

NEW VICTORY® SCHOOL TOOL®

2017-18 SEASON

RESOURCE GUIDE



PANDA'S HÖÖME



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THE NEW VICTORY® THEATER
NewVictory.org/SchoolTool

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

CONTACT INFORMATION

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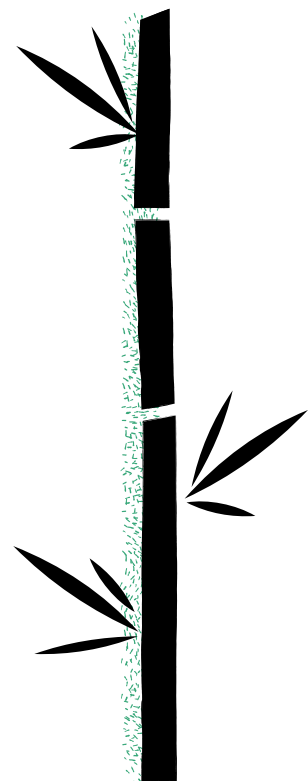
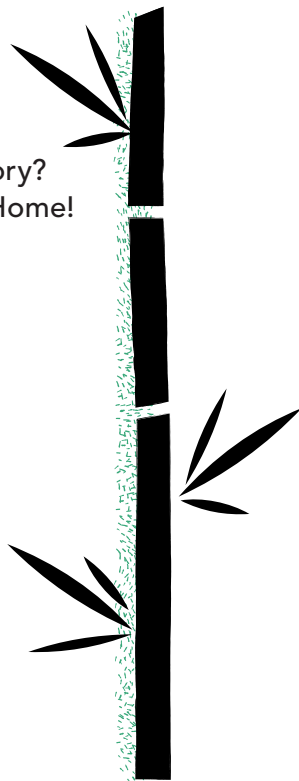
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WHAT GUIDES NEW VICTORY EDUCATION: **OUR GUIDING PILLARS!**

*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

Speaking and Listening: 1; 2

Language: 1

NEW YORK STATE STANDARDS

Arts: 1; 2; 4

English Language Arts: 1; 4

Languages Other Than English: 1; 2

Social Studies: 2; 3

BLUEPRINT FOR THE ARTS

Theater: Theater Making
Theater Literacy
Making Connections

Visual Art: Visual Art Making
Literacy in Visual Arts
Making Connections

Summary

Venture into the depths of China's rich culture! Fusing ancient art forms and contemporary dance, Italy's Compagnia TPO with Teatro Metastasio Di Prato and China's TONG Production invite little ones to follow a panda's footprints and roam a bamboo forest as they explore the five elements of Wu Xing—wood, fire, earth, metal and water. With kaleidoscopic imagery and the sounds of traditional instruments, PANDA'S HOME is anything but black and white.



PANDA'S
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Where in the world is
PANDA'S HOME from?

PRATO, ITALY & BEIJING, CHINA



FUN FACTS

There are approximately 5,015 miles between Prato, Italy, and Beijing, China. The average walking speed of a panda is three miles per hour. By foot, or in this case by paw, and without stopping to rest, it would take approximately 70 days, or just over two months, for a panda to travel between Prato and Beijing!

While panda bears are omnivorous, meaning they eat both meat and plants, 99% of their diet is bamboo.

What do the Mediterranean Sea, a Kurdish landscape and an Australian Aboriginal cultural garden have in common? They have all been interactive settings for Compagnia TPO shows.

In Chinese, TONG means "children." It also stands for "To Our Next Generation."

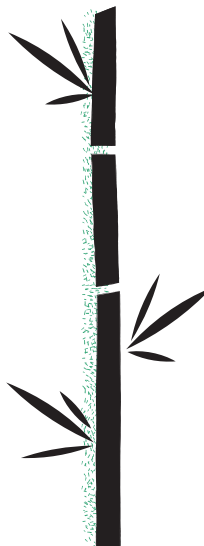
Legends abound in ancient Chinese culture! From stories of the Moon Goddess; to Panku, or Pangu, a horned man born from a cosmic egg, who created the world; to dragons of varied mystical abilities; Chinese legends are philosophical and fantastical at the same time!

