

# NEW VICTORY® SCHOOL TOOL®

2017-18 SEASON

RESOURCE GUIDE

# AIR PLAY

ACROBUFFOS



# 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)

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646.223.3090

## 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. At The New Victory you are greeted by the NEW VICTORY Usher Corps, a rigorous three-year program for New Yorkers ages 16-22, and at The Duke on 42nd Street you are greeted by the NEW 42ND STREET College Corps, a program offered to current CUNY students pursuing graduation. Participants of these programs are paid for their time as front of house staff and for participating in professional development workshops. In our administrative offices, the NEW 42ND STREET Apprentice Corps employs college and graduate students who want hands-on experience in the daily operations of a nonprofit performing arts organization. They are joined by members of the NEW 42ND STREET Fellows Corps, which provides career-launching employment and networking opportunities for former NEW VICTORY Ushers who are actively pursuing non-performing theater careers. Together, these four programs of the NEW 42ND STREET Youth Corps expose students to invaluable life skills and the power of live performance.



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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# AIR PLAY





# 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

## BLUEPRINT FOR THE ARTS

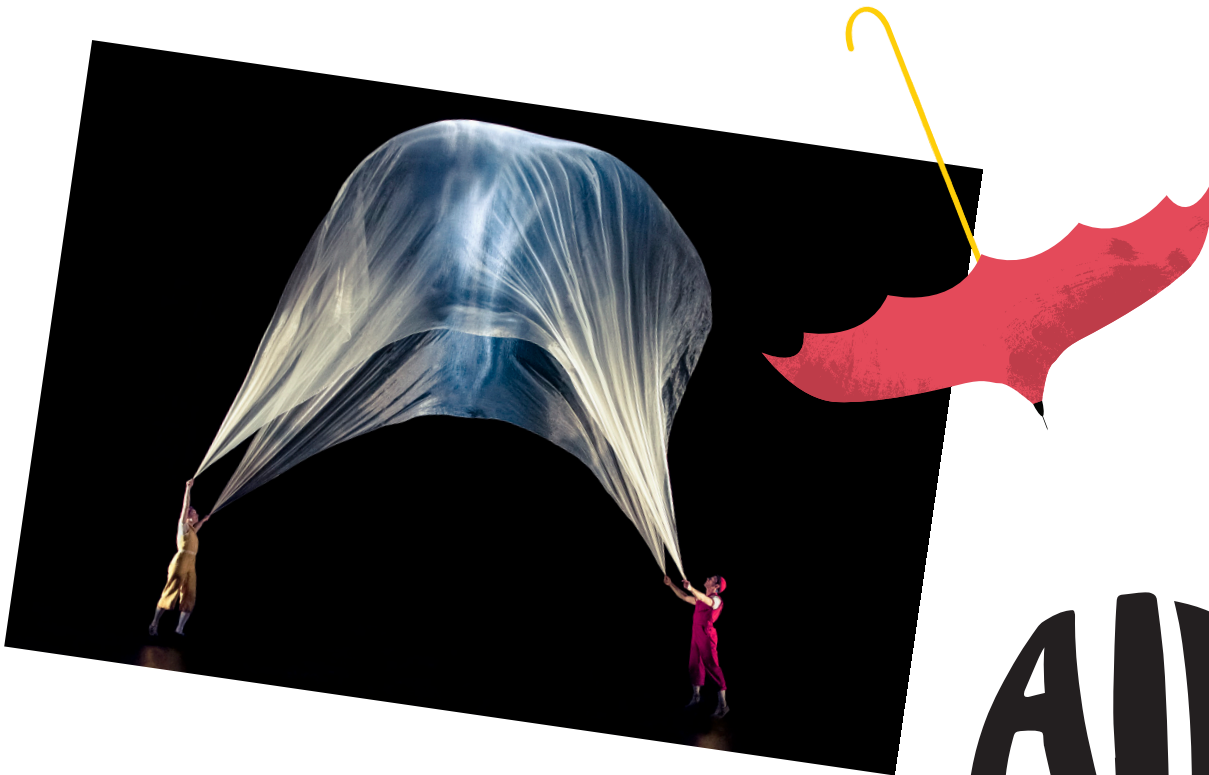
**Theater:** Theater Making

Developing Theater Literacy

Making Connections

## Summary

Get ready, because you're in for a treat! Prepare to watch in absolute wonder as umbrellas take flight, balloons sprout minds of their own and shimmering silks ripple to the rafters in the modern circus spectacle AIR PLAY. With knowing smiles and suitcases full of surprises, the globetrotting Acrobuffos, Seth Bloom and Christina Gelsone, elicit gasps and giggles in equal measure as they animate airflow, goad gravity, and make buoyant, beautiful and really, really, really high art out of the very thing we breathe.

