

NEW VICTORY
THEATER

NEW VICTORY® SCHOOL TOOL®

RESOURCE GUIDE



2018-19 SEASON

THE NEW VICTORY® THEATER

New York's Theater for Kids and Families

A PROJECT OF THE NEW 42ND STREET

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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MACHINE DE CIRQUE



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

Writing: 1, 3, 4, 7

Speaking and Listening: 1, 2, 4

Language: 1, 2, 3, 4, 5, 6

NEW YORK STATE STANDARDS

Arts: Creating, Performing, Responding,
Connecting

English Language Arts: 1, 3, 4

Social Studies: 3, 5

BLUEPRINT FOR THE ARTS

Theater: Developing theater literacy

Music: Music Making

Music Literacy

Making Connections

Summary

Hello? Is anyone out there? Five fellows of MACHINE DE CIRQUE are building a contraption to communicate with the outside world. Thing is, their fun-loving natures keep distracting them! Before you can say “over and out,” these awe-inspiring acrobats are swinging by their toes high above the stage, bicycling upside-down and backwards, and flipping and flying off teeterboards. Making mayhem of their scrap metal set with a live percussive soundscape, this quirky crew of daredevils sure knows how to manufacture endless comedic madness.



Photo: Loup-William Théberge

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Where in the world is
MACHINE DE CIRQUE from?

QUÉBEC CITY, CANADA



The word “Kebec” is derived from the Algonquin tribe and means, “Where the river narrows.”

La Fresque des Québécois, the first of several frescoes commissioned for the city’s quadricentennial, illustrates the story of Québec City and pays homage to over 15 historical figures, authors and artists.

Some of the company performers, such as Yohann Trépanier, have worked for well-known companies and artists such as Cirque du Soleil and Robert Lepage.

FUN FACTS

After over a year of training, acrobats Maxim Laurin and Ugo Dario set a Guinness World Record for most consecutive backflips on a teeterboard with an astounding 101 flips. The video was broadcast in the heart of Times Square!

Though a title like MACHINE DE CIRQUE might give the show a very high-tech first impression, parts of the production were actually developed in a barn without heat in Québec City, where winters are incredibly cold! Average high temperatures regularly hover below 20 degrees Fahrenheit with frequent snow!

Trust is key in an ensemble like MACHINE DE CIRQUE. The importance of this trust was once evident when a trapeze mechanism slipped with someone on it! Three performers rushed to hold onto their partner with their feet, hands and teeth, saving the dangling performer!

MODERN CIRCUS × COMMUNITY
÷ DYSTOPIA + COMEDY =

MACHINE DE CIRQUE

A closer look:

Machine de Cirque is a unique circus company. Vincent Dubé, the man behind the machine, is an artist with 22 years of circus experience and an engineering degree under his belt. The company’s mission is to align arts, technology and circus. Much like a machine relies upon its parts, Machine de Cirque’s spirit is highly collaborative.

Company President and Chief Executive Officer Vincent Dubé and the founding performer wanted to intentionally expand the notion of what circus can be, beyond P.T. Barnum’s circus and the modern Cirque du Soleil performance. MACHINE DE CIRQUE puts the artists at the center of the performance. By bringing a strong sense of humanity to the stage, the audience is able to recognize the performers and relate to them. There is no need for glitter or fancy pyrotechnics to cover up how basic human needs can play out in a fun and charismatic acrobatic performance.



Photo: Loup-William Théberge



ACROBATICS

In MACHINE DE CIRQUE, the performers use acrobatics, in addition to clowning and circus techniques, as a means of storytelling and spectacle. Acrobatic performance entails feats of brute strength, agility, coordination and balance. This type of performance dates all the way back to the Minoan civilization, around 2000 B.C.E., with citizens performing acrobatics on top of bulls. Look for similar elements of danger that seem to defy gravity in this dystopian, steampunk performance!

