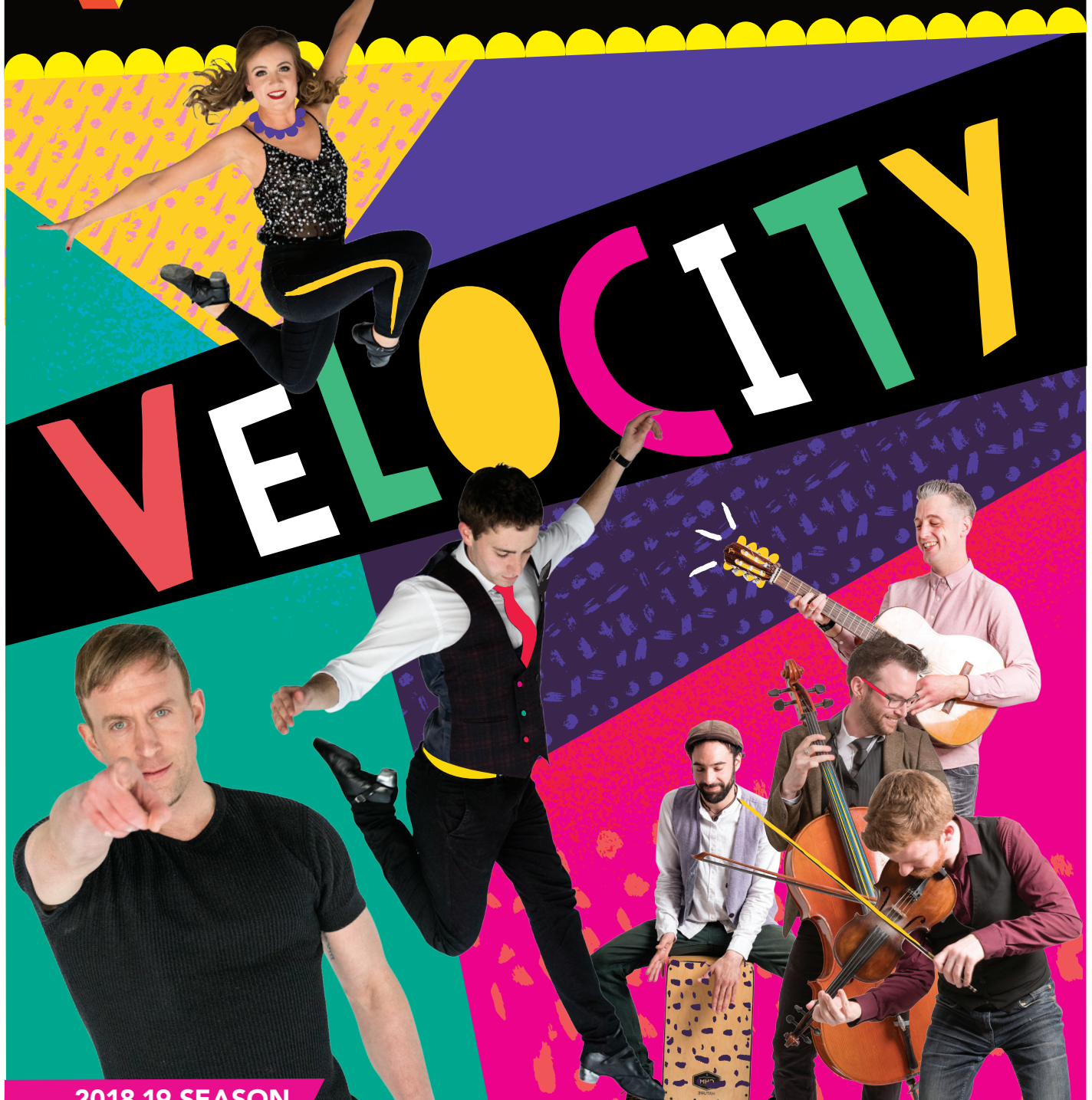


NEW VICTORY

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



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THE NEW VICTORY® THEATER  
NewVictory.org/SchoolTool

# THE NEW VICTORY THEATER

The New Victory Theater brings kids to the arts and the arts to kids. Created in 1995 on iconic 42nd Street, this nonprofit theater has become a standard-bearer of quality performing arts for young audiences in the U.S. Reflecting and serving the diverse city it calls home, The New Victory is committed to arts access for all students, teachers, kids, families and communities of New York to experience and engage with the exemplary international programming of theater, dance, circus, puppetry and opera on its stages. A leader in arts education, youth employment and audience engagement, The New Victory Theater has been honored by the President's Committee on the Arts and the Humanities with the 2014 National Arts and Humanities Youth Program Award, by Americans for the Arts with a national Arts Education Award, and by the Drama Desk for "providing enchanting, sophisticated children's theater that appeals to the child in all of us, and for nurturing a love of theater in young people."