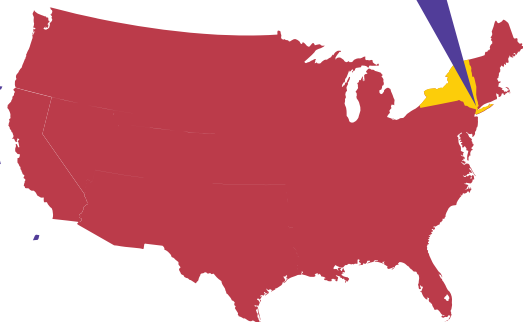


# AIR PLAY



Where in the world is  
AIR PLAY from?

NEW YORK, NEW YORK



## FUN FACTS

We're ecstatic for the **ACROBUFFOS** to be the very first New VICTORY LabWorks and Teaching Artist alumni to bring their breathtaking show to the New Vic stage!

Do Seth and Christina look familiar? They've both worked as NEW VICTORY Teaching Artists (in fact, Seth was the first-ever New Vic Teaching Artist!), so you may have seen them at the theater or your school!

Seth and Christina are married in real life! After meeting at a circus in Afghanistan, Seth proposed to Christina while street-performing in Scotland, and they got married while touring in China.

AIR PLAY director, West Hyler, has an impressive circus résumé, having worked on Cirque du Soleil's *Paramour* and Big Apple Circus's *Metamorphosis* and *Legendarium*.

Wurtzel's airflow piece "Magic Carpet" went viral on YouTube with over two million views.

His work has been featured in Broadway's *Finding Neverland*, the Radio City Rockettes' *New York Spectacular*, Punchdrunk's *Sleep No More* and Cirque du Soleil's *Amaluna*.

AIR + WHIMSY  
× MODERN CIRCUS  
+ VISUAL SPECTACLE =

# AIR PLAY

## A Closer look:

The stars and creators of AIR PLAY—Seth Bloom and Christina Gelsone—are the Acrobuffos. This jet-setting duo have created multiple productions together and have traveled to over 20 countries. They have performed on the *Late Show with David Letterman*, headlined Big Apple Circus and were featured in *The New York Times*.

Seth, a former professional juggler, graduated from three clown schools; and Christina, a former professional ballerina, graduated from Princeton University. Seth and Christina first developed AIR PLAY as part of the NEW VICTORY LabWorks program (2014-15) and spent years afterwards refining the show with their collaborators. AIR PLAY collaborator Daniel Wurtzel is the only professional air sculptor in the world! An air sculptor works to keep lightweight objects suspended mid-air by playing with airflow and lightweight materials.

## MODERN CIRCUS

Circus is a centuries-old art form that is commonly associated with three rings and red-nosed clowns. While AIR PLAY features elements of circus, this visual spectacle is categorized as modern circus, an art form that was developed in the late 20th century and emphasizes character, story and aesthetics, as opposed to traditional circus elements. The circus has western roots in the traditions of the Roman Empire. Acrobats, jugglers and trained exotic animals wowed crowds in large tiered stadiums before battles and chariot races. The tradition of a traveling circus has been upheld for centuries in cultures around the world. Circus legends such as P. T. Barnum (who famously reinvented the circus in America in the late 1800s) paved the way for the modern reinvention of circus by making it an awe-inspiring spectacle for all ages.

## CLOWNING

Clowning is an ancient form of theater that is rooted in physical comedy. This art form embraces and highlights the absurdity of everyday situations and has the power to transcend verbal language and cultural barriers through visual spectacle. Although no one knows who first bore the title of “clown,” the Native American Pueblo tribe called the Zunis dubbed this type of character the “Contrary.” Adorned with a striped costume and sporting a cone-shaped hat, the Contrary’s sole task was to draw attention to the absurdity of everyday life by highlighting, through physical action, the clumsy, inarticulate, badly-behaved mirror image of humanity.

## VISUAL SPECTACLE

A visual spectacle, by definition, is something that is meant to be viewed by a spectator to evoke wonderment or appreciation. In AIR PLAY, the dynamic duo known as the Acrobuffos creates spectacle by combining wind and fabric, umbrellas and high-flying balloons to create a whimsical, visual display of aerial acrobatics!

## WHAT DO YOUR STUDENTS KNOW NOW?

Prior to exploring AIR PLAY with your students, find out how much they already know about **MODERN CIRCUS** and **CLOWNING**. In addition, allow them to explore the theme: **IMAGINATION**.

