



NEW VICTORY® SCHOOL TOOL®

RESOURCE GUIDE

TINGA RAIN PRODUCTIONS

TINGA TINGA TALES

THE MUSICAL

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

209 W 42nd Street, New York, NY 10036
Education@NewVictory.org
646.223.3090

Making Connections to Learning Standards

NEW VICTORY SCHOOL TOOL Resource Guides align with the Common Core State Standards, New York State Learning Standards and New York City Blueprint for Teaching and Learning in the Arts. We believe that these standards support both the high quality instruction and deep engagement that The New Victory Theater strives to achieve in its arts education practice.

The New 42ND STREET® Youth Corps

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



NEW VICTORY® SCHOOL TOOL® Resource Guides are made possible by a generous gift in memory of Fr. John R. Scarangelo, OFM whose lifelong passion for the theater was a powerful influence on all who were fortunate to know and love him.





INSIDE

- PAGE 4** What Guides NEW VICTORY Education:
Our Guiding Pillars!
- PAGE 6** Inside the Show/Company
Closer Look
Where in the World
- PAGE 7** Handout: Synopsis
- PAGE 8** Inside the Art Form
- PAGE 9** Unit Plan Brainstorm

BEFORE

- PAGE 11** Activity: Show Off Your Tinga Moves
- PAGE 12** Resources for Families
- PAGE 13** Creativity Page: Totally Tinga!

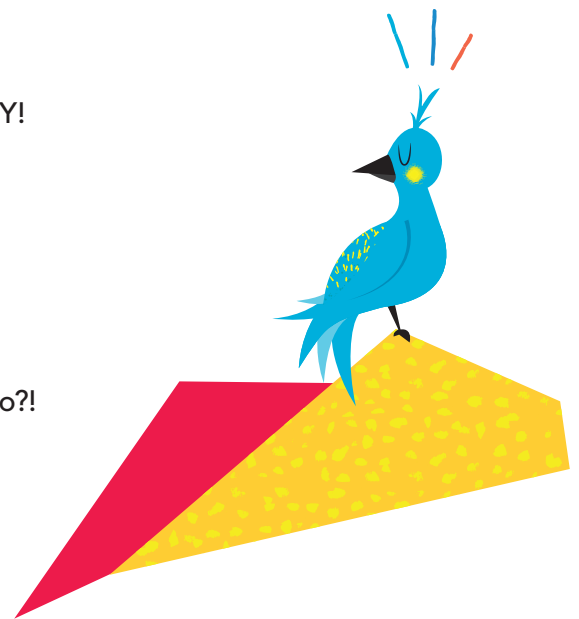
EN ROUTE

- PAGE 15** Heads Up!
- PAGE 16** Trip Guide
- PAGE 18** Creativity Page: Lions and Turtles and Hippos...OH MY!

AFTER

- PAGE 23** Performance Reflection
- PAGE 24** Activity: ZOOsh Woosh
- PAGE 25** Creativity Page: Wait... Where the Tinga Did They Go?!

TINGA TINGA TALES THE MUSICAL



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

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

PLAY

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

DISCOVERY

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

COMMUNITY

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

ART FORM

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

CREATE

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

ARTS FOR ALL

How is the work accessible
to and inclusive of everyone?

INSIDE

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

COMMON CORE STANDARDS

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

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

Speaking and Listening: 1; 2; 5

Language: 1; 2; 3

NEW YORK STATE STANDARDS

Arts: Creating, Performing, Responding,
Connecting

English Language Arts: 1; 2; 4

Social Studies: 1; 2; 5

BLUEPRINT FOR THE ARTS

Theater: Theater Making
Developing Theater Literacy
Making Connections

Visual Arts: Art Making
Literacy in Visual Arts
Making Connections

Summary

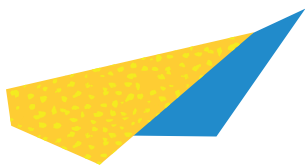
“Jambo, human beings!” Welcome to TINGA TINGA TALES – THE MUSICAL, where Lion, Monkey, Elephant and their larger-than-life animal friends leap onto the stage from the pages of the beloved books and the popular international cartoon series. Chameleon needs some cheering up and Giraffe is in a sticky situation... Will the whole herd make it to the Festival of Colors? In a vibrant world bursting with rich harmonies, live African rhythms and infectious fun, join a wild cast of characters for a sing-along, dance-along, Tinga Tinga-tastic time!



Photo: Paul Munene

**TINGA
TINGA
TALES**
THE MUSICAL

NEW VICTORY
THEATER



Where in the world is
TINGA TINGA TALES
THE MUSICAL from?

NAIROBI, KENYA



FUN FACTS

Nicknamed “moving discos” or “museums on wheels,” Nairobi’s matatus (minibuses) make up a majority of the city’s public transportation. Each one louder than the next, the colorful minibuses compete to attract Nairobi’s 4.5 million commuters with graffiti-style artwork, flashy lights and onboard entertainment.

Based on animal creation stories from all over the African continent, **TINGA TINGA TALES – THE MUSICAL** brings to life these myths of how your favorite animals came to be.

Eric Wainaina, who performs as Monkey and composed the songs for **TINGA TINGA TALES – THE MUSICAL**, is a pop star who has created some of Kenya’s top-selling records. His first album, *Sawa Sawa*, sold more than two million copies!

Because of its popularity, especially with international tourists, *Tingatinga* art was referred to as “airport art”. It was originally painted on masonite tile using bicycle paint.