The international productions on NEW VICTORY stages inform and inspire the work of the award-winning NEW VICTORY Education Program through a dynamic combination of school and public programs. Our school programs serve over 40,000 Pre-K through 12th grade students and teachers each season at almost no cost to the kids or their schools. Many of our partners are NYC-area Title I schools, with a high percentage of students who would be unable to experience live theater if it weren't for The New Victory. This nationally-recognized program exemplifies the organization's long-standing commitment to the intrinsic value of cultural participation in the lives of New York City kids.

The NEW VICTORY Education Department is committed to building impactful and long-lasting relationships with schools and after-school programs. We believe that creating strong and meaningful partnerships between schools and arts organizations allows school communities to deeply enrich their arts programs and infuse creativity across the curriculum. By annually enrolling in the unique and award-winning NEW VICTORY Education Partnership Program, schools take advantage of \$2 tickets to NEW VICTORY school-time and after-school performances, free classroom workshops led by highly skilled teaching artists, in-depth resources and professional development that allow teachers to incorporate the arts into their classrooms.

## NEW VICTORY® SCHOOL TOOL® Resource Guides

Available to Education Partners for every show in our season, NEW VICTORY SCHOOL TOOL Resource Guides provide educators with comprehensive materials that explore the artistry and key themes of each production. Filled with practical, ready-to-implement activities that allow any teacher to incorporate The New Victory into their classroom, the NEW VICTORY SCHOOL TOOL Resource Guides are designed to enrich the performance experience before, during and after the students' trip to the theater.

Please be advised that the unauthorized reproduction or distribution of NEW VICTORY® SCHOOL TOOL® Resource Guides for any purpose other than educational, such as for commercial or monetary gain, may constitute copyright infringement and may be punishable by law. For more information, please contact the NEW VICTORY Education Department at [Education@NewVictory.org](mailto:Education@NewVictory.org)

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

209 W 42nd Street, New York, NY 10036  
[Education@NewVictory.org](mailto:Education@NewVictory.org)  
646.223.3090

## Making Connections to Learning Standards



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.





# VELOCITY

## INSIDE

- PAGE 4** What Guides NEW VICTORY Education:  
Our Guiding Pillars!
- PAGE 5** Inside the Show/Company  
Closer Look  
Where in the World
- PAGE 7** Inside the Art Form
- PAGE 8** Handout: Irish Heritage at a Glance
- PAGE 9** Unit Plan Brainstorm

## BEFORE

- PAGE 11** Activity: Lay Down a Beat and Dance!
- PAGE 12** Resources for Families
- PAGE 13** Creativity Page: Tradition: The Remix

## EN ROUTE

- PAGE 14** Heads Up!
- PAGE 15** Trip Guide
- PAGE 17** Creativity Page: Trick Out Your Taps

## AFTER

- PAGE 19** Performance Reflection
- PAGE 20** Activity: Record Breakers
- PAGE 21** Creativity Page: Choreographer's Corner