*Have you ever seen a clown perform live?*

*Have you ever seen a modern circus before? What did you enjoy about it and why?*

*What element(s) of circus do you like best? Why?*

*What laws of physics might make acrobatics possible?*

*What is visual spectacle?*

*Where do you think you might see spectacle at play in AIR PLAY?*





## WHAT GOES UP MUST COME DOWN (SCIENCE, ELA)

Without gravity, the visual spectacle of AIR PLAY simply wouldn't be possible. Use the experience of seeing the show to inspire a research project about gravity and Sir Isaac Newton, famous for his law of gravitation! Over the course of a few days, have your students research Newton's law of universal gravitation, what gravity is, what it does, and other discoveries made by Newton, such as his three laws of motion! Once they've completed their research, have your students share one interesting fact they learned with the class. To add to the fun, have each student demonstrate, using only classroom objects, different aspects of the law of gravitation.

**Bonus:** Provide the class with one or two household fans and some juggling scarves and have them explore the different ways in which air moving affects the scarves. Then, have a discussion about why gravity, which keeps our feet firmly on the ground, and airspeed are essential to making things float upwards!

## A DISC? OH! (SCIENCE, ELA, THEATER)

We live on planet Earth, which is round, revolves around the Sun every 365.26 days and, in that time, rotates on its axis 366.26 times. Because our home planet is spherical, like a bowling ball, the laws of gravity behave in such a way that the effects of gravity's pull can be felt equally on every part of the Earth's surface. Those are scientifically proven, undeniable facts. But, imagine a universe in which planet Earth is flat like a record or blu-ray! In pairs or small groups, have students become scientists and travel to their local or school library to research what life might be like on a rotating disc. **Note:** Before students begin their research, review Newton's law of gravitation as a basis of understanding how gravity, as we know it, helps keep us grounded. Guide students through their scientific exploration by asking questions like: What would happen to the Earth's oceans and aquatic life? What about its plant life? What about humans? How would sports, dance or everyday movement be affected? Have them compile their findings in a research journal to help track their work. Then, after they've finished their preliminary research, have each team of scientists present their findings in the form of a scene or short play!

## A BRIEF HISTORY OF CIRCUS (SOCIAL STUDIES, VISUAL ARTS)

AIR PLAY employs elements of traditional circus with a few modern twists. Explore the origins of the American circus model, as well as different circuses around the world with your students! Give them the opportunity to research the evolution of circus here in the U.S. Then, have them research the different kinds of circuses that are associated with different countries and cultures around the globe. Have students review their findings, citing similarities and differences in the circuses from different cultures. Then, have them write about or draw what they've learned about different circuses and present their findings to the class or a partner.

## AN AIRbstacle COURSE (SCIENCE)

An immense amount of effort and brainpower went into designing the air sculptures on display in the show! The Acrobuffos came across many obstacles on their path to creating the visual spectacle that is AIR PLAY, including gravity itself. Now it's time to create your own obstacle course, or rather, AIRbstacle course! First, use the space in your classroom to map out your very own obstacle course. Find objects around your classroom that could be used to create the ultimate obstacle course. Once you've created your indoor labyrinth, introduce a light-weight object to your class, i.e., a feather, a balloon or a small piece of tissue paper. Tell students that, using only the air from their lungs, they must complete the obstacle course, one by one, without letting gravity take hold of the object. They must keep it afloat! **Note:** You can also do this in teams of two! Once everyone has completed the obstacle course, come together as a class and discuss what elements of this activity reminded them of AIR PLAY and why. Then, have a discussion about how gravity was at play and why gravity, which pulls objects downward toward the ground, is essential to helping things float!



