

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.

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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.

CONTACT INFORMATION

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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.



+FIESTA+ SONIA DE LOS SANTOS

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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; 4; 5; 6

Writing: 1; 3; 4; 5

Speaking and Listening: 1; 3; 4; 6

Language: 1; 2; 3

NEW YORK STATE STANDARDS

Arts: Creating, Performing, Responding, Connecting

English Language Arts: 1; 2; 3; 4

Social Studies: 2; 3

Languages Other Than English: 2

BLUEPRINT FOR THE ARTS

Music: Music Making, Developing Music Literacy, Making Connections

Summary

¡Hola! It's fiesta time and everyone's invited! Sunny songstress Sonia De Los Santos is hosting a party on the NEW VICTORY stage, and her musical friends are arriving from all over Latin America to join in the fun. Everyone's brought an instrument from their homeland and is ready to sing, dance and celebrate each other's heritage and culture. Playing songs from *Mi Viaje: De Nuevo León* to the New York Island (Parents' Choice Gold Award winner) and her newest album, *¡Alegría!*, Sonia "will show how the songs of her native Mexico have enriched her life in the United States, and vice versa" (*The New York Times*). ¡Los esperamos!



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SONIA
DE LOS SANTOS

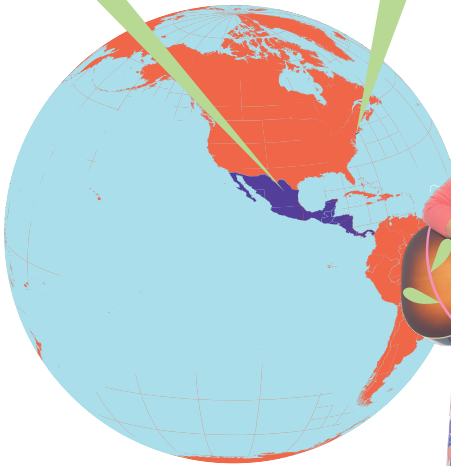
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Where in the world is
SONIA DE LOS SANTOS from?

MONTERREY, MEXICO AND
NEW YORK, NEW YORK



The official name for Mexico is the
United Mexican States.

There are 31 states in Mexico!

Stone tools have been found in Mexico
that suggest the existence of humans
in this region around 23,000 years ago!

FUN FACTS:

Sonia De Los Santos moved to
New York City from Monterrey, Mexico,
in 2005 to study Musical Theater at Circle
in the Square Theater School. She also holds
a BS in Communications from the Instituto
Tecnológico y de Estudios Superiores
de Monterrey.

The accomplished actress toured Mexico
playing Hodel in *Fiddler on the Roof*,
Connie in *A Chorus Line*,
Lucy Harris in *Jekyll & Hyde*
and as a part of the company
in *Jesus Christ Superstar*.

Sonia plays the guitar, mandolin and jarana,
but has never taken a single music lesson.

Sonia De Los Santos has been singing in
English and Spanish, playing guitar and
jarana and lighting up the stage with
Grammy® Award winning group Dan Zanes
and Friends since 2007.

House parties are something of a tradition.
Growing up, Sonia joined her parents at
parties where there was always singing.
This won't be her first house party at the
New Vic either; in 2008, she helped Dan
Zanes celebrate his *Holiday House Party*
on our stage.

MUSIC + CULTURE × HERITAGE =

× FIESTA × SONIA DE LOS SANTOS



A closer look:

Sonia De Los Santos is bound to have great travel tips. Before being named one of *Billboard's* "5 Latin Children's Music Artists You Should Know" for her debut album "Mi Viaje," the bilingual, tri-instrumentalist traveled from "California to the New York island" as part of the Grammy-winning group Dan Zanes and Friends. Joined by her own set of amigas, the cantante (singer) shares childhood stories and musical traditions with her friends from all around Latin America. Sonia and her band play music from different countries, mainly from the American continent, which includes Canada, USA, Mexico, Central and South America!



ALL OF THIS LAND
IS AMERICA!



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A NOTE* FROM SONIA DE LOS SANTOS

Hola amigos and hello friends!