MUSICAL THEATER + VISUAL ART
× COMMUNITY + AFRICAN CULTURE =



A closer look:

Creator of **TINGA TINGA TALE – THE MUSICAL**, Claudia Lloyd, first put Kenyan animation on the world map with her animated TV series *Charlie and Lola* (British Animation Awards, BAFTAs, Emmy-nominated). And now she’s bringing it to the stage! The critically-acclaimed writer and producer has joined forces with world-renowned singer and composer Eric Wainaina and producer Sheba Hirst to create Tinga Rain Productions, a new theatrical endeavor showcasing the very best music and storytelling from Kenya.

Celebrating the joy that comes from sharing stories, music and art, **TINGA TINGA TALES – THE MUSICAL** comes hot off the heels of an extended run in Nairobi. The show is visually inspired by the *Tingatinga* art of Tanzania. Today, there are close to 700 *Tingatinga* artists who paint animals using bold, vibrant colors and intricate patterns and designs. They collaborate with the very best of Kenyan musical and acting talent, and produce truly rewarding and professional experiences for a diverse and burgeoning theater audience!

TINGA TINGA TALE – THE MUSICAL draws its inspiration from traditional African animal folklore combined with Tanzanian art. These tall tales explore how our favorite animals gained their distinct characteristics. There are funny animals and serious animals, slender animals and muscular animals, tall, short, quiet, and loud animals. **TINGA TINGA TALE – THE MUSICAL** explores the same themes as the animated show, friendship and community. No matter who you are, your role is important and you belong in this community.

**TINGA
TINGA
TALES**
THE MUSICAL





MONKEY

Our story's narrator and a friend to all the animals



CHAMELEON

Grey, drab, seems to always go unnoticed



ELEPHANT

Has a big head, but a tiny brain

Tinga Tinga Tales – The Musical Synopsis

Jambo, human beings! Welcome to the jungle of TINGA TINGA TALES – THE MUSICAL, where sweet music is playing and the birds are waking up to celebrate this lovely, brand new Tinga day! In our Tinga Tinga-rific adventures today, we'll meet Monkey, who introduces us to all of his Tinga Tinga friends. Chameleon, who feels terribly dull and grey because he always goes unnoticed, is the first to appear. Monkey encourages Chameleon and all of us to celebrate ourselves in the Tinga Tinga fashion.

As the animals (or wanyama) continue to wake up and greet the day, we are introduced to Elephant, Tortoise, Hippo and the King of all the beasts, Lion! We also meet Giraffe. When she arrives to greet her animal friends, it is clear that she is experiencing...tummy troubles. Giraffe, on the advice of all of her animal friends, sets off on a journey to find the Mombaza Bees and drink their honey, so that she will be cured.

Meanwhile, Lion reminds wanyama that the Tinga Tinga Festival of Colors is to take place soon, and that each of the animals should prepare to demonstrate their own, unique Tinga Tinga Trick. Everyone—well, almost everyone—is excited to fluff up their feathers and fur, buff up their colors, sing and dance in celebration. While most of the animals are Tinga-ling with anticipation, Chameleon, who is colorless and drab, feels sad that he has nothing to share or to celebrate.

Will Giraffe be cured? Will Chameleon find his colors? Will everyone join in The Festival of Colors? Get ready to watch as our animal friends sing, dance, play and discover their way through this Tinga-tastic tale!



TORTOISE

Down to earth and Elephant's BFF



LION

King of all the animals, a true leader



GIRAFFE

Has tummy troubles and needs to find a cure



HIPPO

Has the hots for Lion



AFRICAN FOLKLORE

Folklore is the traditional customs, tales, sayings, dances or art forms preserved among a people, and is passed down from generation to generation. African folktales act as entertainment, moral or cautionary stories and stories of survival. One of the most well-known animal tricksters of West African legends, originated by the Ashanti nation of Ghana, is the “King of All Stories,” Anansi, who often takes the form of a spider.

MUSICAL THEATER

Musical theater brings together acting, live music and dance into one all-encompassing production. Singing conveys a deeper level of emotion, allowing the characters to express themselves beyond dialogue, monologue or soliloquy. TINGA TINGA TALES will have live musicians accompanying the performers, to help tell the story and support the action. Other examples of musical theater are *A Year With Frog and Toad* (stage), *The Wizard of Oz* (film) and any episode of *Glee* (television).

TINGATINGA ART

Tingatinga is an art form established in the 1960s by Mozambique native, Eduardo Saidi Tingatinga. Simply put, *Tingatinga* uses only two materials—masonite and bicycle paint, known for its vibrant colors and deep contrasts—and can be as small as ceramic tiles or as large as a wall in your home. *Tingatinga* art focuses on and celebrates coastal east African design, such as decorative patterns found in the Swahili culture. The subjects of *Tingatinga* paintings are often animals found across the African continent, such as leopards, elephants, gazelles and hippopotamuses. These paintings are fanciful, filled with bold colors, dots and circles.

WHAT DO YOUR STUDENTS ALREADY KNOW?

Prior to exploring TINGA TINGA TALES – THE MUSICAL with your students, find out how much they already know about **MUSICAL THEATER**, **VISUAL ART** and **FOLKLORE**. In addition, allow them to explore the theme: **COMMUNITY**.

Have you ever seen a musical theater performance?

What is folklore? Do you know any folktales?

What elements of musical theater (acting, singing, dancing) do you like best?

Have you ever seen a painting in real life? Where? What?

How do you think Tingatinga art will be brought to life through musical theater?

What does the word “community” mean to you?



FESTIVAL OF COLORS: WHAT'S YOUR TINGA TRICK?