One of the main themes in PANDA'S HOME is the Five Elements, or in ancient Taoist thought, Wu Xing. The elements are wood, fire, earth, metal and water. These five elements, or phases, are seen as ever-changing, interdependent modes of the universe's ongoing existence and development. In other words, it represents the circle of life!

Compagnia TPO created the CCC (Children's Cheering Carpet), a motion sensitive "magic carpet" that allows audiences to animate sounds and visuals with their feet!

CHINESE TRADITION +
PROJECTION + MUSIC =

PANDA'S HOME

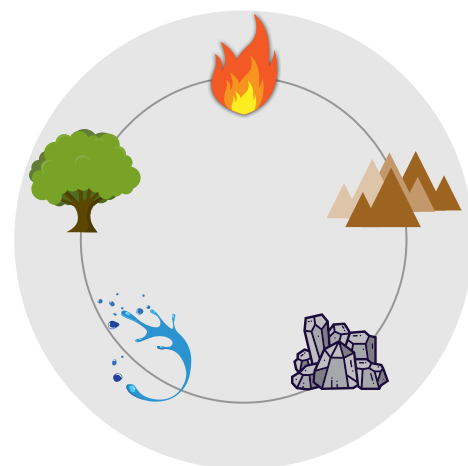


A Closer look:

Based in Prato, Italy, Compagnia TPO invites audience members to play and learn with its performers. The company is particularly known for its work on "virtual gardens" inspired by different cultures and experiences. In 2016, Compagnia TPO took this idea to Beijing, China, where they met TONG Production, a Chinese theater company founded by parents dedicated to sharing world-class performances with families. Liz Ren, the founder of TONG Production, inspired Francesco Gandi, the artistic director of Compagnia TPO, to create a show that explored the beauty and heritage of Chinese culture—and so, PANDA'S HOME was born while they were in residence at Teatro Metastasio! This is Compagnia TPO's third time at The New Victory. They performed *The Butterfly Garden* in 2010 and *Saltbush* in 2014.



PANKU



THEATER FOR THE VERY YOUNG

This genre, which specifically targets the littlest theater-goers (approximately ages 6 and under) and their parents, often abandons a traditional, linear story and plot for whimsical, creative presentations of art that delight the senses. In PANDA'S HOME, the audience is invited to engage in this visual and auditory spectacle, experience innovative, interactive digital design and a nonverbal dance performance that explores the world in which Panda lives!

LYRICAL DANCE

This type of dance is a hybrid of traditional ballet and jazz. The movements are informed by emotion and specific intentions. This style of dance naturally lends itself to storytelling due to its focus on emotion. In PANDA'S HOME, lyrical movement is used in playful ways to tell a story without the use of words.

INTERACTIVE THEATER

Interactive theater focuses on bringing the audience into the world of a play. Like an interactive museum exhibit, the set often surrounds the audience. The audience is encouraged to engage with the show in some capacity, whether that be creating a costume or responding directly to the performers. Interactive theater can stimulate an audience's senses, asking one to touch, feel or smell things. Overall, it's all about making each audience member a part of the world of the show.

MULTIMEDIA DESIGN

Multimedia design combines various artistic mediums such as images, projections, sound effects, music and lighting design into a theatrical performance. In this show, image projection, interactive digital projection and music are used to create a mesmerizing landscape that transports the audience into the world of PANDA'S HOME.

WHAT DO YOUR STUDENTS KNOW NOW?

Prior to exploring PANDA'S HOME with your students, find out how much they already know about **DANCE** and **MUSIC**. In addition, allow them to explore the themes: **TRADITION** and **LEGENDS**.

Have you ever seen a dance performance?

How do you think music and sound effects enhance a dance performance?

What kind of legends or fairy tales do you know? Where did you hear them?

What is your favorite way to tell a story?



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PANDA BEARS AND SUN BEARS AND SLOTH BEARS! OH MY!