# 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:** 2; 7

**Writing:** 2; 4

**Speaking and Listening:** 1; 2; 4

**Language:** 1; 2; 4

## NEW YORK STATE STANDARDS

**Arts:** Creating, Performing, Responding, Connecting

**English Language Arts:** 1; 2; 3; 4

**Social Studies:** 2

**Physical Education:** 1

**Science:** 1; 4; 7

## BLUEPRINT FOR THE ARTS

**Dance:** Dance Making

Developing Dance Literacy

Making Connections

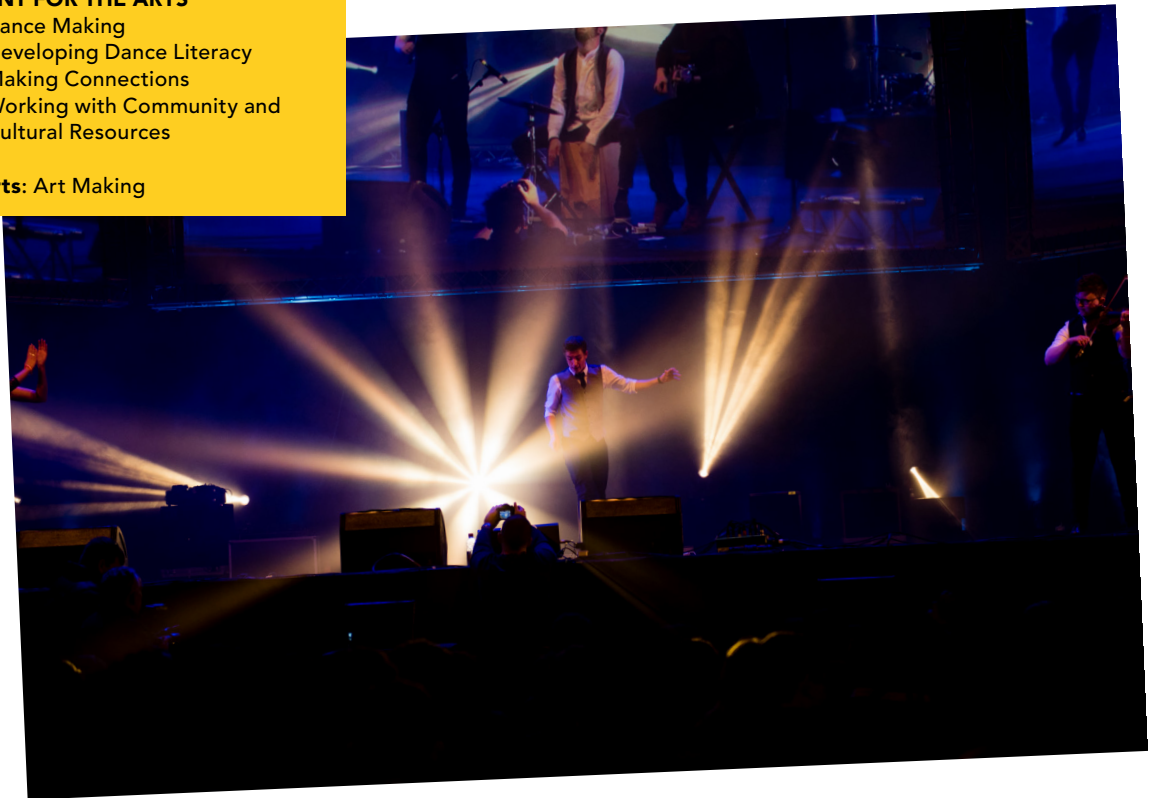
Working with Community and

Cultural Resources

**Visual Arts:** Art Making

## Summary

A high-octane celebration of the past, present and future of Irish dance, VELOCITY is a bold and blazing tap performance for the ages. Choreographed by the “Fastest Feet in the World,” James Devine and five-time World Irish Dance Champion David Geaney, illustrious Irish hoofers come together to tackle impossible scuffles, shuffles and every time step in between. Backed by a rocking Celtic band and DJ, and featuring award-winning dancers including AnneMarie Keaney and Gabriella Wood, this intimate, no-nonsense jam session takes tap into the 21st century.



# VELOCITY





Where in the world is VELOCITY from?  
**DINGLE AND CLARE, IRELAND**



### FUN FACTS:

In VELOCITY we learn about some of the rigid rules of Irish Step Dance. Ireland has a history of whacky regulations. For example in 1447, moustaches were illegal in Ireland.

While David Geaney and AnneMarie Keaney have backgrounds as competitive Irish dancers, not all Irish dancers compete. Some schools dance for events such as festivals, parades and weddings.

Northern Ireland is governed by the United Kingdom, while the rest of Ireland is an independent nation.

Irish people speak English, but Irish school children are still taught the Irish language of Gaelic.

Ireland could be considered a leading country in gender equality. They have had two female presidents.



# IRISH STEP DANCE + SPEED × BREAKING ALL THE RULES = VELOCITY

## A closer look:

VELOCITY's origin revolves around speed and direction. When five-time world champion Irish dancer David Geaney missed his ride home after filming a documentary, fellow performer and "The Fastest Dancer in the World," James Devine, happened to be driving in his direction. One car ride later and the rest is history. The pair's first collaboration, a video celebrating Ireland's 100-year history, proved so successful that they fleshed the idea out into a full production. And now, after receiving rave reviews in 2017 at the Edinburgh Festival Fringe, VELOCITY is making its U.S. debut at The New Victory!

VELOCITY is the next generation in Irish tap dance. Honoring past traditions but with a 21st century spin, the dancers break the rules of Irish tap to breathe new life into the art form. The show features live music, movement, and visual technology different from any other dance performance. While the music still has an Irish influence, the live band riffs off of the traditional tunes, dropping some sick electric beats.

## About the creative team:

Choreographer James Devine is Guinness World Records' "Fastest Dancer in the World," clocking in at 38 taps per second. You may remember his fast feet from *Tapeire* which came to The New Victory in 2007.

A dancer and a scholar, David Geaney turned down touring with *Riverdance* in favor of finishing his degree in Economics and Mathematical Sciences. He took his final exams just three days before appearing in the semifinals of *Britain's Got Talent*.

AnneMarie Keaney has been dancing since she was four years old and has won numerous awards including 2nd place in the British National Irish Dancing Championships.

Gabriella Wood began Irish dancing at the age of seven in her hometown of Northport, New York with the Petri School, now known as Doherty Petri. Gabriella holds numerous national and international titles, including 11 consecutive Mid-Atlantic Regionals and two World Championships.