I grew up in Monterrey, Mexico and have been singing my whole life! I moved to New York City over 10 years ago and, since 2007, I've been touring the world singing in English and Spanish, playing guitar, mandolin, and jarana, with the Grammy Award-winning group Dan Zanes and Friends. I recently released my first family music album titled "Mi Viaje: De Nuevo León to the New York Island" where I tell stories about my experiences growing up in Mexico, moving to another country, learning about other cultures and, in the process, feeling closer to my own heritage. My band and I are so excited to play these songs for you while we explore together many different countries, rhythms and sounds from the Americas!

My band and I play music from different countries, but mainly from the American continent. Did you know that, even though the United States of America is commonly called "America", that word really refers to the whole American continent? That includes Canada, USA, Mexico, Central and South America!

*Excerpts from the FIESTA CON SONIA
DE LOS SANTOS Study Guide



MONTERREY, MEXICO

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SON JAROCHO

Son Jarocho is one of the most dynamic variations of Son Mexicano, a music style that first appeared in the 17th century and is a fusion of music from Indigenous Spanish and African traditions. In the 1500s, the Spanish introduced native Mexican inhabitants to stringed instruments like the harp, violin and guitar. These European models, for the next 300 years, would be the inspiration for natives and Mestizos to develop their own stringed instruments, such as the vihuela (west coast), the jarana huasteca (eastern-central regions) and the jarana jarocho (southern Veracruz). As these unique regional instruments were developed, so were distinct regional music/dance traditions. One of which is Son Jarocho, which can be distinguished by its percussive rhythms, vocal style and improvisation in its harmonic and rhythmic framework and verse!

STORYTELLING

Storytelling is a social activity that can sometimes include improvisation, theatrics and, at times, a bit of exaggeration. Every culture has its own stories or narratives, which are shared as a means of entertainment, education, cultural preservation or instilling moral values. FIESTA CON SONIA DE LOS SANTOS is a blend of storytelling methods, such as live music, singing and Son Jarocho. The show is presented in concert-style with Sonia De Los Santos directly addressing the audience, taking them on a journey through her heritage through music and dance!

LIVE MUSIC

FIESTA CON SONIA DE LOS SANTOS is a concert-style performance—not a musical—and it combines storytelling, live music played on instruments native to Mexico and dance to help tell stories. Live music adds atmosphere and helps to convey a deeper level of emotion, allowing the performers to express themselves in exciting, nuanced ways, beyond dialogue or monologue. Other examples of past *New Victory* presentations that included live music are *Black Violin*, *The Aging Magician* and the upcoming *Silent Voices: Lovestate*, featuring the Brooklyn Youth Chorus.

WHAT DO YOUR STUDENTS ALREADY KNOW?

Prior to exploring FIESTA CON SONIA DE LOS SANTOS with your students, find out how much they already know about **LIVE MUSIC** and **DANCE**. In addition, allow them to explore the theme: **CULTURAL HERITAGE**.

Have you ever seen a concert or heard live music performed in real life?

Have you ever seen a dance performance before? What did you enjoy about it and why?

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

What does the word “culture” mean to you?

How might Sonia’s cultural heritage be represented through dance or music in the show?

Where might you see culture sharing through dance or music in FIESTA CON SONIA DE LOS SANTOS ?

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STRIKE UP THE BAND



ACCORDION: This one is a diatonic button accordion and it is mainly used for playing popular music and traditional folk music.

LEONA: A fretless acoustic bass from the same family as the Jarana. The Leona, or “Lioness” in English, has four strings just like a traditional bass, but it’s much smaller. Fun fact: Sinuhé, who’s playing the Leona, built that instrument himself made out of different pieces of wood!



JARANA: A traditional Mexican guitar with eight strings and the main instrument in the Son Jarocho style from the state of Veracruz in Mexico. Jaranas come in different shapes and sizes. The one Sonia plays is a “jarana primera”, it was custom made and Sonia has been playing it for nine years.

TRUMPET: The one with the highest register in the brass family. Trumpets are used in different music styles like orchestras, concert bands, and jazz ensembles, as well as in popular music.



TROMBONE: Another one from the brass family with a slide mechanism that changes the length of the instrument to change the pitch. The word trombone comes from the Italian word tromba (which means “trumpet”) and the suffix “-one”, which means “large”. So, a trombone is actually a large trumpet!