(ENGLISH LANGUAGE ARTS, THEATER ARTS)

It's extremely important to recognize what makes us unique and beautiful in order to practice self-love. TINGA TINGA TALES - THE MUSICAL explores the expression of individuality, and The Festival of Colors is their chance to celebrate what makes each of them special and spectacular. Tell students they are going to work together to create a talent show celebrating your class's uniqueness. Start by having students sit in a seated circle and ask them *What is your favorite color and why?* Next, ask each of them to share, verbally or physically, one quality or talent that makes them feel unique, like singing, dancing or an interesting noise they can make with their mouth! Direct each student to step into the circle to show off their quality or talent, while encouraging the rest of your students to cheer, clap and whistle in celebration of their classmates' unique talents! Finally, tell students that they are going to put together their very own colorful festival of talents. Work with them to curate your very own *Festival of Colors: Our Tinga Talent Show!* Then, wearing shirts, pants and/or hats with their favorite color on them, perform your class talents for another class! Not only have you created a celebration of what makes your students unique, but you're also reinforcing a supportive and positive community! To support this unit, use the **Activity: Show Off Your Tinga Moves** in the **Before** section.

TINGA-TASTIC COSTUME PARTY!

(ENGLISH LANGUAGE ARTS, VISUAL ARTS)

The costumes in TINGA TINGA TALES - THE MUSICAL are not your typical animal costumes, are but colorful and creative interpretations! After you see the show, throw a TINGA TINGA TALES-themed costume party! Tell students that the class is going to throw a party and you'll be inviting a special guest (Principal, Vice Principal, Parent Coordinator, etc.) to tell them what it was like to see a live show at The New Victory Theater! To help get into the party mood: *What was your favorite part of the show? Who was/were your favorite character(s)? What song did you like the most? What was it like to learn how the giraffe got its long neck and legs? What parts of the show made you laugh the most?* Next, as a class, choose the animals that each student will come dressed as to the party! Then, ask the students to work together to create *Tingatinga*-inspired artwork to help decorate for the party! Next, ask students to work together to make a large invitation, complete with *Tingatinga* artwork, to send to your special guest! Note: *The students can also create smaller invitations in small groups.* At your party, guide the students as they tell your special guest all about seeing TINGA TINGA TALES - THE MUSICAL! As an added bonus, have volunteers recreate their favorite moments from the show! Have a Tingatastic time! To support this unit, use the **Activity: Zoosh Woosh** in the **After** section.

EDUARDO SAIDI TINGATINGA: THE ARTIST & HIS ART

(ENGLISH LANGUAGE ARTS, HISTORY, THEATER)

Who was Eduardo Saidi Tingatinga and how did he develop his own unique style of art? As a class, answer this question and more by taking a class trip to the school library or computer lab to conduct some research around key moments in Tingatinga's life. Once you have compiled your class research, have students working individually or together to draw and paint the life and times of this artist using the Tingatinga style, complete with vibrant colors, dots and circles! After everyone has completed their visual art masterpiece, combine the pieces and make an art gallery, visual collage or mural inside of your classroom, celebrating Tingatinga's life, art and art form! As a bonus, get dramatic! Tell students they are going to be creating a living portrait based on their collective story of Tingatinga's life. Have students take time to study all of the paintings they've created. Then, as a class or in small groups, work together to decide who and what depicted in the paintings they would like to portray. Work with them to create a tableau (a frozen picture), or series of tableaux, that clearly depicts the story being told. Now, they've become living works of art! To support this unit, use the **Creativity Page: Totally Tinga** in the **Before** section.



BEFORE

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

COMMON CORE STANDARDS

Writing: 3; 4

Speaking and Listening: 1; 3

Language: 1; 2; 3

NEW YORK STATE STANDARDS

Arts: Creating, Performing, Responding, Connecting

English Language Arts: 1; 2; 4

Physical Education: 1

BLUEPRINT FOR THE ARTS

Theater: Theater Making

Developing Theater Literacy

Making Connections

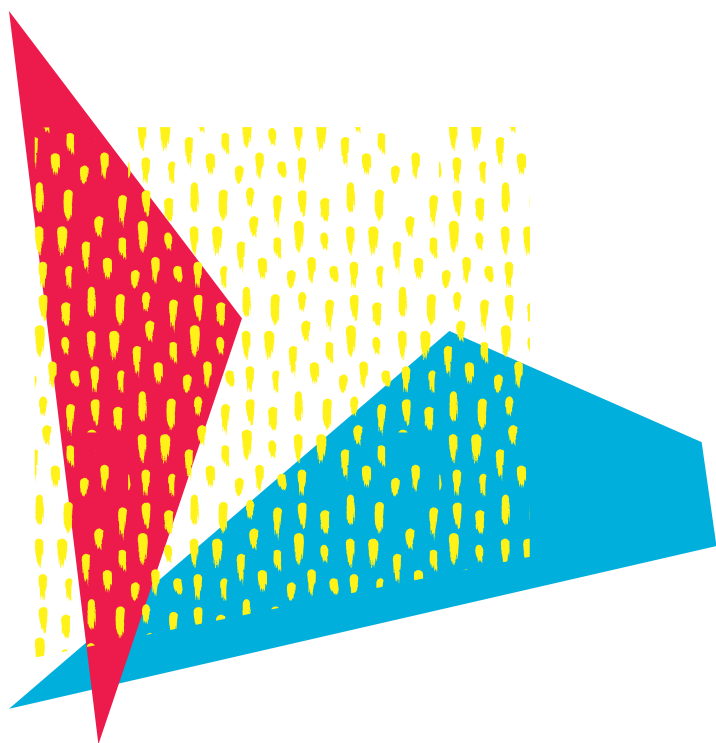
Visual Arts: Art Making

Literacy in Visual Arts

Making Connections



Photo: Paul Munene





SHOW OFF YOUR TINGA MOVES!

In TINGA TINGA TALES, the actors portraying the animals do so by changing their physicality. Explore the ways in which you and your students can move like animals, too!