# BEFORE

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

## COMMON CORE STANDARDS

**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

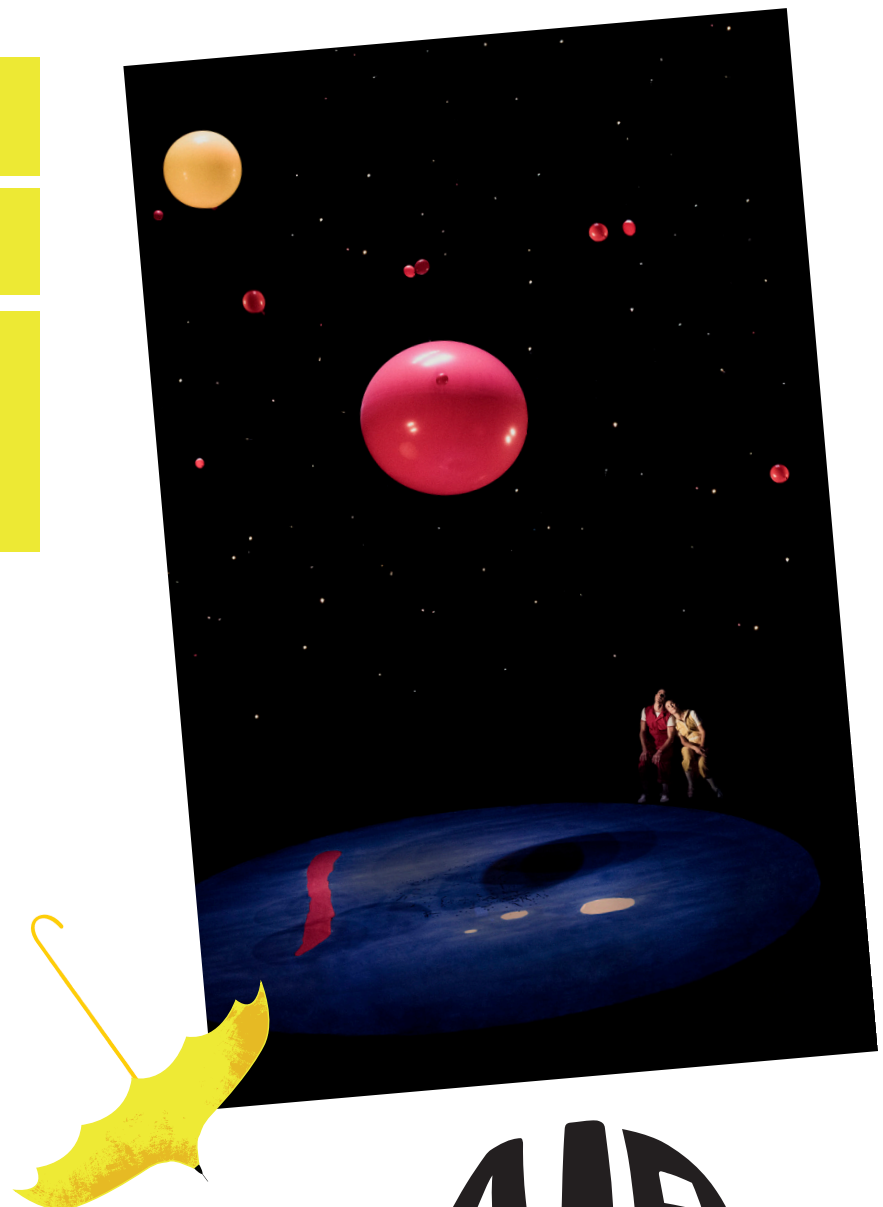
Developing Theater Literacy

Making Connections

**Visual Arts:** Art Making

Developing Art Literacy

Making Connections



# AIR PLAY

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



# LOOK! SHAPE! TAKE!

In AIR PLAY, clowning is an essential part of the storytelling. Try the activity below to heighten focus, explore emotions and hone your and your students' inner clown!

**Materials Needed:** Large chart paper; marker; manila folder, objects or images of objects

1. To begin, invite students to form a line and tell them that they are going to go on an adventure to discover different ways of expressing themselves using only their bodies (gestures, physicality and levels), but they must follow the leader on their journey! Then, ask for a volunteer to be your leader.
2. Tell students to move through the space, following the person in front of them and mirroring the actions (physicality and gestures) of the leader at the front of the line. After some time, have the leader move to the back of the line, making the second person in line the new leader. Repeat this until everyone has had a chance to become the leader!
3. Next, have students stand in a circle. Ask students *Can you tell me how you're feeling today?*, scribing their answers on large chart paper. As a group, have students explore each of the listed emotions, first on their face then in their whole body.
4. Have students get back in line and, using the list of emotions as a starting point, choose one student at a time to become the leader. This time, the leader must show their emotion while moving through the space in the room. The other students should copy that emotion.
5. Next, have students spread out to find their own space in the room and introduce them to the game *Look! Shape! Take!*. A "look" is seeing and registering an object. A "shape" is the embodiment of an emotion. Explain that a "take" is the moment a clown shares their thoughts, feelings and reactions with an audience. A "take" is done without speaking, using only body language and facial expressions.
6. Next, taking the folder in your hands, tell students that the object you are holding is no ordinary folder and that it is going to transform into different things, like an ice cream sundae, a beautiful sunrise or a birthday cake! Tell students to look down at the floor. When "Look!" is called out, students should look at the folder and freeze. Do this a few times to establish that call and response.
7. Next, tell students that the folder has transformed into an ice cream sundae and then shout, "Shape!" Tell them that's their cue to put the shape into their bodies that shows their reaction to the ice cream. Do this a few times to establish that call and response.
8. Next, shout, "Take!" Tell students to keep the shape of their bodies and only move just their heads to show the emotion they're expressing to one person, such as a volunteer student, another adult in the classroom or an imaginary audience member located somewhere else in the room. Refer to the list the class created earlier in the activity as possible emotions to use. Do this a few times to establish that call and response.
9. Finally, combine "Look", "Shape" and "Take!" Have the students stay in their respective spots as you move from point to point in the room, changing the folder from object to object, for each round of the game. And now, your students have become honorary clowns!