(ENGLISH LANGUAGE ARTS, GEOGRAPHY, VISUAL ART)

There are only eight different types of bears on planet earth. Panda bears are indigenous to China, but what do you and your students really know about them? And what other kinds of bears exist on planet earth? It's time for you and your class to put on your zoologist hats and find out! To begin, print out visual aids to help students become familiar with the different types of bears. **Note:** *The types of bears are Panda, Sloth, Polar, Sun, Spectacled, American brown, American black and Asian brown.* Then on a world map, locate where each type of bear lives, taking time to discuss geographical location in relation to where we live! Next, discuss what the different bears eat, their habits and where and how they live. Finally, have students draw their favorite type of bear from the eight you've discussed and create your very own "Art GROWLlery" to display their visual art masterpieces! To support this unit, use the **Creativity Page: What's Panda's Story?** in the **After** section.

TRADITION!

(ENGLISH LANGUAGE ARTS, SOCIAL STUDIES, WORLD HISTORY, VISUAL ARTS)

China, home to approximately 1.4 billion people, has a rich, storied spiritual and mystical history! China's biggest festival, known as the Spring Lantern Festival, is a 15-day-long celebration which marks the start of the Lunar New Year and is noted as a time to celebrate family. There are many traditions associated with this 2,000-year-old festival, and one of the most celebrated is that of the lighting of handmade lanterns, which are either stationary or released into the sky. These lanterns are almost always red, symbolizing good fortune. Work with your class to learn more about the traditions associated with this fascinating festival and make your very own collection of Chinese lanterns. Use them as a way to learn more about Chinese culture and traditions! To support this unit, use the **Creativity Page: Panda's at YOUR Home!** in the **After** section.

THE STUFF OF LEGENDS

(ENGLISH LANGUAGE ARTS, WORLD HISTORY, SOCIAL STUDIES, THEATER)

Storytelling is a popular form of interpersonal connection and cultural preservation—it always has been. Much of China's mystique is embedded in its legendary and mythical stories. Work with your students to read ancient Chinese tales that tell of Yin and Yang, dragons, the Jade Emperor and the Eight Immortals. Discuss the elements of each story in great detail, making sure to compare and contrast their similarities to the myths, legends and folktales woven into the fabric of our shared global psyche. As a culminating experience, put together a play that tells the story of at least one ancient Chinese myth or legend. Invite another class to watch and learn more about Chinese culture! To support this unit, use the **Activity: Braving the Elements** in the **Before** section.

IN YOUR ELEMENTS

(VISUAL ART, SOCIAL STUDIES)

PANDA'S HOME is an exploration of Wu Xing! Have your students become visual artists and create a class diorama that showcases all five elements of the Wu Xing! For reference, use the **Handout: What's with the Wu Xing?** in the **Before** section. Walk your students through all five phases of the Wu Xing (wood, fire, earth, metal, water). If you so desire, tell them about the intrinsic connections between each of the elements: **wood** burns in **fire**, which turns to ash, or **earth**, from which we extract **metal**, which we fashion into pots or kettles, that we use to hold **water**, which in turn nourishes the wood. It is akin to a life cycle, but on a much larger scale! Next, ask your students questions like: *What is your favorite element of these five and why? How does that element make you feel?* Then, have students draw their favorite element on a piece of paper. Next, tell your students to create a diorama of the Wu Xing! Using a bulletin board or wall in your classroom, students will use their drawings to inspire a 3D visual representation of all five elements. Use construction paper, pipe cleaners, tissue paper, cotton balls, markers and any other materials on hand to create these. *Hint: These dioramas can be a literal or abstract.* Let those little artists decide! To support this unit, use the **Activity: Braving the Elements** in the **Before** section.

BEFORE

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

COMMON CORE STANDARDS

Reading: 1; 2

Speaking and Listening: 1; 2

Language: 1

NEW YORK STATE STANDARDS

Arts: 1; 2; 4

English Language Arts: 1; 4

Languages Other Than English: 1; 2

Social Studies: 2; 3

BLUEPRINT FOR THE ARTS

Theater: Theater Making
Theater Literacy
Making Connections

Dance: Dance Making
Developing Dance Literacy
Making Connections



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FOLLOW THAT PANDA



PANDA'S HOME explores the Wu Xing (pronounced Woo Seeng), a traditional Chinese philosophy concerning the Five Elements: wood, fire, earth, metal and water. Use the activity below to follow Panda's footsteps to discover each of these elements and learn about the cycle of life!