## IRISH STEP DANCE

This unique cultural dance style, which can be performed solo or in an ensemble setting, has roots in traditional Irish dance. This style of dance is often characterized by the dancer holding themselves with a stiff upper body while executing quick movements with their feet. A popular example of this style is world-renowned Irish dancer, Michael Flatley's *Riverdance* and *Lord of the Dance*.

## TAP DANCE

Born from the melting pot of America, tap dance fuses African tribal dancing with Scottish, Irish and English hornpipes and jigs. It's defined best as a rhythmic step dance with hard soled shoes or shoes with soles and heels to which taps have been added. This fusion first premiered in the 1820s and has since evolved into an integral part of our country's cultural canon. To this day, people around the globe are still wowed by the tapping talents of the late Fred Astaire and Sammy Davis Jr., and contemporary tap artists Michelle Torrance and Savion Glover.

## MULTIMEDIA DESIGN

Multimedia design combines various artistic mediums such as images, projections, spoken word, music and sound into a theatrical performance. In *VELOCITY*, image projection, dance and music are used to create a multimedia landscape that transports the audience into a dancy, speedy spectacle!

## WHAT DO YOUR STUDENTS ALREADY KNOW?

Prior to exploring *VELOCITY* with your students, find out how much they already know about **IRISH STEP DANCE** and **TAP DANCE**. In addition, allow them to explore the theme: **TRADITION**.

*Have you ever seen an Irish step dance performance? If so, where?*

*Do you know any cultural dances?*

*Have you ever seen a tap dance performance live, on TV or in movies? If so, where?*

*What does the word "tradition" mean to you?*

*What kind of traditions do you and your family celebrate?*

*How do you express yourself artistically?*



# VELOCITY





# HANDOUT: IRISH HERITAGE AT A GLANCE

## HISTORY — What's in a Name?

You may know it as simply 'Ireland' today, but did you know that the nation's official title continuously evolved over the last century? It's true! Taking a deep dive into the evolution of Ireland's official state names shows just how complex its recent history—not to mention its political identity—truly is. All of Ireland was under British rule as a part of the United Kingdom for hundreds of years. Then, in 1922, the War of Independence ended in the creation of a treaty between the Irish people and British authorities. That treaty established 26 counties as the Irish Free State and left 6 counties still attached to the United Kingdom under the name of Northern Ireland, which remains a part of the UK to this day! This became known as the Partition of Ireland.



Éire stems from the Gaelic name of the matron goddess of Ireland, Ériu, who symbolically represents the nation's sovereignty.

The Constitution of Ireland—the document declaring Ireland's sovereignty—was ratified in 1937. The name of the nation was changed yet again to reflect this shift in identity: the Irish Free State became the Republic of Ireland, or Éire!

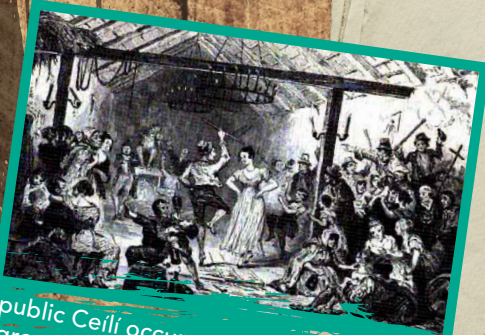
## SOCIAL AND CULTURAL DANCES:

Irish dancing may have been popularized worldwide in recent years by shows like Michael Flatley's *Riverdance*, but it's existed in various incarnations for centuries. While there is no concrete record of its precise origin, some scholars believe that Irish dancing stems from the roots of ancient Celtic dance. Many Celts were pagans who worshipped the sun, and their rituals would involve dancing in a circular formation within a ring of stones. Dances such as the "Irish Jig," the "hay," the "rinnce fada" and the "rinnce mór" date back to approximately 1680, but it is believed they were practiced long before this decade.

In fact, circular formations and chain dancing can be seen in many forms of Irish dance today, including "set dancing" and the "hay," suggesting the tie between past and present!



The 18th century brought with it a new role in Irish culture: the Dancing Master, an expert who would wander from village to village and teach peasants the basic principles of dance. It's said that Masters would organize group dances for pupils who struggled with the steps so they could enjoy the practice without the pressure of performing solo. Irish Dancing Masters were in competition with each other and each had their own districts in which they taught. It would have been a big risk to encroach upon another Master's territory. When Masters met up at public fairs, they would challenge each other to dance-offs that only ended one way: with one of them falling to the ground, too exhausted to go on!



The first public Ceili occurred in 1897 and featured group dances such as the quadrille, a popular court dance adapted into Irish set dancing for rural areas.