## REFLECTION QUESTIONS:

*What does the word "clown" mean to you? Did this activity change that for you?*

*What was your favorite part of this activity?*

*Where in AIR PLAY do you think clowning will be at work (or at play)?*

# AIR PLAY





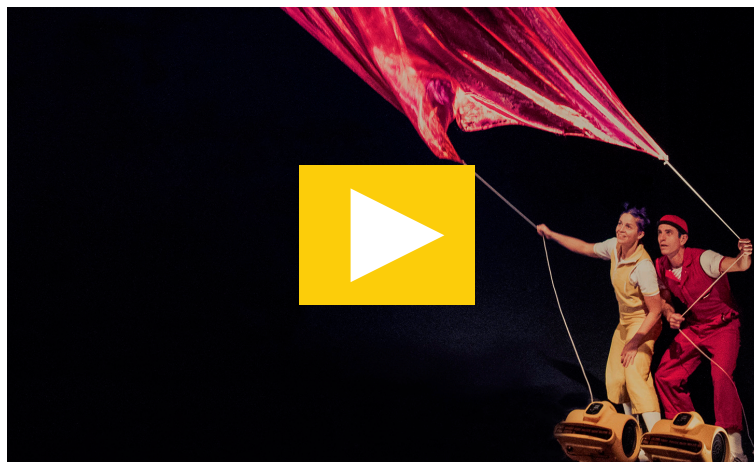
### Be a part of your kid's field trip to AIR PLAY

#### WATCH

Check out the video trailer  
and a message from AIR PLAY

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

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 modern circus is?*

*How do you think the performers discovered  
their talent for juggling?*

*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?*

*How would you describe a visual spectacle?*

*Did anything about the show surprise you?*

#### 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).



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

# clownin' Around

CREATIVITY PAGE



The Acrobuffos' style, both in performance and wardrobe, is a modern take on the traditions of clowns and clowning. *What if you joined their team, making the dynamic duo a triumphant trio! What would your clown style be? What would your costume look like and what colors would it include? Would you have a different hairstyle? What would your clown name be? Imagine it and then draw it!*

# 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**  
Reading: 1

**NEW YORK STATE STANDARDS**  
Arts: 2

**BLUEPRINT FOR THE ARTS**  
Visual Arts: Art Making  
Making Connections

## Heads up!

AIR PLAY employs modern circus, clowning and air sculpture, but it doesn't necessarily tell a linear story. Prepare your students to watch closely and see how the performers in AIR PLAY transform The New Victory Theater into a folly of flowing fabric fun!