Materials Needed: butcher paper with pre-drawn panda footprints, crayons, markers, instrumental music, B.E.S.T. worksheet

1. To begin, tell students that you're going to go on an adventure through their imagination to create the world in which Panda lives! Unroll a large piece of butcher paper with panda prints on it and tell students, "This is a map. See this trail of panda tracks? We're going to follow them to see what we can learn!"
2. Start off on your journey by telling students that the first place they're going to discover is the forest in which Panda lives. Tell them, "Pandas live in homes they make from bamboo trees. They eat bamboo, too. But, wait! There are no bamboo trees here on this map. Let's draw a bamboo forest!" Then, showing them a picture of bamboo, or describing it in great detail, have them draw a bamboo forest around the first set of tracks on your map.
3. Now tell students, "Now that we've created a bamboo forest, let's walk through it!" Ask them questions like: *What do you see in the forest? What sounds do you hear? What can you touch in the forest? How does walking through a forest make you feel?* Have them show their emotion on their face, then with a physical gesture or movement using their whole body. **Note:** Use the B.E.S.T. worksheet on the following page to aid in creating these movements!
4. Next, take two steps forward and tell students, "It's getting cold in this forest, let's build a fire, using fallen branches of trees, to keep warm!" Then, have them draw what they think fire looks like. *What colors do you see in fire? What does fire feel like when you're near it? How does warming yourself by a fire make you feel?* Have them show their emotion on their face, then with their bodies.
5. Then, take two steps forward and tell students, "These panda tracks were made because a panda walked through mud and that mud dried. Let's trace one of our hands on this map, leaving our own tracks!" *What does mud feel like to the touch? What does touching mud make you feel?* Then, have each of them show their emotion on their face, then with their bodies.
6. Take two more panda steps forward and tell students, "Did you know that rare, shiny metal that helps make bowls, cups and even electronics is found in the ground in China? Let's draw shiny metal next to these panda tracks to help complete our map!" *What does metal feel like to the touch? What are some metal things found in our classroom or in your home??* Then, have each of them show their emotion on their face, then with their bodies.
7. Take two last panda steps forward and tell students, "I'm thirsty and hot! Let's draw a beautiful blue river on our map and use it to cool off!" *What does water feel like to the touch? How does touching cool water make you feel?* Have each of them show their emotion on their face, then with their bodies.
8. Now that you've finished your journey, discovering all five elements of the Wu Xing, walk back through your map, starting in the bamboo forest, using the movements you explored the first time around. By the end, you will not only have explored the elements of the Wu Xing, but also the elements of dance!

REFLECTION QUESTIONS:

How did it feel to turn emotions into gestures and movements?

How do you think elements of dance will be used in PANDA'S HOME?

What did it feel like to follow panda's map and discover new things?

What new things do you think you'll discover in PANDA'S HOME?

BEING YOUR B.E.S.T

THE ELEMENTS OF DANCE

BODY

PARTS

HEAD
ARMS
HANDS
PELVIS
LEGS
ELBOW
ETC.

SHAPES

CURVED
STRAIGHT
ANGULAR
TWISTED
SYMMETRIC
ASYMMETRIC

RELATIONSHIPS

NEAR
APART
ALONE
AROUND
BELOW
BESIDE
ETC.

BALANCE

ON
OFF

ENERGY

FLOW

FREE
BOUND

WEIGHT

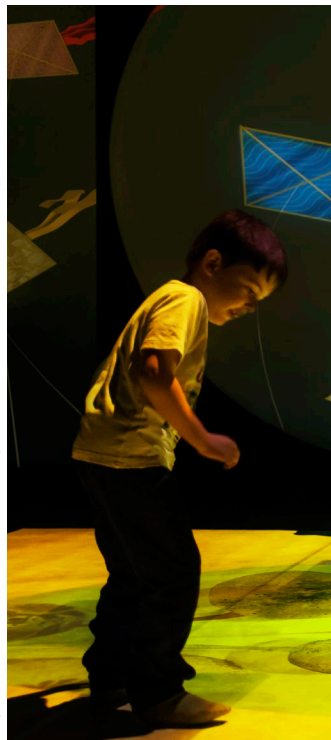
STRONG
LIGHT

FORCE

SMOOTH
(SUSTAINED)
SHARP
(SUDDEN)