1. Tell your students that the class will explore different physical movements and become animals!
2. Show images of different types of animals found in Africa, such as hippos, gazelles and hornbills, to your class. Then, model each animal's stance and your perception of that animal's emotional state. For instance, if you embody a hippopotamus, your shoulders may droop and you may wear a frown on your face. Then, ask them what they notice about how you're standing and the expression on your face. **Note:** Repeat this for a few different animals, first showing them a picture, then embodying that animal. Ultimately, using a large piece of chart paper, you'll generate a list of animals and emotions.
3. Next, have students explore each of the emotions you've listed by physicalizing each of them (i.e, sad = slumping downward, happy = stretching upward, etc.) through facial expressions. Once they've done this a few times, ask them to add a physical gesture to help convey each emotion. Finally, have your students explore the verbal sounds that might accompany the emotions they've explored through facial expressions and physical gesture.
4. Now that you and your students have explored each of these emotions as humans, it's time to become animals! Use the images of different African animals as inspiration. Ask each of your students to think of different animals and have them choose one that they'd like to explore individually.
5. Once students have selected their animal, repeat Steps 1-4! **Hint:** To deepen this animal exploration, do this first without music to allow your students to discover their animal physicality and emotions and then with music to see how the music affects the way they feel and move!
6. Finally, have your students morph from human to animal, giving them a 10-count to do so. Ask for volunteers to share their human-to-animal movement piece with the whole class!

REFLECTION QUESTIONS:

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

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

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

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



Be a part of your kid's field trip to TINGA TINGA TALES – THE MUSICAL!

WATCH

Check out the video trailer and a message from
TINGA TINGA TALES

www.NewVictory.org/TINGATINGA

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 is musical theater?

What is Tingatinga artwork?

*How do you think Tingatinga artwork will come to
life the New Vic stage?*

What are you most excited about for your trip?

AFTER the show:

What was your favorite part of the show?

How would you describe a musical?

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.

**TINGA
TINGA
TALES**
THE MUSICAL



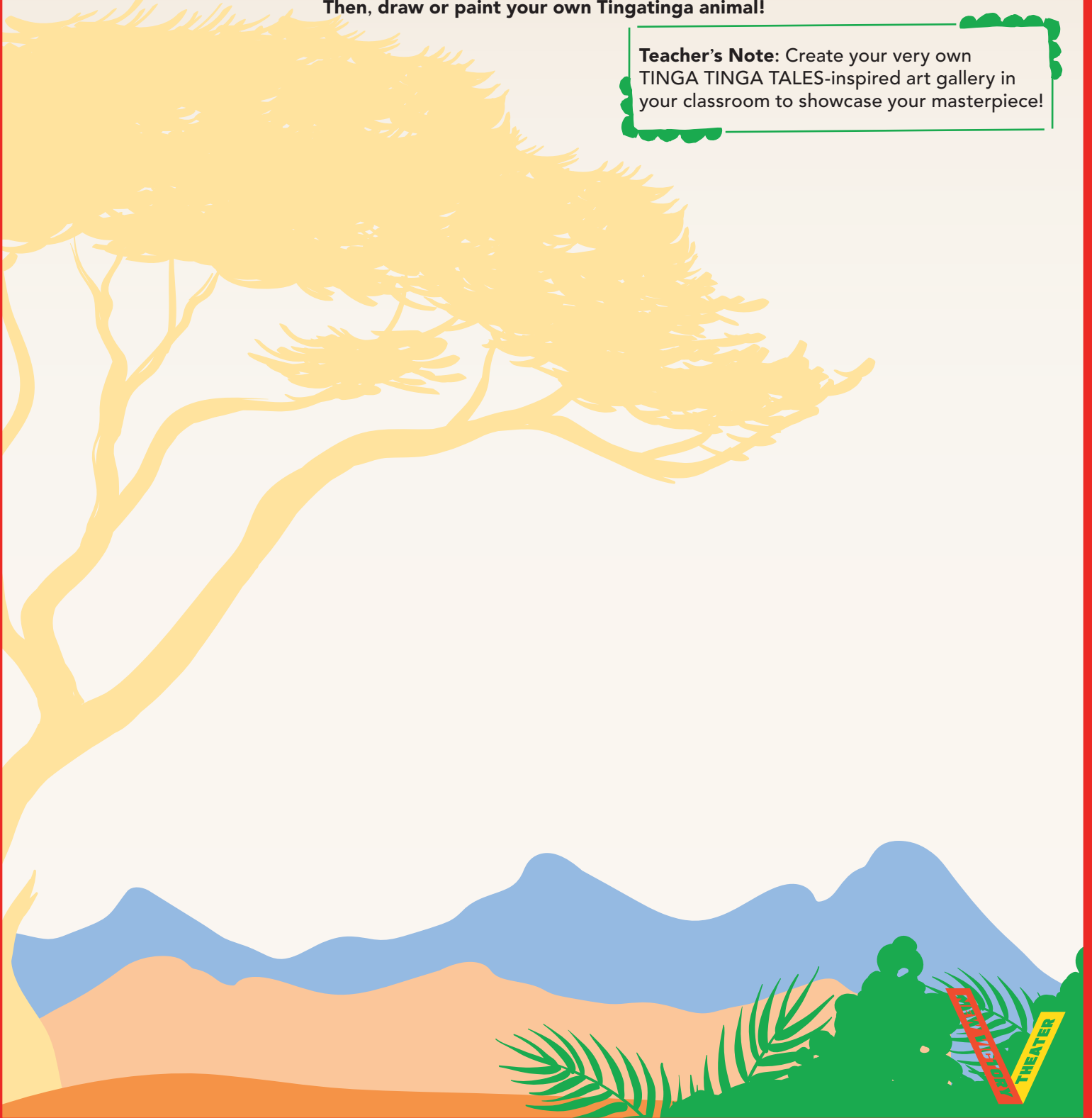
THE NEW VICTORY® THEATER
NEW VICTORY® SCHOOL TOOL® Resource Guides

TOTALLY TINGA!