MODERN CIRCUS

Circus is a centuries-old art form that is commonly associated with three rings and red-nosed clowns. 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. While MACHINE DE CIRQUE features elements of circus, this visual spectacle could be categorized as modern circus, an art form that was developed in the late 20th century which emphasizes character, story and aesthetics, as opposed to traditional circus elements.

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. Though not as prominently featured in the show as acrobatics, there are elements of clowning which add theatricality and amusement throughout MACHINE DE CIRQUE!

WHAT DO YOUR STUDENTS ALREADY KNOW?

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

Have you ever seen acrobats perform in real life?

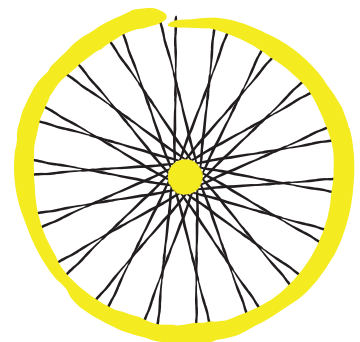
Have you ever seen a modern circus? What did you enjoy about it and why?

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

What laws of physics might make acrobatics possible?

What does the term “community” mean to you?

Where do you think you might see community at play in MACHINE DE CIRQUE?



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CAPTIVATING CALAMITY

(SOCIAL STUDIES, THEATER ARTS)

MACHINE DE CIRQUE is set in a dystopian world in which the cast of characters feel isolated from whatever is left of the world. Their task: to create a machine that has the power to contact the outside world—if it still exists! As human beings, we often find ourselves fascinated with the idea of the destruction of our planet and our way of life. We've seen it depicted in films, books, song lyrics, television shows and visual artwork. On the flipside, we are also a resilient species and hold onto hope and optimism in times of crisis. Begin by asking students: *Why are there so many stories about the end of the world? Why are we intrigued by them?* Then, in small groups of four or five, have students brainstorm what their lives would be like if they thought they might be the only beings left on the planet. Ask them questions like: *What would you need to survive? How would you collaborate as a community to rebuild a functioning society? What about your culture?* As a culminating project, have each group present their theories using found objects, music and percussion to help tell their story. To support this unit, use the **Activity: *Feel the Beat of the Rhythm of Our Class*** in the **After** section.

LEAVING SOMETHING BEHIND

(ENGLISH LANGUAGE ARTS, DANCE, SOCIAL STUDIES, HISTORY)

Use the experience of seeing MACHINE DE CIRQUE to create a class time capsule as a class! Start by asking your students: *If you could leave one item behind at the end of this year that would perfectly represent who you are and what you stand for?* After a brief discussion, have each student write, in one paragraph or less, the goals they hope to accomplish and what kind of person they hope to be by the end of the year. Then tell them that, together, they are going to make a class time capsule. Brainstorm with your students the kinds of objects they might want to include in the time capsule. They might want to include photos, news articles, magazine clippings, favorite books, stories they've written, facts about themselves, school work they've done or artwork they've created! Allow a few days for your students to collect or create the things they want to include in the time capsule. Once all items have been placed inside the time capsule, seal it and choose a place in the room for it to live all year long as a reminder of student expectations of themselves. At the end of the year, decide, as a group, where the time capsule should live until the next year, when a new class of students will open their time capsule and learn all about their predecessors! To support this unit, use the **Creativity Page: *It's Up to You: There's A Great Big Beautiful Tomorrow!*** in the **After** section.

HOW RUBE!

(HISTORY, SCIENCE, THEATER ARTS)

Living in a dystopian, post-apocalyptic world, the five fellas in MACHINE DE CIRQUE use their ingenuity, hard-won optimism and found objects to create a device that would, hopefully, allow them to contact other people in the outside world! That machine was reminiscent of the illustrations of Rube Goldberg, an inventor known for designing complex machines that represent humankind's capacity to do a lot of work with few results. Examples of Rube Goldberg machines which can be seen in famous feature films are Caractacus Potts's breakfast-making invention in the classic musical *Chitty Chitty Bang Bang* and Dr. Emmett L. Brown's coffee-making, toast-burning, dog-feeding contraption in *Back to the Future*. To begin, have students do some preliminary research to look at the style of the machines Rube Goldberg created. Then, put on your scientist hat, put your students into the role of inventors and turn your classroom into a laboratory! Have the entire class work together to create a Rube Goldberg-inspired machine out of objects found in your classroom. Help them along by asking questions like: *Why are we creating this machine? What is our machine's primary function? What kinds of materials can we use to make it? What do we hope to accomplish by building this contraption?* To support this unit, use the **Creativity Page: *SOS!*** in the **Before** section.