STILLNESS

ACTIVE
PASSIVE



SPACE

PLACE

GENERAL
SELF

SIZE

BIG
SMALL
NEAR REACH
FAR REACH

LEVEL

HIGH
MEDIUM
LOW

DIRECTION

FORWARD
BACKGROUND
SIDEWAYS
DIAGONAL
UP OR DOWN

PATHWAY

STRAIGHT
CURVED
CIRCULAR
ZIGZAG

FOCUS

SINGLE
MULTI

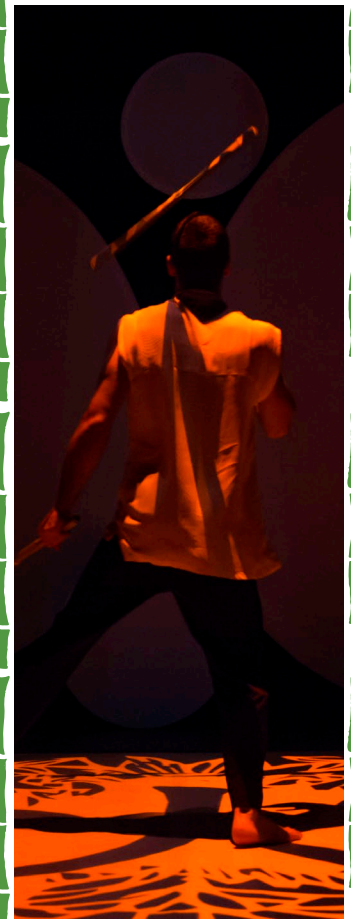
TIME

SPEED

SLOW
FAST
ACCELERATION
DECELERATION

RHYTHM

BREATH
PULSE



Be a part of your kid's field trip to PANDA HOME!

WATCH

Check out the video trailer and a message from PANDA'S HOME

www.NewVictory.org/PANDA

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 bring stories to life through dance?

How do you think music, sound effects and digital projections will be used in the show?

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 did music, dance and imagery come together to enhance the storytelling?

How did your idea of storytelling change after watching 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 2017-18 season, visit www.NewVictory.org.

Braving The Elements

On the left side of this page are the Chinese characters representing the Wu Xing, or Five Elements: wood, fire, earth, metal and water. With an adult's help, trace each character on a separate piece of paper using a pencil or crayon and then draw a picture of them in the empty boxes below! For instance, for Wood you might draw a tree!

Wood

[Chinese
Translation: mù]

木

Fire

[Chinese
Translation: huǒ]

火

Earth

[Chinese
Translation: tǔ]

土

Metal

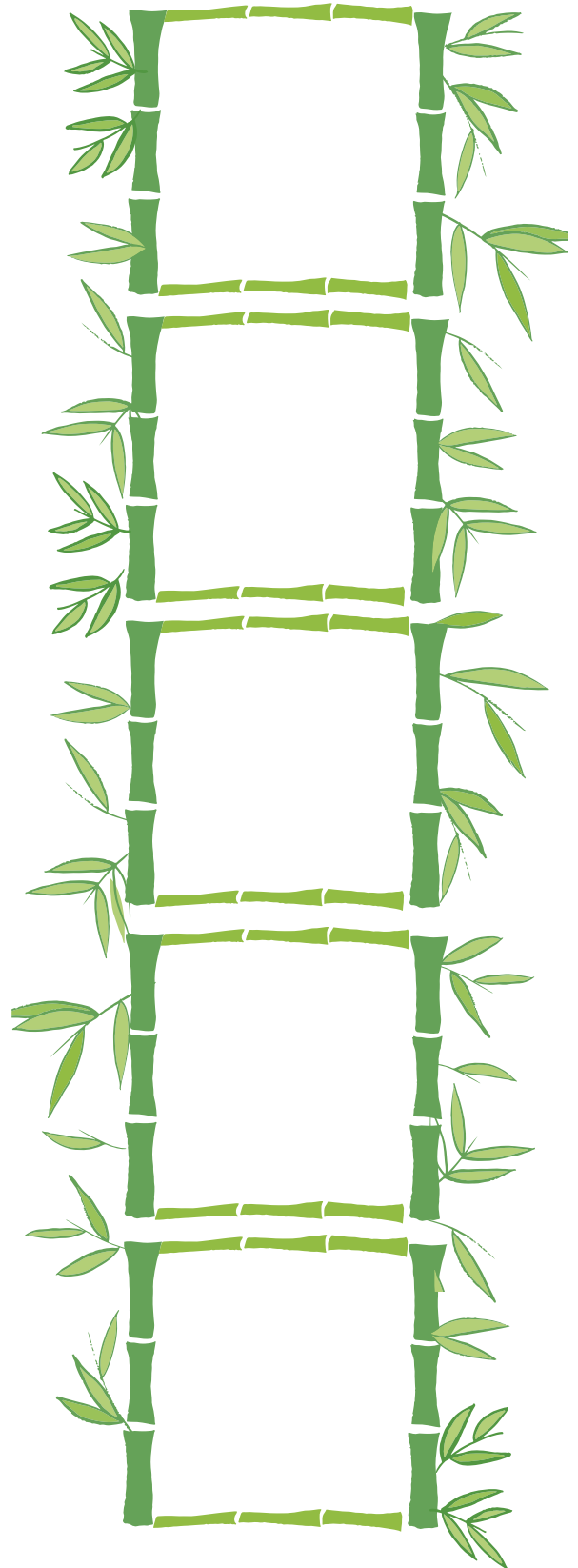
[Chinese
Translation: jīn]

