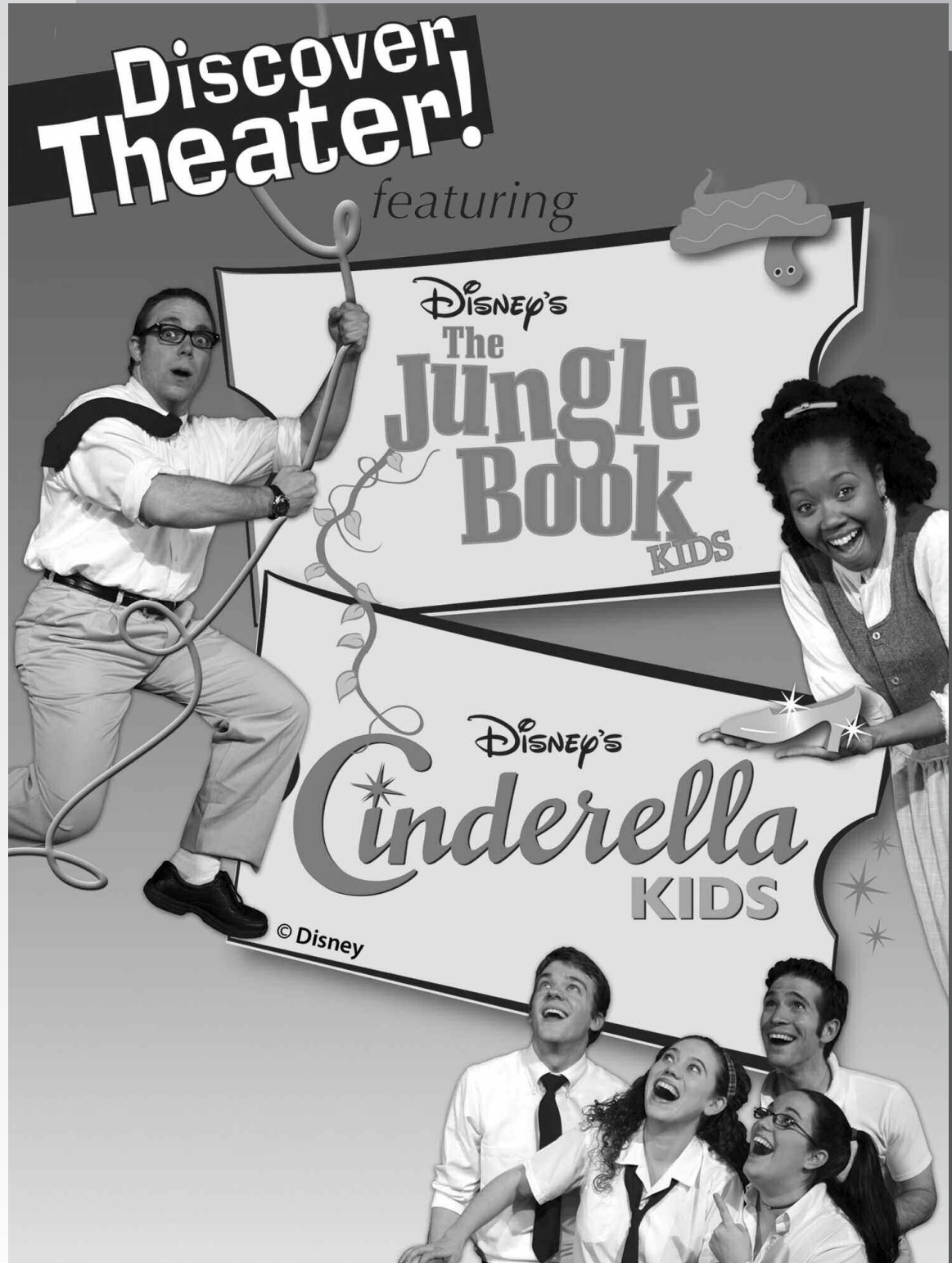




Welcome to *Keynotes*, a performance guide created by the Education Department of the State Theatre in New Brunswick, NJ. These *Keynotes* are designed to be used before and after attending the performance of *Discover Theater!* Here's what you'll find inside:

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## Dear Teacher,

Welcome to *Discover Theater!* The performance introduces students in grades K-6 to live acting, singing, and dancing in the American art form known as musical theater.

These *Keynotes* provide background information as well as pre- and post-performance activities. Please copy the materials and share them with the other teachers whose students will be attending the show.

## Using this guide with different grade levels

If you teach students in grades 4-6, these *Keynotes* can be copied and handed out "as-is." Teachers of students in grades K-3 are encouraged to read the information aloud to the class and modify the activities where needed. The activities can be used either directly by the students or with the teacher acting as facilitator.