GUITAR: It’s a stringed instrument originating in Spain, usually having six strings, a flat sounding board with a round sound hole in the center, a flat back, and a fretted fingerboard. The one Sonia plays is called the Gibson Hummingbird, and on its pick board, it has a beautiful drawing of a Hummingbird surrounded by flowers.



VIOLIN: It belongs to the orchestral string family but in this case, it’s played in folk music! It has 4 strings and it can be played with a bow or plucked.

DRUM SET: A set of drums and other percussion instruments, set up on stands, played by a single player with drumsticks held in both hands, and feet operating pedals that control the hi-hat cymbal and the bass drum.



LET'S TRANSLATE SONIA'S LYRICS!

Pages 10-11 feature four songs from FIESTA CON SONIA DE LOS SANTOS in Spanish and in English. Work with an adult to learn both ways of reciting each song!



Alegría

Mi mamá me dijo que nací sonriendo
Y que desde niña una luz yo tengo
Y por eso sé que aunque sople el viento
En mi corazón una luz encuentro

Alegría (es lo que yo siento)
Alegría (es lo que yo tengo)
Alegría (es lo que yo siento)
Alegría (pa' cantarle al viento)

Mi mamá me dijo que nací temprano
Por eso me gusta cuando canta el gallo
Y por eso sé que cuando amanece
Este corazón siempre lo agradece

Alegría...

Mi mamá me dijo que la vida es bella
Y que con mi canto siempre deje huella
Y por eso sé que por el camino
Ya mi corazón encontró un destino

Alegría...



Joy!

My mom told me I was born smiling
And that since I was a little girl, there's a light within me
That's how I know that even when the wind blows
In my heart, I can find that light

Joy! (is what I feel)
Joy! (is what I have)
Joy! (is what I feel)
Joy! (to sing to the sky)

My mom told me I was born early
That's why I like when the rooster sings
And that's how I know that every sunrise
This heart is always grateful

Joy!

My mom told me that life is beautiful
And to use my voice to make an impact in the world
And that's how I know that on this road
My heart has finally found its destiny

Joy!

LET'S TRANSLATE SONIA'S LYRICS!



Mariposa Montuna

Mariposa Montuna
Vuela, vuela montuna
Busca, busca aventura
Mariposa

Conocí una mariposa que le gustaba viajar
Vino un día por mi casa y aquí se quizo quedar
Ella buscaba flores, yo las aprendí a sembrar
Y con cariño le dije que aquí ella tenía un hogar

Mariposa Montuna...

Navegando en mi piragua ella me vio pasar
Con sus alas coloridas me vino a saludar
Nos acariciaba el viento, nos vino a regalar
Miles de mariposas migrando para invemar

Mariposa Montuna...

Ya se fue mi mariposa pero un día volverá
Tiene un largo viaje que meses le llevará
Cinco generaciones vuelan para encontrar
Tierras que las protejan para poder regresar

Mountain Butterfly

Mountain butterfly
Fly, fly butterfly
Look, look for adventure
Butterfly

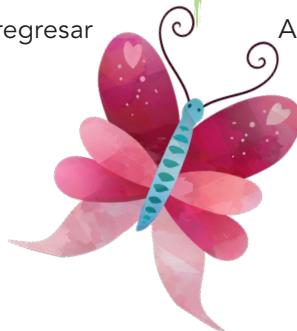
I once met a butterfly that loved to travel
Came to my house one day and decided to stay
She was looking for flowers, I learned how to plant them
And with love I told her, this could be her home

Mountain butterfly...

Navigating on my canoe, she saw me go by
She came to greet me with her colorful wings
The wind caressed us and brought the gift
Of seeing thousands of butterflies migrating to hibernate

Mountain butterfly...