金

Water

[Chinese
Translation: shuǐ]

水



WHAT'S WITH THE WU XING?!

PANDA'S HOME explores the Wu Xing, an ancient Chinese philosophy that concerns five elements: wood, fire, earth, metal and water. Use the activity below to follow Panda's footsteps to discover each of these elements and learn about the cycle of life!



An Intro to the Chinese Zodiac!

The Chinese Zodiac, or Sheng Xiao, is based on a twelve-year cycle. Each year in this cycle corresponds with a specific animal sign: rat, ox, tiger, rabbit, dragon, snake, horse, sheep, monkey, rooster, dog and pig. It is calculated according to the Chinese lunar calendar, a calendar that is dictated by the phases of the moon. This year, 2018, is the year of the dog!



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
Writing: 4

NEW YORK STATE STANDARDS

Arts: 1; 2
English Language Arts: 1

BLUEPRINT FOR THE ARTS

Visual Arts: Art Making
Making Connections

Heads up!

PANDA'S HOME is an exploration of China's rich culture! Through a fusion of ancient art forms, contemporary dance, interactive projection and the sounds of traditional instruments, you and your students will follow a panda's footprints to roam a bamboo forest, face a fierce and scary—but not that scary—fire demon, and cross a stream of sky-blue water, as you explore the five elements of the Wu Xing—wood, fire, earth, metal and water. **Please Note:** The theater's seating area is carpeted. When you and your students arrive, you'll be asked to remove your shoes. We'll have socks in a variety of adult and kid sizes on hand, just in case you need them!



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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

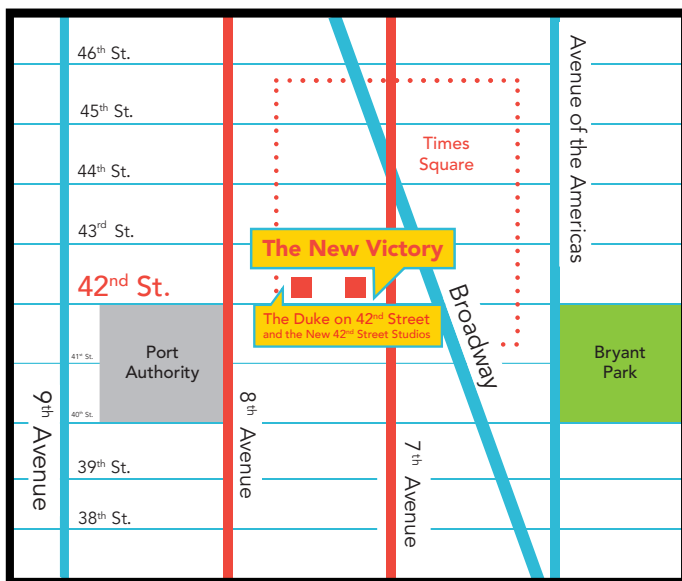
If you are traveling by bus, please also share this important information with the bus driver.