Since that era, Irish dance has only continued to grow and evolve into many different styles that are foundational to the nation's culture. One of these dances not featured in *VELOCITY* is the Ceili, the name of which originally referred to a friendly gathering of neighbors talking, playing music and dancing. Several performers in *VELOCITY* have backgrounds in another form of competitive Irish dance: step dance. In this style, dancers keep their upper bodies extremely rigid, which contrasts with their active feet and legs that move in a rapid succession of hops, high kicks and complex footwork. In *VELOCITY* you'll see many elements of competition step dance, however, the performers tap into their unique flair, shatter expectations and break the rules to change how we all look at Irish Step.



## TAP INTO HISTORY (HISTORY, ENGLISH LANGUAGE ARTS, DANCE)

Very little is known about the history of Irish dance or when the art form was first introduced in Ireland. *What do you think you know about Irish dance?* Encourage students to act as detective scholars and explore their local resources, such as public or school libraries, as well as the internet to conduct research on Irish dance, its origins and evolution. As a class, use your research and prior knowledge to construct an initial arc of the artform. Then compare your class arc to how VELOCITY deconstructs traditional Irish dance. Conduct a group discussion regarding what your students learned about traditional Irish dance versus what they saw on stage at The New Victory Theater. Inspired by the thoughts and ideas that arise in this discussion, have students identify social dances they know. In small groups, prompt them to discuss how they can collaborate to deconstruct the social dance of their choice. Then, have them get on their feet and create the next generation of their chosen dance! Now, have a class dance party to showcase their new dance creations! To support this unit, use the **Creativity Page: Choreography Corner** in the **After** section.

## CULTURAL DANCES AROUND THE WORLD (SOCIAL STUDIES, VISUAL ARTS)

VELOCITY employs elements of tap dance, but bends the rules of traditional Irish step dance to create a unique style of dance. Explore the origins and evolution of Traditional Irish dance, as well as different cultural dances around the world with your students! Give them the opportunity to research the evolution of social or cultural dances here in the U.S. Then, have them research different styles of dance affiliated with different countries and cultures around the globe. Have students review their findings, citing similarities and differences across the art form from different cultures. Then, have them write or draw about what they've learned about different cultural dances and then present their findings to the class or a partner! To support this unit, use the **Activity: Lay Down a Beat and Dance** in the **Before** section.

## THE PHYSICS OF TAP (SCIENCE)

What is the science behind tap dance? Explore the physics behind these toe-tapping tricks with your students as part of a science unit! Lead activities, followed by reflective discussions, about concepts such as gravity, velocity, inertia, force and kinetic friction. A few guiding questions to help you get started are: *How are science and art connected? How do dance and Newton's third law work together? What factors influence the speed at which an object is moving? What elements do we need to balance on a surface?* To support this unit, use the **Activity: Record Breakers** in the **After** section.

### WHAT IS SOCIAL DANCE?

Social dance is a major category or classification of dance forms or dance styles, where enjoyment and socializing are the primary focuses of the dancing.

### WHAT IS CULTURAL DANCE?

A culture's dance is the encapsulated expression of their history and ethos. The phrasing and body movements in dance are an embodiment of each culture's world view—their social values, economics, environment, and belief system—all represented in their dance patterns.

# VELOCITY



# BEFORE

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

## COMMON CORE STANDARDS

**Writing:** 3; 4

**Language:** 1; 2

## NEW YORK STATE STANDARDS

**Arts:** Creating, Performing, Responding,  
Connecting

**English Language Arts:** 4

## BLUEPRINT FOR THE ARTS

**Music:** Music Making

Developing Music Literacy

Making Connections

**Visual Art:** Art Making

Making Connections



# VELOCITY



# LAY DOWN A BEAT AND DANCE!

BEFORE / ACTIVITY

In VELOCITY, dance and music are used to tell a story! Use the activity below to channel your class's fierce dance skills! VELOCITY breaks all the rules of traditional Irish Step Dance. Now it's your turn to use the moves you know to create a brand new type of dance!

**Materials Needed:** Music, chart paper (optional)

1. Have your students form a circle and, as a group, choose two different genres of music (ex: salsa and country).
2. Have students brainstorm the characteristics of each genre and describe these characteristics on the board or chart paper. You can ask students the following to get the brainstorm started: *What kind of instruments might be used in this genre? What kind of rhythms do you hear in each genre? What kind of melodies do you hear in these genres? What makes these genres unique? How does each genre make you want to move or dance?*
3. Break your students into two large groups and assign each group one of the genres. Using the characteristics brainstormed, tell students to come up with a very short rhythm that falls under their assigned genre. Once they decide on this beat, everyone in the group should emulate the rhythm using different parts of their body.
4. Once each group has rehearsed this a few times, bring everyone back together and have each group perform their rhythm for the entire class.
5. Now, initiate a steady beat and invite one group to start their rhythm and loop it continually. Then, ask the second group to use that rhythm to create dance moves, or use dance moves they might know, that work in tandem with the other group's beat.
6. Encourage students to listen closely to their fusion and adjust the rhythm or tempo to create a cohesive fusion of genres. Try this a few times until the class is happy with the fusion of both music and dance.
7. To extend this activity, challenge your students to mashup four or more genres and have a dance party!