MACHINE
DE CIRQUE



BEFORE

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

COMMON CORE STANDARDS

Writing: 2, 4

Language: 1, 2, 3

Speaking and Listening: 1

NEW YORK STATE STANDARDS

Arts: Creating, Performing, Responding, Connecting

English Language Arts: 2

Health/Physical Education: 1

BLUEPRINT FOR THE ARTS

Visual Arts: Art Making

Making Connections

Theater: Theater Making



Photo: Loup-William Théberge

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LET'S DO SOME ACROBATRICKS!

BEFORE / ACTIVITY

In MACHINE DE CIRQUE, the five performers engage in zany antics and perform feats of physical agility, weight-sharing, comedy and acrobatic tricks! Acrobatics, particularly when performed with a partner, require, among other things, the ability to trust each other, fostering community among performers. Teach these basic partner balances to build up your students' own sense of community and trust in their classmates.

1. To begin, have students partner up!

2. Tell partners to stand facing each other, with their toes touching.

3. Have partners hold each other's wrists in a catcher's lock.

Circus Pro Tip: This is a move used by trapeze artists in which one partner holds the other partner's forearm, just above the wrists, to create a strong lock between the two. This is to keep each other safe.

4. Tell students to keep their bodies stiff as boards as partners lean back until their elbows are completely extended. **Circus Pro Tip:** Make sure they are still standing toe-to-toe as they lean back. The partners should look like a V shape if done safely.

5. Once partners establish their balancing point, encourage them to release their outside hands, rotating their shoulders outwards and "style" with the free hand. **Circus Pro Tip:** Circus performers end each trick or act with a "Style." This is a pose of your own choosing that lets the audience know when to applaud!

6. Then, have partners return their open arms into catcher's lock position and then safely pull themselves back to an upright position and step out of their pose.

7. Now, let's change things up! Have partners stand back-to-back so that partners feel their shoulder blades pressing into their partner's shoulder blades. **Circus Pro Tip:** Remind students that if they stand straight up in the middle of this trick, their partner will fall!

8. Keeping their bodies completely straight, have both students walk their feet away from the center. Apprehensive students might want to grab hands. If they do, their arms should be straight down. The shape should look like an A or an upside-down V. **Circus Pro Tip:** Encourage students to keep their knees straight as they lean back. Some students will sit as they lean back, creating a bend. Ask them to pull their belly button forward to make their body straight.

9. Celebrate students' circus prowess by having volunteer pairs show off their newly-learned acrobatic tricks!



REFLECTION QUESTIONS:

What did you find most challenging about these two weight-sharing tricks?

How could this activity help build trust and community?

Why do you think performers might choose to do this type of trick in a performance?

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Be a part of your kid's field trip to MACHINE DE CIRQUE!

WATCH

Check out the video trailer and a message from MACHINE DE CIRQUE

www.NewVictory.org/MACHINE

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 acrobatics?

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 modern circus?

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 2018-19 season, visit www.NewVictory.org.

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SOS!

In the dystopian world of MACHINE DE CIRQUE, five buddies must put their creative talents together to engineer a contraption that will communicate their presence to the outside world. If you were living in this dystopia, which of your talents and skills could help you contact civilization?

**List your skills and talents in the space below,
and then draw your own machine to send out your message!**

MY MESSAGE

MY SKILLS AND TALENTS



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: 1

NEW YORK STATE STANDARDS
Arts: Responding, Connecting

BLUEPRINT FOR THE ARTS
Music: Making Connections

Heads up!