Directions to

THE NEW VICTORY THEATER OR THE DUKE ON 42ND STREET/
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.

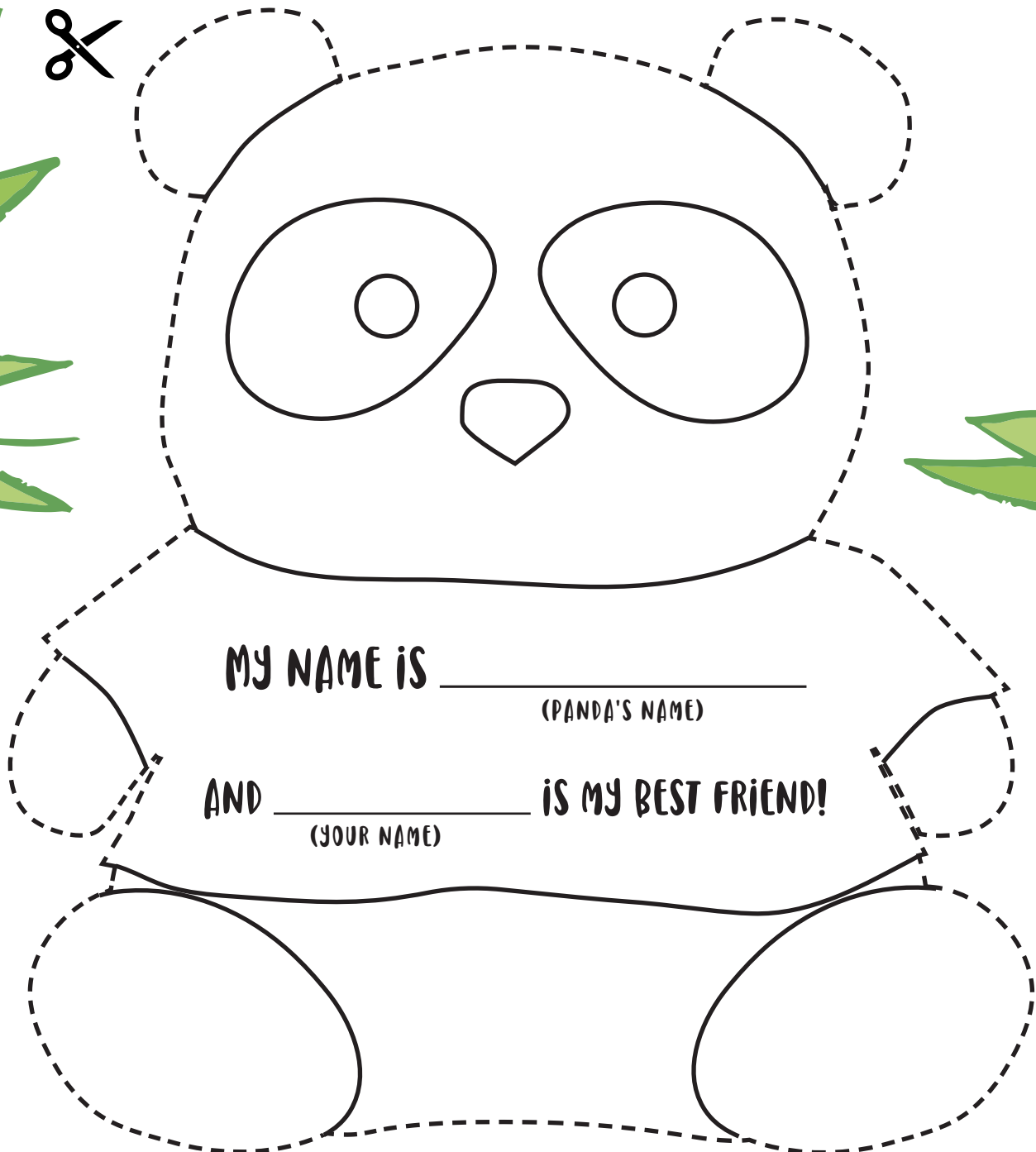




PANDA'S MY BFF!



