scribing the words they say on the board or a large piece of chart paper. **Note:** As you write each word, ask your students to show that emotion on their face.
3. Using those same words, ask your students to continue to explore the words you've written by physicalizing each word (i.e., sad = slumping downward, happy = stretching upward, etc.) through a gesture. Once they've done their physical gesture a few times, ask them to add a facial expression, explored earlier, to help convey each emotion.
4. Next, have your students explore the verbal sounds that might accompany the emotions they've explored. When they've explored all of the emotions through sound, have them add their facial expression and physical gesture. Ask your students questions like *How does the music make you feel? What do you notice about the ways your classmates are moving? How does the music affect the tempo (how fast or slow) at which you're moving?*
5. Now that you and your students have explored each of these emotions as humans, it's time to become animals!
6. Ask students to think of different woodland creatures such as deer, foxes and raccoons and have them choose one that they'd like to explore individually.
7. Then, repeat Steps 1-4 as their chosen animal! **Note:** Do this first without music to allow your students to discover their animal physicality and emotions and then add music to see how the music affects the way they feel and move!
8. Finally, call out an emotion and have your students morph from human to the animal they've chosen, giving them 10 seconds to do so. Remind them to use their face, body and sound to convey the emotion, both as themselves and their chosen animal. Ask for volunteers to show their human-to-animal movement piece to the rest of the class!

### REFLECTION QUESTIONS:

*What was it like to explore emotions using facial expressions with and without gestures?*

*Which mode of expressing emotions did you like the most? Why?*

*How did the music affect how you were feeling and moving?*

*How did it feel to explore the physicality, sounds and emotions of an animal?*

*What was different about moving as a human versus an animal?*



# WHAT'S IN MY NAME?

## CREATIVITY PAGE

Do you know what your name means?

Do you know where it comes from? Well, now it's time to find out!

**Choose a family member and ask them the questions on this page!**  
**Then, draw what you've learned in the spaces below!**

**MY NAME IS:**

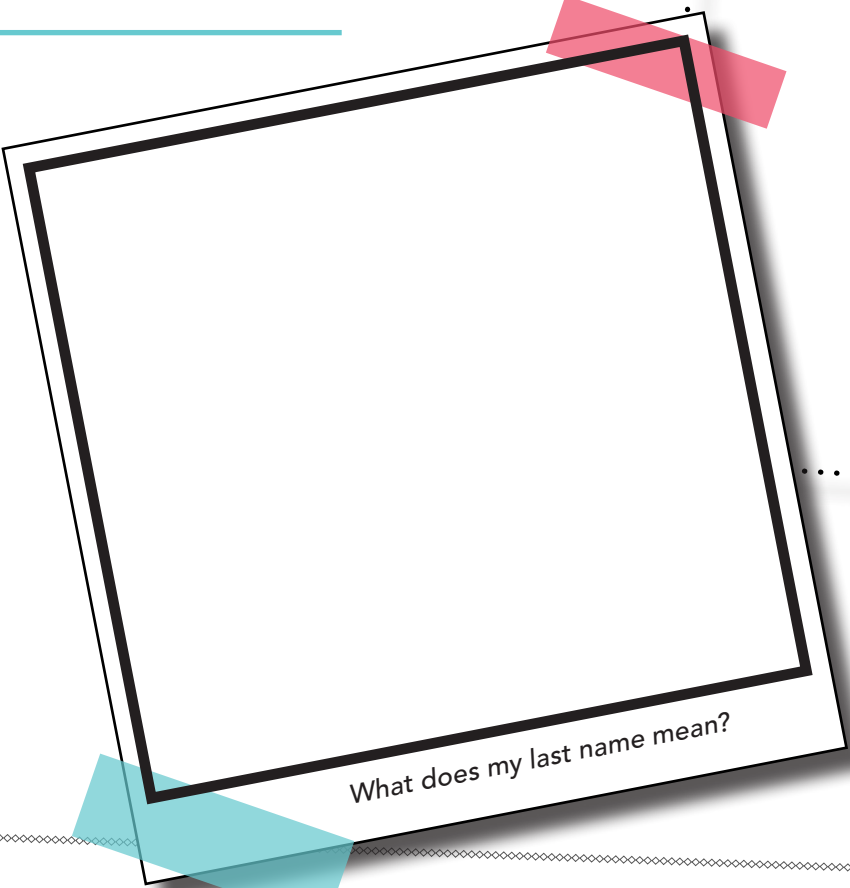
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**I INTERVIEWED:**


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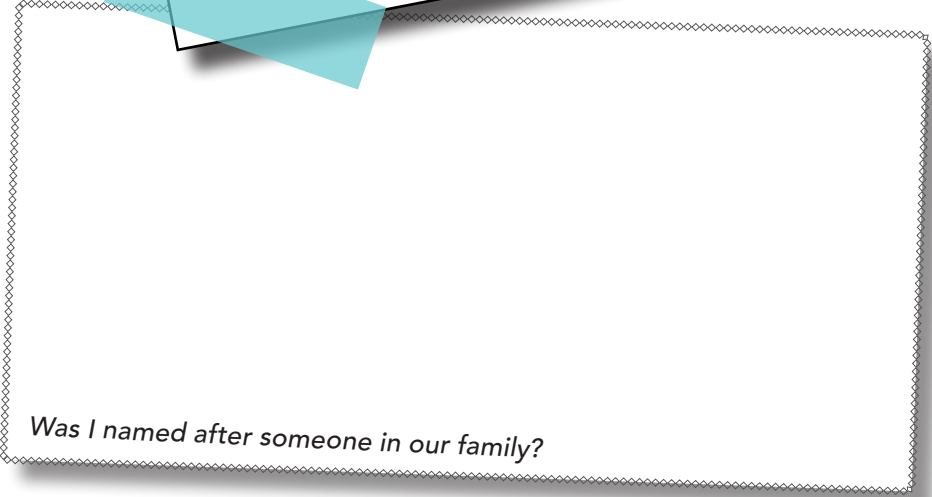
*What is the origin of my first name?*



*What does my last name mean?*



*What was I almost named and why?*



*Was I named after someone in our family?*

## Sources

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