# AIR PLAY

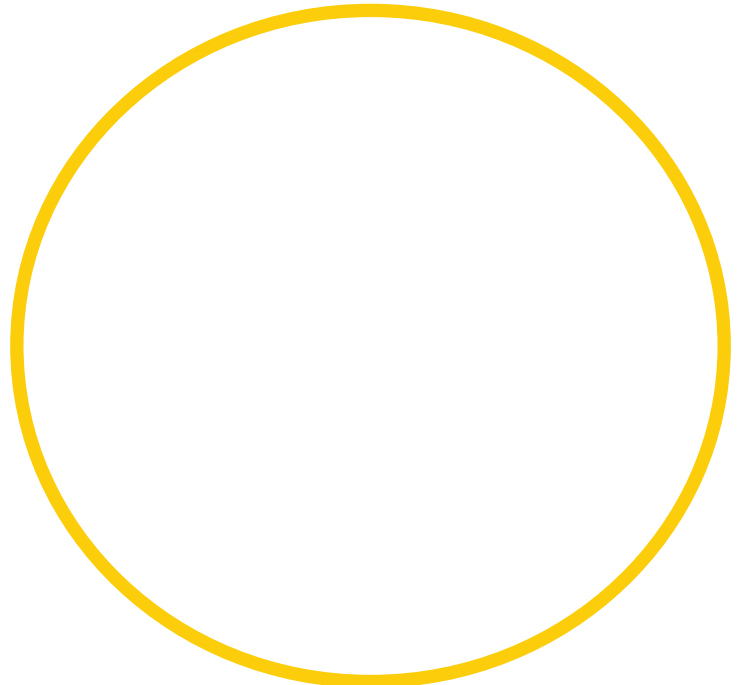
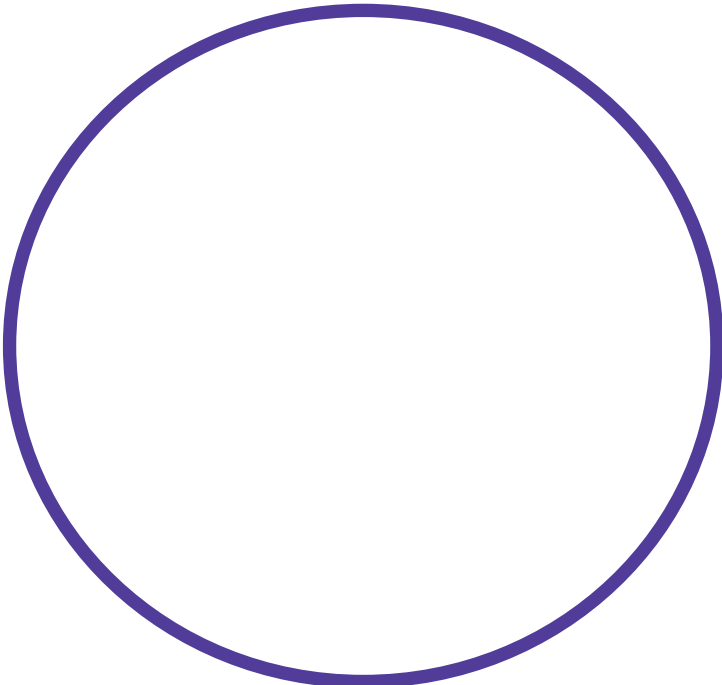
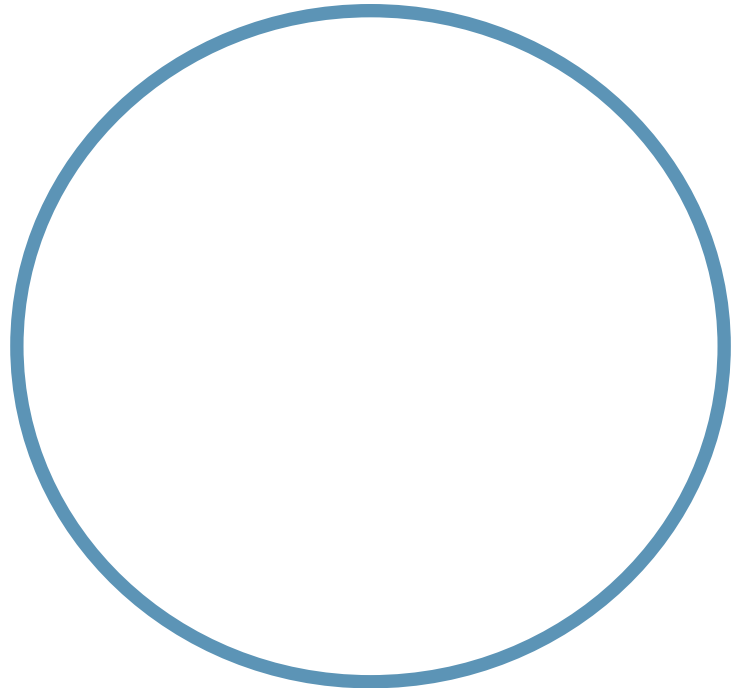
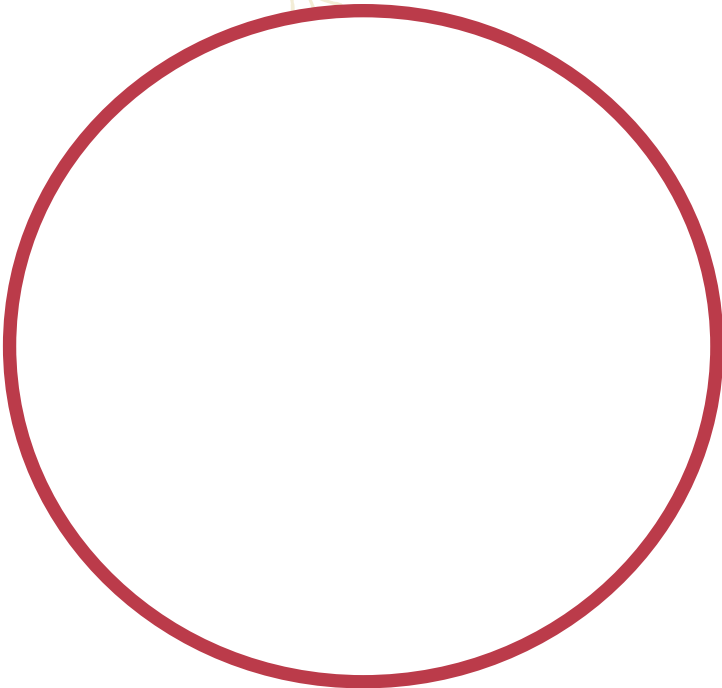






# UP, UP, AND A-HEY! ...WHERE'D IT GO?

Balloons and flight play a big role in AIR PLAY. Have you ever wondered what happens to a balloon when you let go of it? Imagine you're standing somewhere in New York City (i.e., Central Park, Bronx Zoo, Prospect Park, Governor's Island or the top of the Empire State Building) and you're holding a balloon. Then, just like that, it floats out of your hand. Where does it go? What adventures must it have? Draw the adventures of your balloon in the circular panels 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