## REFLECTION QUESTIONS:

*What was exciting about our genre mashup?*

*What was challenging about combining two different art forms?*

*What would you say is the relationship between music and dance?*

*How do you think the performers in VELOCITY will combine music and dance?*



# VELOCITY



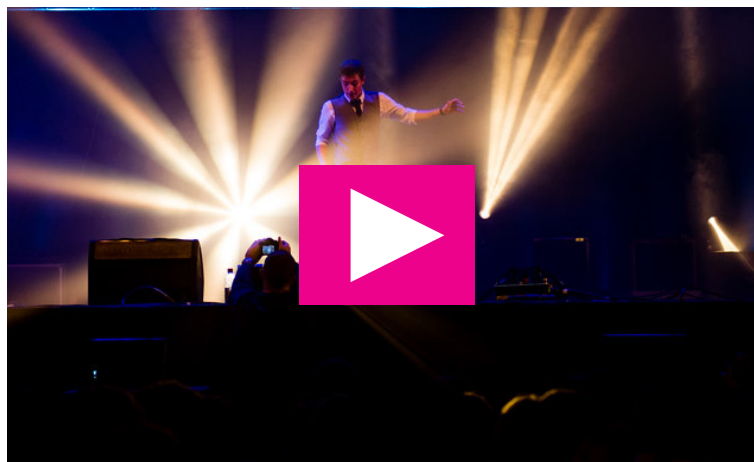


## Be a part of your kid's field trip to VELOCITY!

### WATCH

Check out the video trailer  
and a message from VELOCITY  
[www.NewVictory.org/VELOCITY](http://www.NewVictory.org/VELOCITY)

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 tap dance?*

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

*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 Irish Step Dance?*

*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](http://www.NewVictory.org).

# VELOCITY



# Tradition:

## The REMIX



Traditions are ceremonial or ritual happenings that are passed down from generation to generation. In VELOCITY, James Devine and David Geaney put a modern twist on traditional Irish Step dance. In short, they rock the stage! Think of a tradition in your family and imagine how you might flip it on its head, just like the dancers in VELOCITY put their own spin on a time-honored tradition. Then, consider how you would create a tradition that doesn't yet exist. Why is this tradition important to you?

**Imagine the old and new versions of your traditions and write about them on the lined paper below.  
Then draw them in the boxes!**

My Old Tradition:

My Old Tradition:

My *New* Tradition:

My *New* Tradition:

# 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!

## NEW YORK STATE STANDARDS

**Arts:** Creating, Performing, Responding, Connecting

## BLUEPRINT FOR THE ARTS

**Visual Arts:** Art Making  
Making Connections

**Music:** Music Making  
Developing Music Literacy  
Making Connections

## Heads up!

VELOCITY combines tradition with the modern age. When you think of a dance performance, the words “rock concert” don’t usually come to mind! Prepare your students to watch how the art of Irish Step dance has evolved while rocking out with an electrifying band and some super speedy dance shoes.



# VELOCITY





# TRIP GUIDE

Provide this resource to the School Trip Leader and all teachers/chaperones attending the performance.

## Before you leave school

We advise you to LEAVE ALL BAGS AND LUNCHES at school, if possible. If not, bags will be collected by NEW VICTORY staff and stored during the performance.

Plan to arrive at the NEW VICTORY venue at least 30–45 minutes before curtain time. The building opens one hour prior to curtain (i.e. 10am for an 11am performance). If you realize that your group is running late, please contact the theater DIRECTLY at **646.223.3020**. If you will be arriving by bus, please ensure that your driver drops your group off on the **north side** of 42<sup>nd</sup> Street between 7<sup>th</sup> and 8<sup>th</sup> Avenues.

## Arrival

When you reach 42<sup>nd</sup> Street, a member of the NEW VICTORY Front of House staff wearing a green vest will check in with the school trip leader.

If you arrive by bus, they will direct your bus to a location on the street where it is safest to unload the students.

It is important to wait until our staff checks in the School Trip Leader and Bus Driver before unloading the students.

They will record the bus number and give the School Trip Leader and the Bus Driver correlating tags.

**Please remember to have the School Trip Leader and the Bus Driver exchange cell numbers.**

The Front of House staff will give a time for the bus to return to pick up your school group.

## The question of lunch

NEW VICTORY venues are not equipped to host lunch/snacks. In the early autumn and spring months, nearby Bryant Park (42<sup>nd</sup> Street at 6<sup>th</sup> Avenue) offers a pleasant place for lunching, and there are also public restroom facilities.