Bright colors + Jazzy patterns = Tingatinga art! This specific artform from Africa inspired TINGA TINGA TALES – THE MUSICAL.

Now put your Tinga-tools to the test, study the Tingatinga artwork handout on the next page. Then, draw or paint your own Tingatinga animal!

Teacher's Note: Create your very own TINGA TINGA TALES-inspired art gallery in your classroom to showcase your masterpiece!





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: 2

NEW YORK STATE STANDARDS

Arts: Creating, Responding, Connecting

BLUEPRINT FOR THE ARTS

Visual Arts: Art Making
Making Connections

Heads up!

TINGA TINGA TALES – THE MUSICAL is about finding who you are. Be prepared to be part of the show! Audience members are encouraged to sing and dance in their seats throughout the show. But be on the lookout, because you never know what character may be dancing up an aisle near you! This production uses African-influenced art and music that inspired the performers' costume pieces and colorful backdrop. Prepare your students to watch closely and see how the Tingatinga art is integrated into live performance!

Note: If you haven't already, share the TINGA TINGA TALES – THE MUSICAL Synopsis (Page 7) with your students so they can familiarize themselves with the characters and story!



Photo: Paul Munene

**TINGA
TINGA
TALES**
THE MUSICAL



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

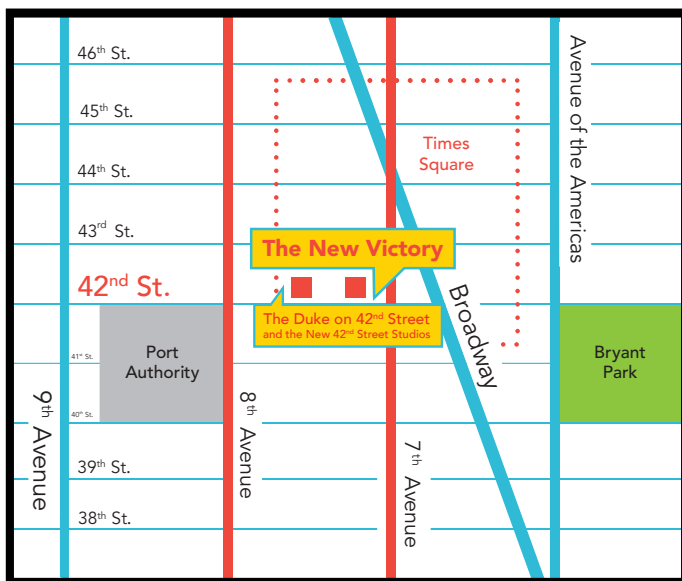
If you are traveling by bus, please also share this important information with the bus driver.

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.



roooaar

CREATIVITY PAGE

groooooowww!

Lions and Turtles and Hippos...

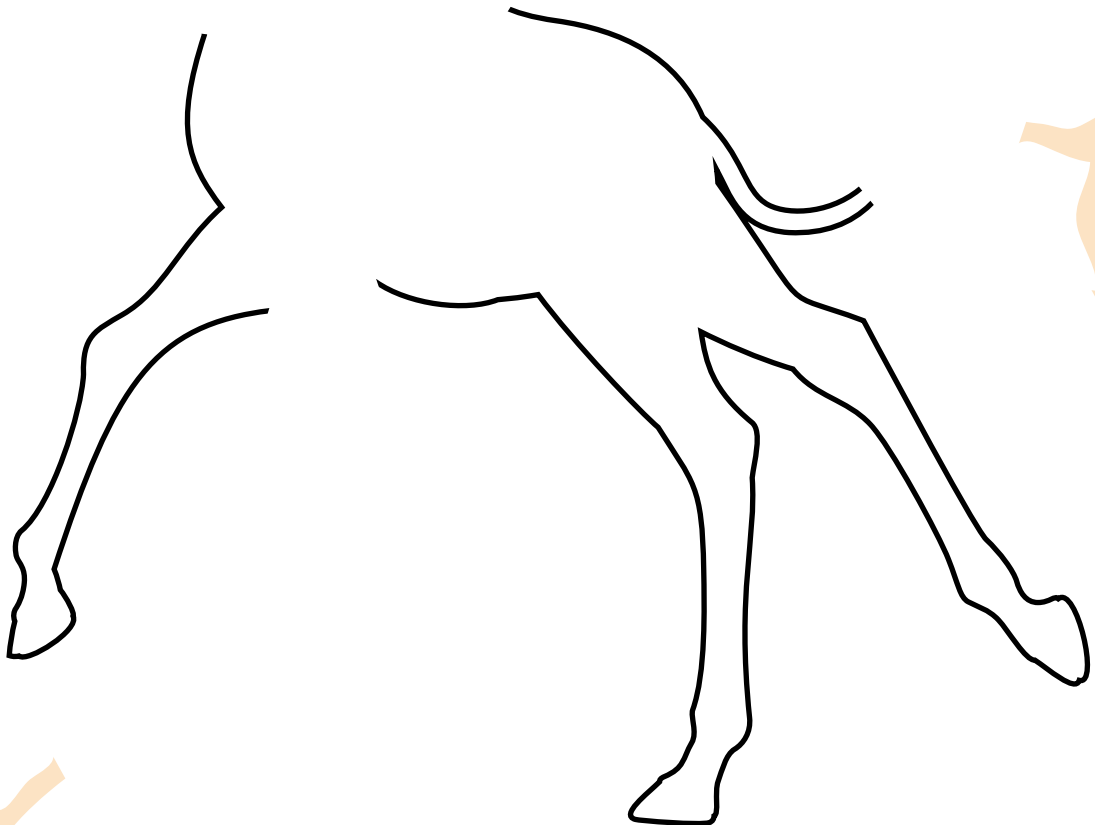
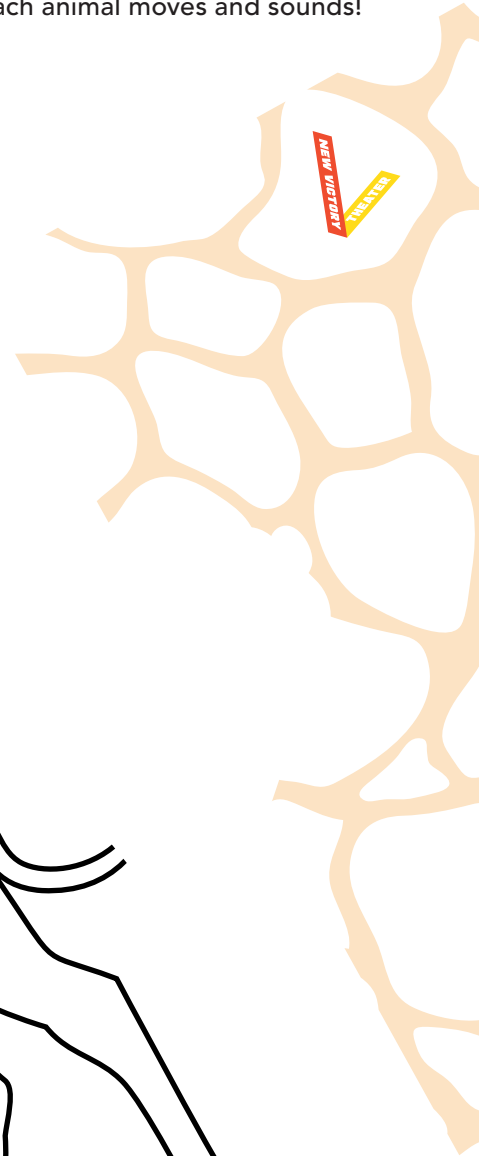
grrrrrrrrrrrrrrrrrr