My butterfly is gone, but one day she will return
She has a long journey that will take months
Five generations fly to so they can find
A land that protects them, until they come back



MEXICO: DISCOVERING A CULTURE

(ENGLISH LANGUAGE ARTS, SOCIAL STUDIES, WORLD HISTORY)

First inhabited over 10,000 years ago, Mexico's rich culture is indicative of the country's complex history and is the result of the amalgamation of Indigenous Spanish with many other cultures. Over the past few decades, the culture of Mexico has undergone a tremendous transformation and it varies widely throughout the country. Many Mexicans live in cities, but smaller rural communities still play a strong role in defining the country's collective vibrant community. As a class, or in groups, embark on a research project about the myriad cultural practices and ways of the people of Mexico both past and present. Guide your class by asking questions like: *Who were the Indigenous Peoples who first inhabited what is now known as Mexico? How did Spanish become the primary language of Mexico? How does artistic expression play a part in Mexican traditions? What is the mythology and folklore told by the Mexican people?* Use this Unit Plan Brainstorm as a time to thoughtfully learn about, discuss and celebrate the richness of Mexico and its people and their many cultural contributions to the world. To support this unit, use the **Creativity Page: Juguemos Música (Let's Play Music)** in the **Before** section.

LEARN A SONG Y CANTE EN UN GRUPO!

(ENGLISH LANGUAGE ARTS, MUSIC)

FIESTA CON SONIA DE LOS SANTOS is a concert performance that includes a collection of songs highlighting Sonia's Mexican heritage, her family's journey to New York City and learning about other cultures. All of the songs in the show, except for one, are sung in Spanish. Work with your students to learn a song in Spanish. **Note:** *In order to achieve this, you can use one of the many online websites that have free access to online content intended to use for teaching Spanish to children, such as www.rockalingua.com.* Once you've learned the lyrics and their meaning, and the tune, take time to translate the song in English, or another language(s) spoken in your classroom! Finally, have a multilingual sing along or performance for another class! To support this unit, use the **Activity: ¡Cabeza, Hombros, Rodillas y Pies! (Head, Shoulders, Knees and Toes!)** in the **Before** section.

DO YOU KNOW THE WAY TO MONTERREY?

(ENGLISH LANGUAGE ARTS, GEOGRAPHY, WORLD HISTORY)

Sonia De Los Santos hails from Monterrey, Mexico, which is the capital of the northeastern Mexican state of Nuevo León. *Where is that exactly in relation to New York City? Did you know that Mexico is broken up into states? How many states are there in Mexico? What are the capitals of those states and what, culturally, are they known for?* As a class, use these questions as a jumping off point in discovering more about the geography of Mexico, the cultural differences between its various states and/or regions and the country's cultural evolution. Once you've completed your geographical research, discuss with your students the highlights and benefits of learning about different cultures. Finally, have them create visual representations of their favorite parts of their research. Create an art gallery around your room celebrating what your class has learned and how they've envisioned Mexican culture(s) and its rich history! To support this unit, use the **Creativity Page: Todo Sobre Usted (All About You)** in the **En Route** section.

BEFORE

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

COMMON CORE STANDARDS

Writing: 1

Speaking and Listening: 1; 4; 6

NEW YORK STATE STANDARDS

Arts: Creating, Responding, Connecting

English Language Arts: 1; 4

Languages Other Than English: 1; 2

BLUEPRINT FOR THE ARTS

Music: Music Making; Developing Music
Literacy; Making Connections

Visual Arts: Art Making;
Making Connections



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¡Cabeza, Hombros, Rodillas y Pies!

(Head, Shoulders, Knees and Toes!)

In FIESTA CON SONIA DE LOS SANTOS, music, dancing and audience participation are essential elements of the storytelling. Try the activity below, singing and moving to a Spanish language version of “Head, Shoulders, Knees and Toes” to get warmed up for your day and to get into the mood for a fancy, fun fiesta with Sonia! Sing and move while you and your students explore emotions and hone your inner performer!