## Seating

In order to make your experience at the theater as efficient and safe as possible, you will not be issued tickets. Your group will be assigned seats in advance by the Education Department. Your seating assignment will not be available prior to the performance. If you have any questions, please contact the Education Department at: [Education\\_Tickets@NewVictory.org](mailto:Education_Tickets@NewVictory.org).

## Accessibility

Wheelchair accessibility: Wheelchair seating must be requested in advance, at the time of the ticket request, and is subject to availability. Assisted listening devices are available for patrons who have hearing impairments.



# TRIP GUIDE

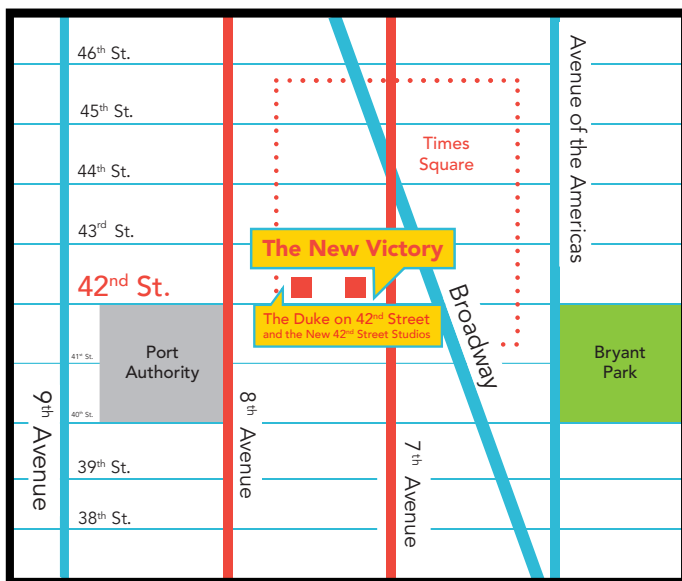
If you are traveling by bus, please also share this important information with the bus driver.

## Directions to

THE NEW VICTORY THEATER OR THE DUKE ON 42ND STREET/  
NEW 42ND STREET STUDIOS  
**209 West 42nd Street**  
**229 West 42nd Street**

### BY SCHOOL BUS

It is safest to drop off and pick up your school group on **the north side of the street** in front of the venue. Turn onto 42nd Street from 7th Avenue so students can unload in front of the theater.



### During the show

42nd Street is extremely congested and has a high volume of traffic. According to the New York City Department of Transportation, vehicles are not allowed to sit idle or park on the street without special permission. Once your bus is empty, it is important that the bus driver find parking at a nearby location—see possible parking locations below.

If a driver chooses to park on 42nd Street, they do so at their own risk of being ticketed by the police. The New Victory Theater is not responsible for bus drivers who receive parking tickets.

### Possible parking locations

8th Avenue (both sides) between 38th and 39th Streets  
11th Avenue (both sides) between 39th and 40th Streets

### Pick up

Taking Midtown traffic into consideration, bus drivers should leave their waiting location approximately 10 minutes prior to the return time given by the Front of House staff. Front of House staff will also help find a spot on 42nd Street to safely load your student group after the show has ended.

### BY MTA, SUBWAY OR BUS

#### 1/2/3 N/R/Q/W/7

Exit the station at 42nd Street/7th Avenue. When you come out of the turnstile, take the stairs to your right. All NEW VICTORY venues are directly to the west of the subway station.

#### A/C/E to Port Authority

Exit at 42nd Street/8th Avenue. Walk to 42nd Street, turn east, and continue walking until you arrive at NEW VICTORY venues.

#### B/D/F/M

Exit at 42nd Street/6th Avenue. Walk west on 42nd Street until you come to 7th Avenue. The venues are on the north side of the street at 7th Avenue, next to the subway station.

The M10, M16, M27, M42, M104 buses all stop within one block of the venues.

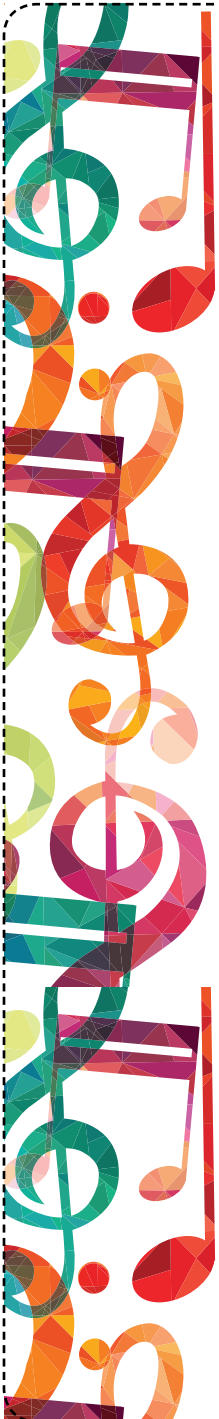


# TRICK OUT YOUR TAPS

VELOCITY features live music and a ton of percussion. Think about percussion in your favorite song or style of music.