MACHINE DE CIRQUE is about invention, innovation, community and comedy. While this show uses daring acrobatics and innovative mechanical techniques to tell a story, there is still an edgy vibe and offbeat humor. At times the percussive sounds tend to get a bit loud.

The CIRQUE team works together closely and constantly, so the performers are more like family than colleagues. Thus, the audience will observe affectionate and playful behavior between the cast members. This troupe occasionally freestyles and improvises parts of the performance, so no two shows are exactly the same. MACHINE DE CIRQUE is sure to be a fun, high-flying, unique experience!



Photo: Loup-William Théberge

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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

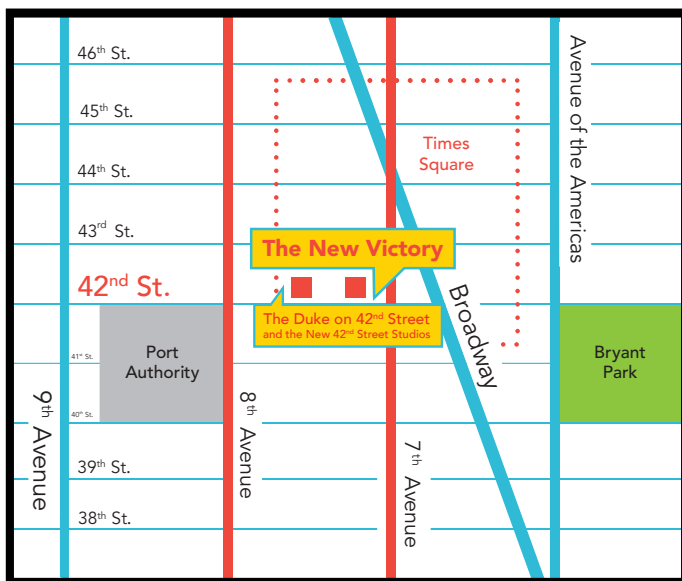
If you are traveling by bus, please also share this important information with the bus driver.

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.



IT'S THE END OF THE WORLD AS WE KNOW IT

The performers of MACHINE DE CIRQUE infuse their show with a raucous, creative, percussive soundtrack made up of found objects.

If the world were to end tomorrow, and you were given time to create one last playlist, what would be your last day on Earth soundtrack?

SONGS THAT MAKE ME
FEEL STRONG

+

+

+

+

+

SONGS THAT LIFT ME UP

+

+

+

+

+

SONGS THAT MAKE ME THINK OF
FAMILY, FRIENDS, LOVED ONES

+

+

+

+

+

SONGS THAT MAKE ME
FEEL BRAVE!

+

+

+

+

+

NEW VIDEOS
THEATER

NEW VIDEOS
THEATER

NEW VIDEOS
THEATER

AFTER

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

COMMON CORE STANDARDS

Writing: 1, 2, 3, 4, 5

Speaking and Listening: 1, 2

Language: 1, 2, 3, 5

NEW YORK STATE STANDARDS

Arts: Creating, Performing, Responding,
Connecting

English Language Arts: 1, 2, 3, 4

BLUEPRINT FOR THE ARTS

Music: Music Making

Music Literacy

Making Connections

Theater: Making Connections



Photo: Loup-William Théberge

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AFTER / PERFORMANCE REFLECTION

Following your trip to The New Victory, you may find that your students want to discuss the performance and their own opinions. Reflecting on the show and voicing an aesthetic response is an important part of the theater-going experience. Allowing your students the opportunity to articulate their own thoughts and hear the ideas of their classmates will increase the impact of the theater experience. Using the following prompts, lead students in a discussion:

Was there a story? What was it about?

Who were the characters and what was their relationship to each other?

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

What were your favorite parts of the show?

What objects did you see onstage? How were they used? Did they remind you of anything?

What did you think about how the performers created musical sounds?