Materials: Song lyrics and a recording of this well-known song

1. To get started, scribe the song lyrics, which are listed below, in English and in Spanish, with visual aids so that you can draw connections between the words.
2. Then, gather students in a circle and let them know that, together, you're going to learn a song—in Spanish!
3. Begin by teaching, or reviewing, where one's head, shoulders, knees and toes are located on the body, making sure to draw connections to the visual aids near both sets of lyrics. **Note:** As students become more and more familiar with their body parts, and the sequence of indicating where they are, begin to add movements that allow students to indicate the location of their head, shoulders, knees and toes!
4. Then, repeat **Step 3**, this time learning the Spanish translation of each body part! **Note:** The literal English translation of the word “pies” (pronounced “pee-ays”) is actually “feet.” But, for the purposes of this song, it works!
5. Next, if English is your class's primary language, take time to teach your students the melody of this well-known song in English. Remember to include your gestures or movements! **Hint:** If you don't know the tune, visit the link in the Teacher Tip Toolbox below!
6. Once you've learned the melody using the English language version, begin to incorporate the Spanish translation one word at a time until you've mastered the entire song in a brand new language! Don't forget to incorporate your same movements. It'll help in learning the lyrics! **Hint:** If you'd like some help pronouncing the Spanish words, utilize the appropriate link in the Teacher Tip Toolbox below!
7. Finally, have your class sing their song, in both languages, to another class. ¡Hurra! (Yay!)
8. **Bonus:** If there are other languages spoken in your classroom, or if you are learning languages other than Spanish, work together to make this song multilingual.



TEACHER TIP:

Head, Shoulders, Knees and Toes (Instrumental Version)
<https://www.youtube.com/watch?v=E5d0S0MqHY0>

Head, Shoulders, Knees and Toes (Spanish Version)
<https://www.youtube.com/watch?v=nUkIGzMrHQg>

Head, shoulders, knees and toes, knees and toes
 head, shoulders, knees and toes, knees and toes
 eyes, ears, mouth and nose
 head, shoulders, knees and toes, knees and toes

Cabeza, hombros, rodillas, pies, rodillas y pies
 cabeza, hombros, rodillas, pies, rodillas y pies
 ojos, orejas, boca y nariz
 cabeza, hombros, rodillas, pies, rodillas y pies

REFLECTION QUESTIONS:

What was it like to sing a song in Spanish and/or learn a new language?

Where in FIESTA CON SONIA DE LOS SANTOS do you think music and movement will be at play?

What was your favorite part of this activity?

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Be a part of your kid's field trip to FIESTA CON SONIA DE LOS SANTOS

WATCH

Check out the video trailer and a message from FIESTA CON SONIA DE LOS SANTOS!

NewVictory.org

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 a fiesta is?

How do you think the performers discovered their talent for playing instruments and singing?

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 music concert?

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, including shows to attend with your family, visit NewVictory.org.