## Ideas for Using Discover Theater! in the Classroom

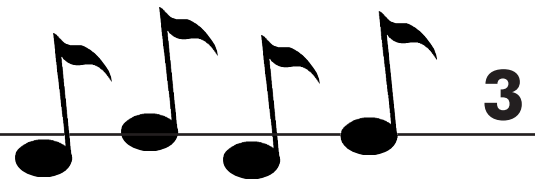
**LANGUAGE ARTS:** Find a copy of any version of *Cinderella* or *The Jungle Book* to read to or with your students. If *The Jungle Book* is too long, you can have them read just a few chapters.

**VISUAL ARTS:** Throughout the performance there are a number of visual clues that help establish the locales where individual scenes are taking place during the show. (For example, by the river, at a castle, etc.) Have your students identify the specific props and scenery that allowed them to identify these different settings.

**INTERPERSONAL SKILLS:** Putting on a show requires cooperation and teamwork from everyone involved. After the performance, ask your students to cite specific instances in the show where people were and were not working well together.

**REFLECTION:** After the performance, encourage students to take five minutes to think about the thoughts and feelings that the show inspired in them. Next, have them express these feelings in a poem, picture, story, or letter. Encourage them to share these reflections with the other students in their class.

# What's the Show About?



At home, preparing for the first day of school, Austin, Samantha, Mikey, Sarah Ann, and Jacob grudgingly transform from baseball-playing, summer-loving, carefree kids into—students! The one thing that gets them all out of bed is the idea of being in the all-school musical.

Finally, the first day of class is over. The kids gather for the afterschool drama club meeting. Mrs. Wigglesworth brings everyone to attention and announces: “This year’s school musical has been canceled.”

“What!?” the students scream. Mrs. Wigglesworth explains. There are only five kids in the club... The cafeteria isn’t available... There’s more standardized testing... Whatever the reason, if the kids can’t make it work with the limited resources in the room, there will be no musical.

Mrs. Wigglesworth is abruptly called away to the principal’s office. Just then, a mysterious delivery man enters with two large boxes from New York City. Austin can’t resist. He opens one of the boxes. Miraculously, the students find themselves transported to the world of Disney’s *Cinderella KIDS*. They quickly get swept into the story and are amazed at how they were able to put the whole show together with just five kids and a few costumes and props.

What’s left to do but open the other box? In a flash they enter into the story of Disney’s *The Jungle Book KIDS*. Having overcome all the obstacles in their way, this year’s musical is saved—with the help of the special boxes. So, what’s left? The grand finale, of course!



Have you ever performed in front of an audience? What did you have to do to get ready for the show? Did you perform with other people? By yourself? How did you feel right before you went onstage? After the show?

**Watch!** Each of the students plays several characters in the scenes from the two shows. Notice how they can change characters by changing just one costume piece. After the show, discuss what other things the actors did to change characters.

## Meet the Characters

**SAMANTHA:** A smart, athletic, bilingual (English/Spanish) student who excels at everything and studies every angle before making a plan. She is protective of her younger stepbrother, Mikey.

**SARAH ANN:** With crooked pigtails, broken glasses, and mismatched socks, she lives only to read more books. In her heart, she wants to be a princess like the ones she reads about, but is too shy to admit it.

**JACOB:** A nervous boy who is afraid of germs. He is always ready to point out why something won’t work.

**MIKEY:** Samantha’s shy little stepbrother.

**AUSTIN:** The class know-it-all. He’s always ready to take charge, always has a plan, and always has to be right.

**MRS. WIGGLESWORTH:** A middle school music teacher who believes a lesson best learned is a lesson self taught.

**DELIVERY MAN, CUSTODIAN, ELECTRICIAN:** Mysterious visitors to the kids’ drama class.



## Cinderella KIDS

Cinderella spends long days as a servant in her own home, bowing to the every whim of her evil stepmother and stepsisters, Anastasia and Drizella. When all the young ladies of the kingdom are invited to the royal ball, her stepmother agrees to let her go—but only after she finishes an impossible list of chores. A fairy godmother transforms Cinderella into a beautiful princess for the night. At the royal ball, she dances

with the Prince. She rushes away at midnight, just as her fairy godmother's spell wears off. The Prince searches his kingdom for Cinderella, looking for the girl who can fit into the slipper that she left behind at the palace. He finally finds her, and they live happily ever after.

*Cinderella* is one of the most popular stories in the world. The following works are all based on the original tale. Read, listen to, or view as many examples as possible. Write about the similarities and differences. When you are finished writing, share with your class.