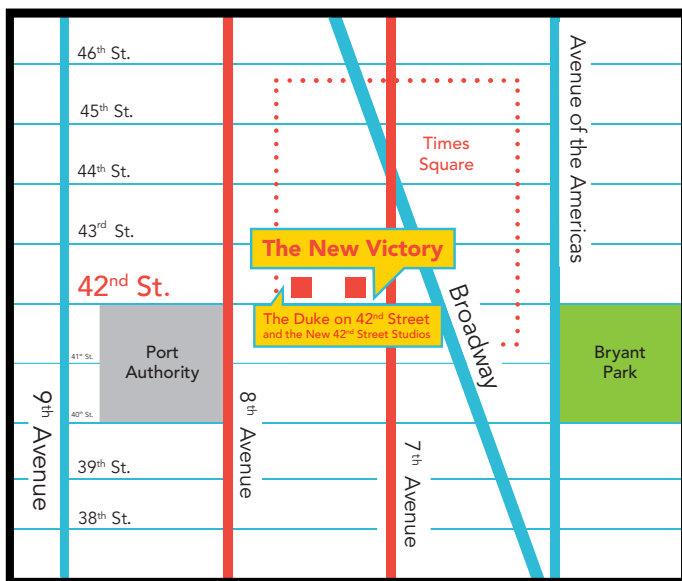
If you are traveling by bus, please also share this important information with the bus driver.

## Directions to

THE NEW VICTORY THEATER OR THE DUKE ON 42ND STREET/  
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:** 1; 2; 3

## NEW YORK STATE STANDARDS

**Arts:** 1; 2; 3

**English Language Arts:** 1; 3

## BLUEPRINT FOR THE ARTS

**Visual Arts:** Art Making

Developing Art Literacy

Making Connections



# AIR PLAY



## 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** to help them process their thoughts and feelings about the show. On a large piece of chart paper, draw the outline of a large floating balloon 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 from the show. On the inside of the outline, have students write or draw their own feelings about the show and what the imagery evoked. Then, lead students in a discussion:

*What was the story about?*

*Who were the characters?*

*What were they in search of? Did they find it?*

*What were your favorite parts of the show?*

*What shapes or images did you see as objects were in the air on stage?*

*What did you think about how the performers' created air sculptures?*

*What different production elements (music, lighting, etc.) did you notice in the show?*

*How did the show make you feel?*

## TEACHER TIP

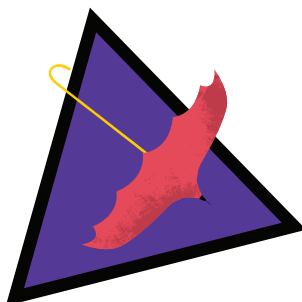
Engaging in dialogue, asking questions and recalling observations are skills that we believe should be fostered and encouraged. When leading a performance reflection discussion, try the following model of critical response:

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

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

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

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



**AIR  
PLAY**



## POETRY IN MOTION

AIR PLAY tells a non-linear story of connection and discovery using visual elements accompanied by music and without spoken words. Now it's time for your class to tell its own high-flying visual story in the form of a wordless, visual poem!

1. Begin by telling students that they are going to become investigative photographers!
2. Have a conversation about AIR PLAY, asking students to recall what they saw on stage. In particular, have them think of the different ways various objects were manipulated by air.
3. Then, tell your students that, as a class, you're going to take a walk around the neighborhood! Their task is to find different objects around the city that can be affected by air or wind, and to capture them in pictures! **Note:** *To help guide students, tell them to look for things like: newspapers laying on subway grates, leaves circling the ground, candy bar wrappers floating along the sidewalk, plastic bags waving in trees or flags blowing in the wind!* Tell them their photos are going to be put up around the room to tell a story—a visual poem!
4. Next, have them choose which types of objects they're going to be searching for. Tell them, when they find those objects floating around the city, they are to take photos of these objects on their digital devices or on an actual camera.
5. Once you have compiled hard copies of students' photos, have a show-and-tell in which each student talks about the photo(s) they captured. You can guide them by asking questions like: *Why did you choose this particular object? Where did you find this object? What did you think when you saw it? How did seeing it fly make you feel? Did it remind you of AIR PLAY? How so?*
6. Then, as a class, decide on the order in which the photos should be put up in the room. Guide this process by asking questions like: *What kind of story do we want to tell with our photos? What should our visual poem be about? What emotions or feelings do we want to portray through our poem?* **Note:** *As an alternative, once you've decided the order of your students' photos, give students a writing prompt in which they must create a written poem that tells their version of the collective visual poem.*
7. Once all of the photos have gone up in the room, congratulate your investigative photographers on a creative job well done!