Use your imagination to turn the outline below into your very own panda creation! Once you're finished, cut out your panda and show your new BFF your home, your school and your neighborhood. Don't forget to take pictures so you can make a memory book of your adventures together. Be sure to bring your panda with you on your trip to the New Victory!



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; 2

Writing: 2; 3

Speaking and Listening: 1; 2

Language: 1

NEW YORK STATE STANDARDS

Arts: 1; 2; 4

English Language Arts: 1; 4

Languages Other Than English: 1; 2

Social Studies: 2; 3

BLUEPRINT FOR THE ARTS

Theater: Theater Making
Theater Literacy
Making Connections

Visual Art: Visual Art Making
Literacy in Visual Arts
Making Connections



PANDA'S
HOME

THE NEW VICTORY® THEATER

NEW VICTORY® SCHOOL TOOL® Resource Guides



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. **You might want to take a page from the performers' notebook and ask students to answer not with words, but through facial expressions and physicality!** Lead students in a discussion using the following questions:

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 Panda 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 of Panda, have students write or draw their own feelings about the story or moments that reminded them about their home or community. Then, lead students in a discussion:

What were your favorite moments in the show?

What did you notice about the the images and dances?

How did the story 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...*)

THE CLASS MENAGERIE

In PANDA'S HOME, you were taken on a guided tour through the world in which Panda lives, by way of visual imagery, interactive projections, dance and music. Now it's time to learn more about the habitats of other animals!



Materials Needed: Smart board or overhead projector, paper or transparencies, markers and crayons

1. To begin, have a quick discussion as a class about the digital projections used in PANDA'S HOME. Ask your students questions like: *Did the projections help tell the story? What kind of emotions did you feel when watching the dancers interact with those projections?* Tell students that they are going to become storytellers by using projection!
2. First, work with your students to learn all about panda bears, or any animal(s) of their choosing. Ask them questions like: *How and where do they live? What do they eat and how do they get their food? Do they live in groups or alone?* Then, work with them to write one or two phrases or sentences all about their chosen animal.
3. Next, on paper or transparencies, have students draw a visual art piece that represents the habitat of their animal. Work together to combine all of the visual elements into a story about animals who live in the wild.
4. Then, tell students that they will be using their drawings as backdrops and that they will be transforming themselves into their chosen animal, acting out their written phrase or sentences to tell the class all about their animal! **Note:** *Get the whole class involved in each animal story. For instance, if a student decides to become a beaver, have a small group of students become fellow beavers who work together to gather wood to construct a dam!*
5. Once each student has created their animal character and habitat, it's time to put it all together! Add some music, step into role as narrator and invite another class to watch your multimedia masterpiece!

REFLECTION QUESTIONS:

What surprised you about this activity?

How did it feel to create an animal character and its home?

Did you learn anything about yourself or your classmates through making and sharing these pieces?

PANDA'S
HOME

THE NEW VICTORY® THEATER

NEW VICTORY® SCHOOL TOOL® Resource Guides



WHAT'S PANDA'S STORY?

CREATIVE PAGE

PANDA'S HOME is all about where Panda lives. Work with an adult to learn all about the life of a panda! What do pandas do when they wake up? How do they get ready for their day? What do they do all day? How do they sleep? Use the boxes below to draw a panda's daily routine from start to finish!

MY PANDA'S NAME IS _____



A large rectangular area divided into four equal sections by dashed green lines, intended for drawing a panda's daily routine. The sections are arranged in a 2x2 grid. The right side of the page features a decorative border with a yellow and orange flame-like pattern at the top, a blue and white wave-like pattern in the middle, and a green leafy pattern at the bottom.

PANDA'S AT YOUR HOME!

CREATIVITY PAGE



Just like you visited Panda's home, Panda's coming to visit **your** home! What parts of your home, or even your neighborhood do you want Panda to see? Just like Panda guided you through his fascinating home, draw a map of your home or neighborhood below to show Panda what makes where you live unique!



Sources

<http://www.tpo.it/>

<https://www.natgeokids.com/za/discover/animals/general-animals/ten-panda-facts/#!/register>

http://web.newworldencyclopedia.org/entry/Wu_Xing

<https://www.worldatlas.com/articles/how-many-types-of-bears-are-there.html>

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