OH MY!

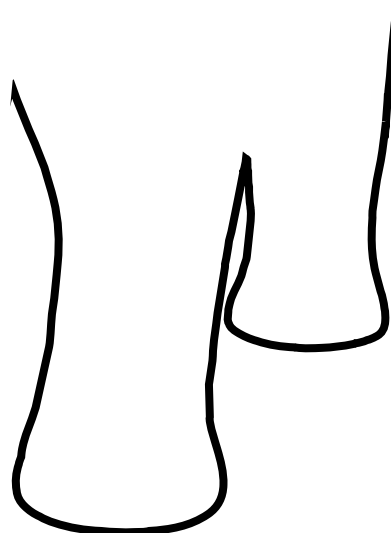
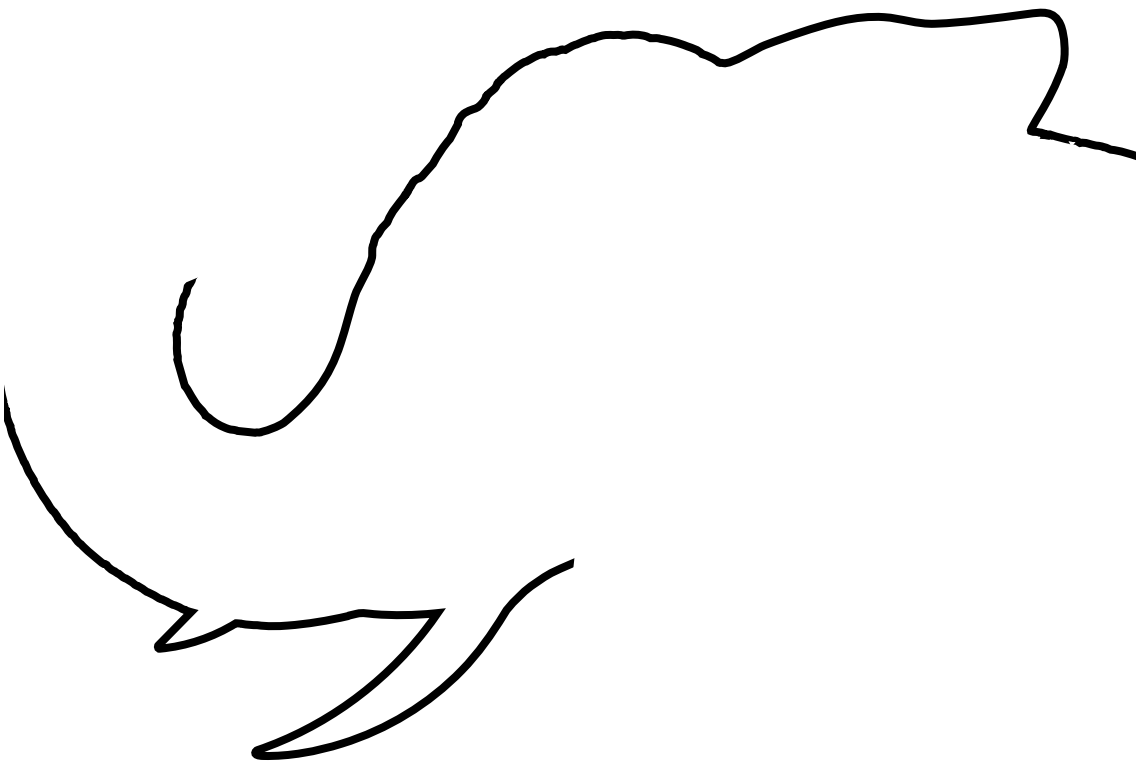
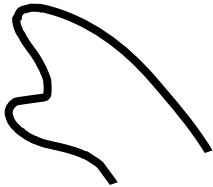
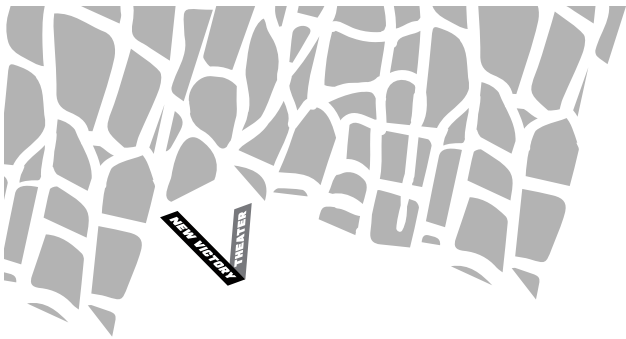
chirp
chirp