Can you tap out the rhythm with your feet and other parts of your body?  
Can you recreate that beat with just the objects you have on you now?

**Bonus:** Use the large space below to compose your very own unique rhythm!  
Remember, there are no rules here, so rock out!



A large rectangular area with a dashed border, containing 20 horizontal lines for writing or drawing.

Tap shoes are a necessity for any tap dancer, but that doesn't mean they need to be basic.

**Design a pair of tricked out tap shoes to showcase your personal flair and share the rhythm you've created with a friend!**



# AFTER

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

## COMMON CORE STANDARDS

**Speaking and Listening:** 1; 3; 4

**Writing:** 1; 4

**Language:** 1; 2

## NEW YORK STATE STANDARDS

**Arts:** Creating, Performing, Responding,  
Connecting

**English Language Arts:** 1; 2; 3; 4

## BLUEPRINT FOR THE ARTS

**Dance:** Dance Making  
Developing Dance Literacy  
Making Connections

**Visual Arts:** Art Making



# VELOCITY





## AFTER / PERFORMANCE REFLECTION

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

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

*What was the show about? Was there a narrative story?*

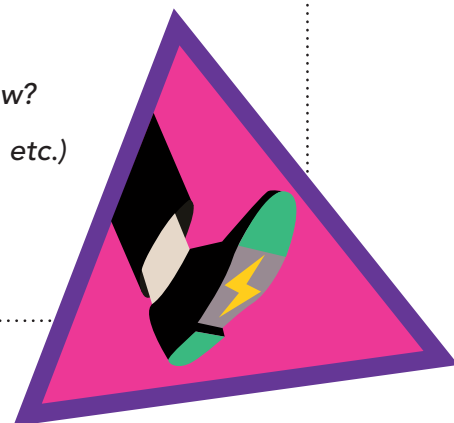
*Who or what did the performers represent?*

*What were your favorite parts of the show?*

*What did you notice about the style of dance used in the show?*

*What different production elements (music, lighting, staging, 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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# RECORD BREAKERS

James Devine, one of the creators of VELOCITY, broke the Guinness World Record for the “Fastest Feet in the World,” clocking in at 38 taps per second. Now it’s time for you and your class to break a world record of their own!

1. To begin, ask students to define a world record. After you clarify the definition, remind them of VELOCITY and inform them that choreographer James Devine, one of the creators, is the Guinness World Record holder for the most taps made in one second - 38, to be exact. Tell students that today they are going to get to attempt to break a world record of their own.
2. Introduce the world record that they are going to challenge. (For inspiration, look to our list below of kid-friendly world records to challenge.) Depending on materials you have on hand, you could give them the choice of record to break as a class.
3. Set students up with the materials necessary for their challenge. For example, if they are attempting to stack the most dominoes in 30 seconds, make sure each student has a set of dominoes. In this case, you would put yourself in the role of adjudicator for all the students! Students could also partner up and share one set of materials, then act as judges for each other.
4. Before they start, explain to students the difference between a world record and a personal record, or personal best. Make sure to emphasize the value of working to beat their own personal records. As long as students are trying their best in this activity, they’re succeeding!
5. Announce that the Record-Breaking Session has begun. Then, oversee students as they attempt to break their records. If students become stressed by competition, point out that when attempting to beat a Personal Record, the only people they are competing against are themselves. Remind them of the importance of practice. If they make a mistake, they can try again!
6. Give students a countdown to signal the end of the Record-Breaking Session. When time is up, lead the class in a cheer to celebrate.
7. Once the class has cleaned up their potentially messy stations and put supplies away, pass out butcher paper and colorful markers on which students can record their Personal Records. You can hang this poster on the classroom wall to commemorate their accomplishments.

## TEACHER TIP

Below is a list of kid-friendly world records to challenge for the **Activity: Record Breaker** in the **After Section**.

**Fastest time to assemble Mr. Potato Head**

**Tallest toilet paper tower in 30 seconds**

**Fastest time to unravel a toilet roll**

**Most dominoes stacked in 30 seconds**

### REFLECTION QUESTIONS:

*What is exciting about breaking a world record?*

*How did it feel to break a personal record?*

*What is a record you hope to break in the future?*

*What made you successful in this activity?*

*What were some challenges you encountered?*

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# 5! Choreographer's Corner

Now that you've had the chance to see the awesome moves in VELOCITY, it's time to break all the rules and create some steps of your own! Choreograph a dance sequence and draw it out step by step, labeling each one with a one-of-a-kind name! Then, get with a partner, teach your sequences to each other and combine them to make a friendship dance to the song of your choice. Finally, partners can perform their choreography for the whole class—a 5-6-7-8!



## Sources

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