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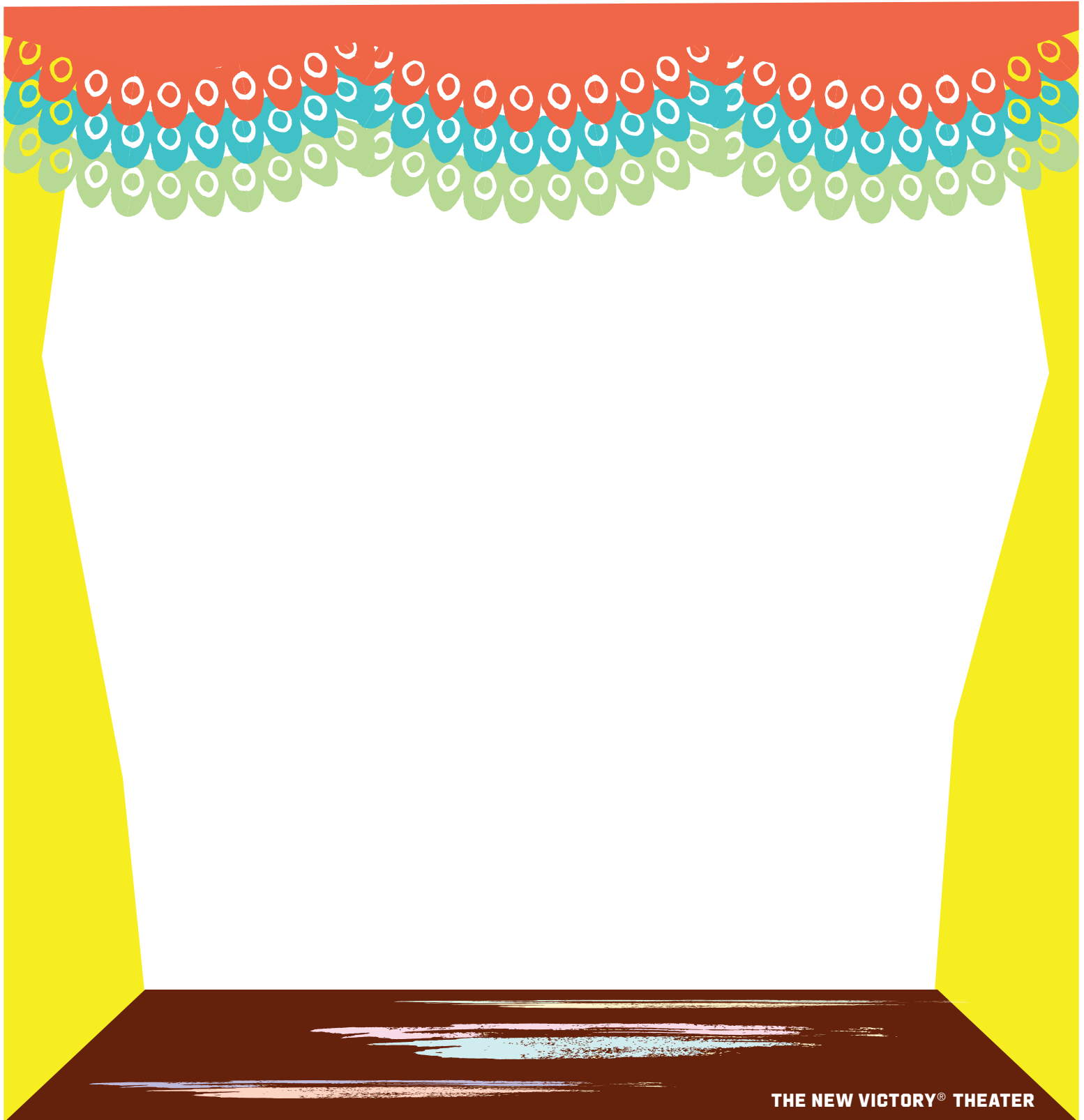


JUGUEMOS

(Let's Play)

Take a look at the instruments on the **Handout: Strike Up the Band**. Pick four of those instruments and, in the blank space below, draw and color your very own band! *What would your costumes look like? What kind of stage would you perform on?*

Use your imagination and create it below. Oh, and don't forget to include your band's name!



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: 1

NEW YORK STATE STANDARDS

Arts: Creating, Connecting, Responding

Social Studies: 2

BLUEPRINT FOR THE ARTS

Visual Arts: Art Making;
Making Connections

Heads up!

FIESTA CON SONIA DE LOS SANTOS features songs from Sonia's newest album, "¡Alegria!." This concert-style performance showcases singing, live music and dancing. The show tells the story of Sonia's journey from Monterrey, Mexico, to New York City, all through music. It's important to note that every song, except one, is in Spanish. Get ready to sing and dance along at Sonia's fiesta of song!



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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

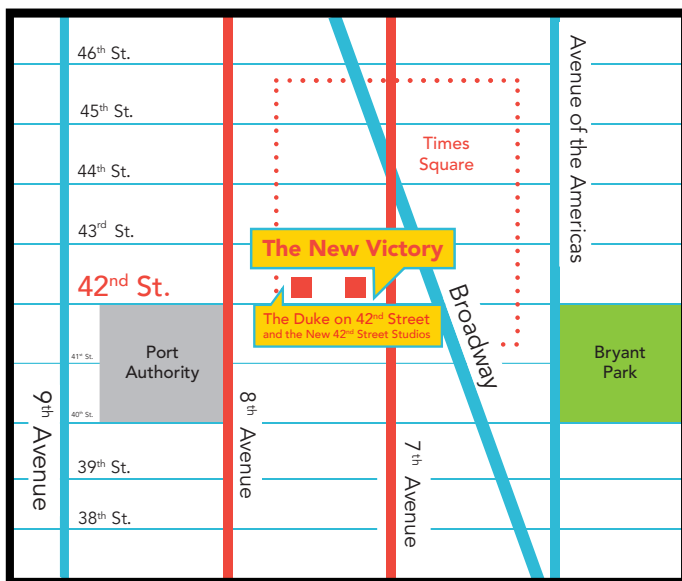
If you are traveling by bus, please also share this important information with the bus driver.