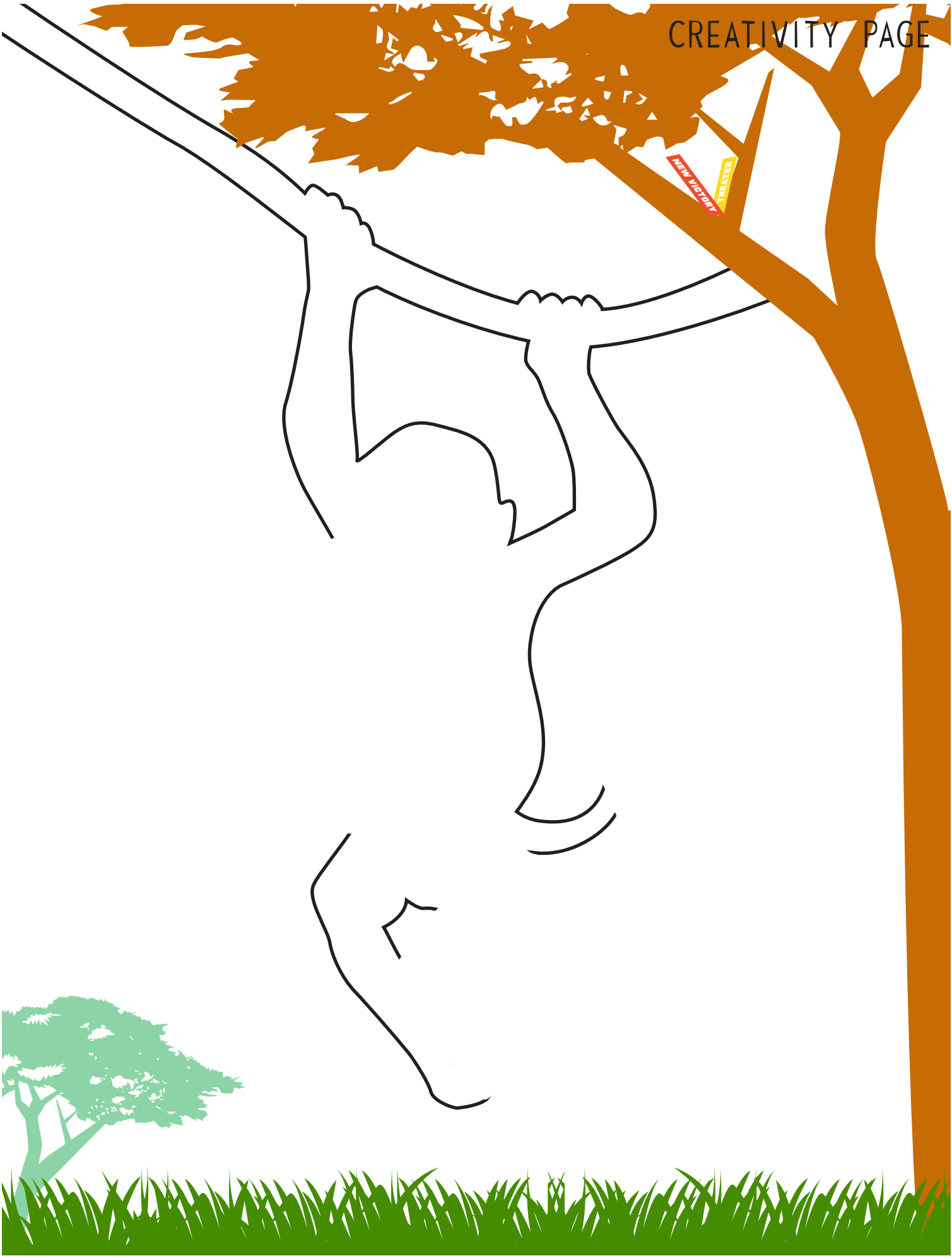
You'll see lions, turtles, hippotamuses and more on stage in TINGA TINGA TALES – THE MUSICAL.
Complete the animal outlines on the next four pages to see what other creatures you might see!

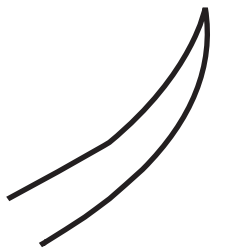
Bonus: After you've finished drawing, become the animals. Explore how each animal moves and sounds!



CREATIVITY PAGE







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

Writing: 2; 3;

Language: 1

Speaking and Listening: 1; 2; 4

NEW YORK STATE STANDARDS

Arts: Creating, Performing, Responding,
Connecting

English Language Arts: 1; 2; 4

BLUEPRINT FOR THE ARTS

Theater: Theater Making
Developing Theater Literacy
Making Connections

Visual Arts: Art Making
Making Connections



Photo: Paul Munene

**TINGA
TINGA
TALES**
THE MUSICAL

**NEW VICTORY
THEATER**

AFTER / PERFORMANCE REFLECTION

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

Engage in a conversation with your students to help them process their thoughts and feelings about the show. On a large piece of chart paper, draw the outline of a giraffe and use the prompts below to guide students through an active reflection. On the outside of the outline, have students write or draw their favorite moments and favorite 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, music and dancing evoked. Then, lead students in a discussion:

What was the story about?