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...*)

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PERFORMANCE REFLECTION

ANALYZE THAT

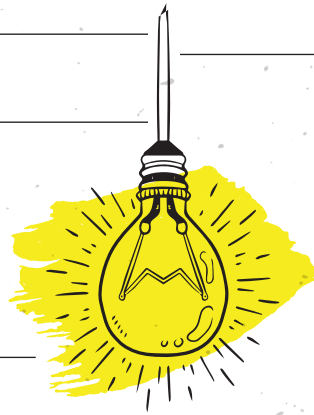
THE PART OF THE SHOW THAT GRABBED MY ATTENTION THE MOST WAS



WHILE WATCHING THE SHOW,
I HAD THE STRONGEST
REACTION TO

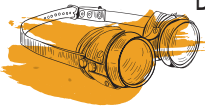
THE SHOW MADE ME THINK ABOUT

A QUESTION I HAVE ABOUT
THE SHOW IS

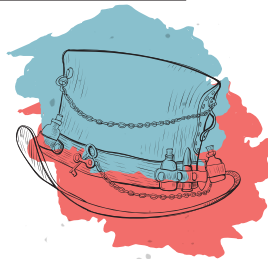


BEFORE SEEING THIS SHOW,
I DIDN'T KNOW THAT

ONE THING I SAW ON STAGE
DURING THIS SHOW THAT I'VE
NEVER SEEN BEFORE WAS



IF I WERE THE DIRECTOR, ONE
THING I WOULD CHANGE ABOUT
THE SHOW IS



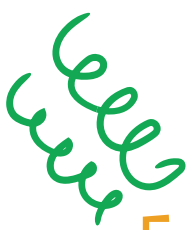
AFTER SEEING THE SHOW,
MY FRIENDS AND I TALKED ABOUT

OVERALL, THE SHOW
MADE ME FEEL



MACHINE
DE CIRQUE





AFTER / PERFORMANCE REFLECTION

FEEL THE BEAT OF THE RHYTHM OF OUR CLASS



Percussive music, comedy and acrobatics all come together to create the world of MACHINE DE CIRQUE. Music is one of many means of storytelling and conveying human emotion and mood. Work as a class to create a percussive, musical, found-object orchestra!

1. Tell students that, in MACHINE DE CIRQUE, they heard and saw live percussive music played on stage by the performers. Have a group discussion about the different sounds and rhythms featured in the show.
2. After your discussion, divide the students into groups of three or four.
3. Have the students decide on a theme, such as “A day in the life of our class” or “What my friends and I do on the weekend,” and ask the groups to devise a short scenario based on their chosen theme. **Note:** *Each student should come up with one sentence or idea to help convey the scenario.*
4. Then, ask each student to create one single rhythmic sound, trying to refrain from using language, that clearly represents their scenario.
5. Have them notice how their body is moving to the rhythm and ask them to make that rhythm more intentional.
6. Next, have each group decide how to best piece their individual rhythms together to create a short music piece! Then, use found objects, such as pencils, pads of paper or desks as percussive instruments with which to play their rhythms.
7. After students have connected their rhythms, tell them they can choose to add vocal sounds to deepen their short rhythmic conversation.
8. After they’ve created their rhythmic conversation, have each group share it with the class.
9. Culminate this activity by asking the students to stay with their groups and stand in a large circle. Have each group go around the circle sharing their percussive conversations, ultimately creating a percussive classroom orchestra!

REFLECTION QUESTIONS:

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What was your favorite moment from this activity?

What was it like to work together to convey an idea or story using only rhythm?

What choices did you make to convey meaning through music made by found objects?

What did you learn from this activity that you didn't know before?

MACHINE
DE CIRQUE

THE NEW VICTORY® THEATER

NEW VICTORY® SCHOOL TOOL® Resource Guides



CREATIVITY PAC



Think you can help make the world a better place? We've written your letter, send it. It's up to you to make a difference in the world!

A blank, lined envelope with a torn edge. The word "DEAR" is printed in a bold, sans-serif font at the top left. The envelope has several horizontal lines for writing. There is a small, circular postmark or stamp in the top right corner. The paper is off-white and shows some signs of age and wear.

Sources

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