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.



The Flags of Latin America



Antigua



Argentina



Aruba



Bahamas



Barbados



Belize



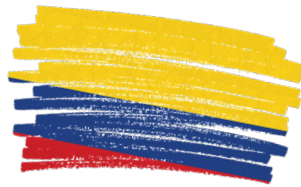
Bolivia



Brazil



Chile



Colombia



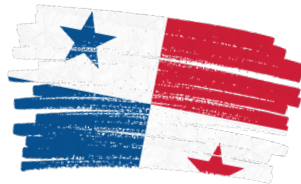
Ecuador



El Salvador



Mexico



Panama



Paraguay

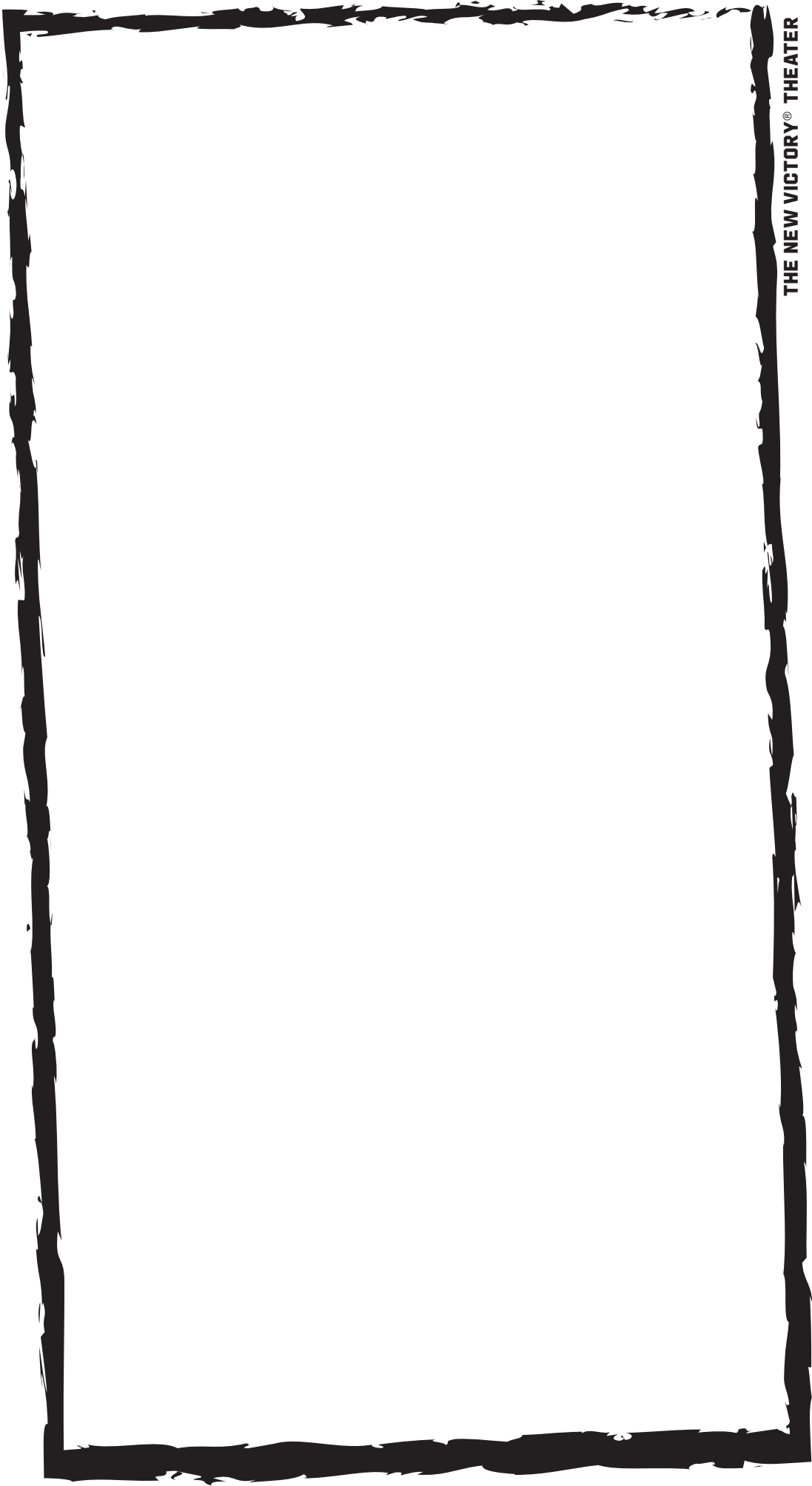


Trinidad & Tobago

TODO SOBRE USTED (All About You)