Who were the characters?

Who/what was your favorite character?

What were your favorite parts of the show?

What did you think about how the performers portrayed animals?

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...*)

**TINGA
TINGA
TALES**
THE MUSICAL



ZOOSH WOOSH

TINGA TINGA TALES – THE MUSICAL brings to life the origin stories of Giraffe and Chameleon. Engage your students' imaginations and bodies to explore the origin stories of some of your favorite animals!

Materials Needed: Chart Paper, Crayons, Color Pencils, Drawing Paper, Imagination!

1. Begin by asking students to share out animals, not featured in the show, that are meaningful to their culture, or to them personally, for example: butterflies, koi fish, sloths or eagles. Ask them questions like *What is your favorite animal and why?* Make a list of these animals on a large piece of chart paper. **Note:** *Prompt students to think about animals from myriad locations across the globe, like: a sandy desert, dark forest, the deep blue ocean, a flowing river or a place like New York City!*
2. Next, ask students to join you on an imagination expedition through time! Using the class-generated list of animals, ask students, *How did your favorite animals come to be the way they are? For instance, how did the anteater get its snout?*
 - *What sounds does your animal make?*
 - *How does your animal move?*
 - *How does your animal look?*
 - *What is your animal's habitat?*
 - *Does your animal travel/live alone or in a pack?*
3. Now it's time to make a class Zoopedia, your very own storybook of animals and their origin stories! Ask students to draw an animal from the class-generated list. Encourage students to think about their animal's origin story while they are drawing it. For example: *Why does your zebra have stripes? How did they get them?*
4. Next, verbally build the origin stories of your animals by showing each student's artwork to the class and asking questions like *What animal do you see? What do you notice about how this animal looks? What sounds does this animal make and why?* Act as scribe and begin writing out class generated origin stories for each animal on chart paper.
5. Collect the drawings and put them together into your Zoopedia. Then, have students come together in a seated circle and tell them they're going to work together to bring your collective storybook to life using:
 - *Tableau (A frozen picture)*
 - *Participants as characters (who/what is in the story)*
 - *Creating physical setting (where the story takes place)*
 - *Soundscaping (The background music, noise or soundtrack made with the mouth, body or found objects)*
6. Put all of these ideas into practice by leading students through a "Story Woosh," in which they create moments of their story in the center of the circle, while you act as the narrator and offer direction as the story is told. **Note:** *It's best to activate the story one page at a time.*
7. Once you've finished a page or two of the book, have everyone in the center of the circle go back to their seated position by saying the word, "WOOSH!" and making a sweeping motion with your hands. Have seated students do this, too! Once you've repeated this for each page of the story, you will have essentially created your very own storyteller's theater!

REFLECTION QUESTIONS:

How did it feel to think about and create an origin story?

What was it like to see your classmates play different animals?

What did this activity make you feel or think about?

What was the hardest part of this activity? How did you overcome that challenge?

What elements of this activity reminded you of the story telling from TINGA TINGA TALES – THE MUSICAL?

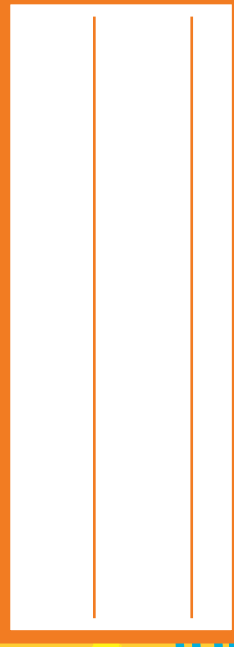
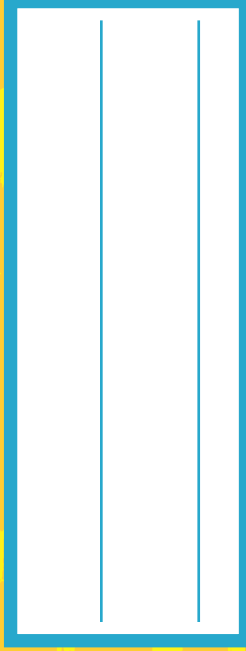
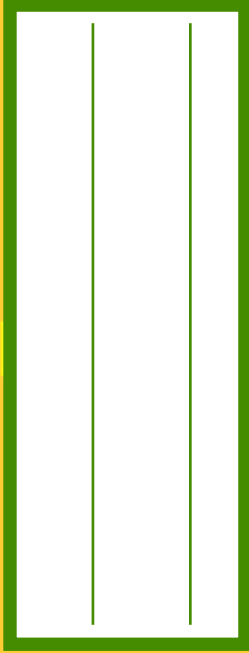
**TINGA
TINGA
TALES**
THE MUSICAL



CHOOSE YOUR OWN TINGA TINGA ADVENTURE!

It's time to create your own tale inspired by TINGA TINGA TALES – THE MUSICAL! Use the three squares below to draw the beginning, middle and end of your very own Tinga Tinga Adventure! On the lines underneath each picture, have an adult help you write a description telling your Tinga Tinga-inspired tale!

NEW VICTORY
DRAWING



Sources

http://www.bbc.co.uk/pressoffice/pressreleases/stories/2010/01_january/14/tinga.shtml

<https://insideafricanart.com/tingatinga/>

<https://www.britannica.com/place/Zanzibar-island-Tanzania>

https://www.worldoftales.com/African_folktales.html

http://www.afrum.com/index.php?categ=art_cur&action=vypis&select=401