### REFLECTION QUESTIONS:

.....

*What was it like to look for floating objects around the city or neighborhood?*

*How did it feel to create a visual poem as a class?*

*What elements of this activity reminded you of AIR PLAY?*

*What helped you be successful in this activity?*

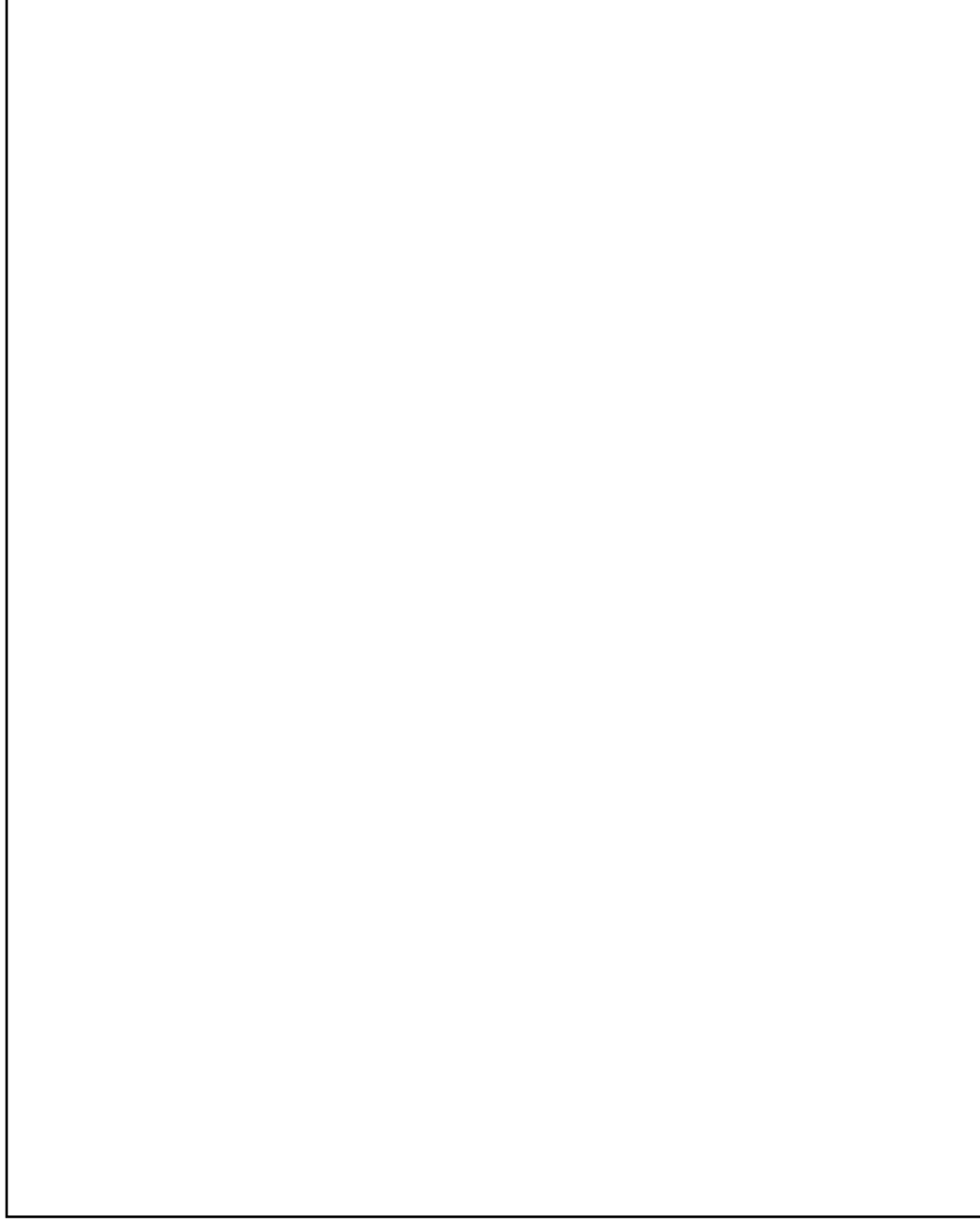
*What were some challenges you encountered?*



# CONCEPT ART

AIR PLAY was inspired by a painting by visual artist Joan Miró. Study the image from AIR PLAY on this page. Then, imagine yourself as world-class visual artist and let the image inspire your very own drawing or painting! What shapes, colors or characters would be featured? What formations would you create? Use the large space below to draw your work of art. Then, use the small box below to write one phrase or paragraph that describes your masterpiece.

CREATIVITY PAGE



## Sources

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