There are 19 different countries in Central and South America combined, each of which is represented by its own unique flag with different shapes and colors. If you could create a flag that represents you, what would it look like? What makes you unique? What colors, shapes or patterns would you incorporate?

Use the space below to create a flag of yourself based on all the things that make you, you! Take a look at the Handout: *Flags of Latin America* for inspiration. When you're finished, give your flag to your teacher and ask them to create a gallery of flags that represent you and your friends!



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; 3; 4

Writing: 3; 4; 5

Speaking and Listening: 1; 3; 6

Language: 1, 3, 4

NEW YORK STATE STANDARDS

Arts: Creating, Performing, Responding, Connecting

English Language Arts: 1; 2; 3; 4

Languages Other Than English: 2

BLUEPRINT FOR THE ARTS

Music: Music Making; Developing Music Literacy; Making Connections

Visual Arts: Arts Making, Making Connections



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SONIA
DE LOS SANTOS

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. Then, lead students in a discussion:

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 poppy flower 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 and music evoked. Then, lead students in a discussion:

What was the story about?

What was Sonia's journey?

What were your favorite parts of the show?

What kinds of music did you hear?

What kinds of dance did you see?

What different production elements (music, lighting, costumes, 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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UNA CANCIÓN DE AMOR (A SONG OF LOVE)

FIESTA CON SONIA DE LOS SANTOS is a show that is meant to bring joy to its audience through music.

Work with your students to write songs about people in their lives whom they love.

1. To start, have students think of some loved ones that are special to them like family members, friends, etc. Then, tell them that, as a class, they are going to be writing a song about the people they love the most!
2. To begin the songwriting process, ask students to call out people in their lives that bring them the most joy, using terms like mom, dad, grandma, uncle, cousin, best friend, etc. Again, scribe this list so that you can use it in your songwriting process.
3. Then, ask them to think of words that remind them of their loved ones, such as: love, kind, funny, caring, happy, etc., and scribe them on a large piece of chart paper.
4. Next, ask them to come up with words that describe how they greet and say farewell to their loved ones. For example, they might say “hello,” “hi,” “what’s up,” as well as “goodbye,” “see ya,” “bye bye,” etc.
5. Then, as a class, choose a tune that is familiar enough to help you construct your song—or make up your own tune! Guide them through this process by asking questions like: *What kind of sound should our song have? Should it be happy? Should it be sad? Can it be both? What will happen if we make it funny?*
6. Now that you have a list of loved ones, emotions, salutations, farewells and a tune to croon, it’s time to start writing your song! Guide students through the songwriting process by asking questions like: *What should our song be about? What emotions do we want to convey? What should the title of our song be?*
7. Once you’ve created your musical masterpiece, share your song with another class!

REFLECTION QUESTIONS:

.....
What was it like to write your own song?

How did it feel to create a song using everyone’s ideas?

What elements of this activity reminded you of FIESTA CON SONIA DE LOS SANTOS?

What was fun about this activity?

What was difficult?

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¡Deja Que la Música Juegue!

(Let the Music Play!)

FIESTA CON SONIA DE LOS SANTOS highlights the music of Sonia's newest album, "¡Alegría!". Now it's time for you to make your musical mark! The picture below is album cover for this celebrated, joyful collection of songs. *If you could create an album of songs meant to make people sing, dance and feel joy, what would it look like? What would it be called? What style of music would you sing? Let's find out!*

Using the blank space below, create your own album cover, including your band or group's name, and the album title!
Come on, you know you've got the music in you!



Sources

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<https://www.youtube.com/watch?v=nUkIGzMrHQg>

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