- *La Cenerentola*, an opera by Gioacchino Rossini
- *Cinderella*, a ballet with music by Sergei Prokofiev
- *Cinderella*, a musical by Rodgers and Hammerstein
- *Cinderella* movies include the 1950 animated Disney film, *The Slipper and the Rose* (1976), the 1997 musical with singer Brandy, and *Ever After* (1998) with Drew Barrymore.



## The Jungle Book KIDS

Shere Kahn, the tiger, decides that Mowgli, a human, is no longer welcome in the jungle. Bagheera, the panther, plans to guide Mowgli to the safety of the man

village. Before he can get there, Mowgli is kidnapped by a group of monkeys and brought to their leader, King Louie. Baloo (a bear) and Bagheera distract King Louie and the monkeys so that Mowgli can escape. He runs away and finds the vultures, who promise to protect him. Baloo and Shere Kahn appear and a battle begins. The jungle creatures win. Shanti, a young girl, offers to take Mowgli to her village to meet other humans. Mowgli decides to go but reminds his friends he will return, for he will always consider the jungle his home.

Most of the characters in *The Jungle Book* are animals. Do some research on the various animals (bears, panthers, monkeys, tigers, vultures, elephants, snakes) to see how they actually live and behave in the wild. Before you start, brainstorm a list of the things that you think were human traits given to each animal in the show—not the actual traits of that animal. Finish up your report with pictures of the animals and present it to your classmates!

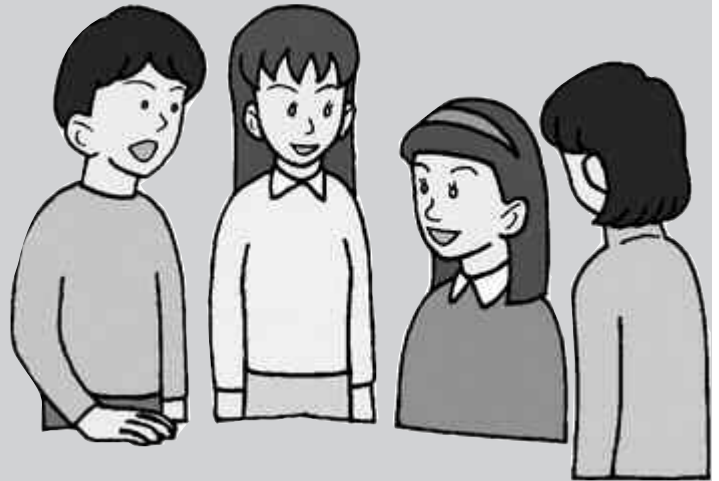
# Speaking Two Languages



Joseph Rudyard Kipling, the original author of *The Jungle Book*, spoke two languages, Hindi and English. Kipling was born in India in 1865. He traveled to many places during his life, living in England, India, the United States, and South Africa. He spoke Hindi from the time he was a little boy even though he wrote in English. During his second visit to India, from 1882 to 1889, he worked as a journalist, keeping detailed notes about life in that country. These notes became the basis of many books, including the *The Jungle Book*.

In the show, Samantha speaks two languages even though her brother only speaks one. Think about how you would communicate with someone in your family who didn't speak the same language as you. What about a friend?

**Get one of your friends or family members to have a conversation with you. Pretend you can't understand their language. Can you find a way to get your ideas across?**



In *The Jungle Book*, Mowgli also speaks two languages. He is driven out of the jungle where he grew up because he is too much like a man, and then driven out of the man village because he is too much like an animal. Do you think it is hard for Mowgli to fit in both places? What about Samantha? Do you have multiple interests, languages, or backgrounds that make it difficult for you to fit in with one group or another?

**With your classmates, discuss why it is important to accept people who might be different from you.**

# Find It!



## Word Search

Find the theater words in the puzzle. Words may be forwards, backwards, or diagonal.

TEAMWORK  
JUNGLE  
CASTLE  
ADAPTATION  
CHARACTER

COSTUMES  
PROP  
SCENES  
SETTING  
DRIZELLA

ANASTASIA  
BALOO  
BAGHEERA  
MOWGLI  
CINDERELLA

CUE  
SLIPPER  
ROYAL  
DANCE  
KAA

K B W V A B M T F F H O S R C U I O E P  
U A O G I Z H J G S V E U G E E F A O I  
W L N W S C X Y I R T M J R Z P D T A P  
Z O T I A Y F Q I T B P I Y N A P R D T  
S O W U T D V X I V S R Y L P U Y I I H  
E O J E S P R N M E E D S T M J F A L M  
N S K A A M G I M O T E A M W O R K L S  
E L M Q N T N U Z R U T H A Y X W E Q P  
C K W R A S T B L E I L J K S R S G N H  
S N T W E S Y P M O L J U N G L E D L Z  
G O Y W O T A I N S O L A D Z X Y W S I  
E Z P C E Z C H T T M M A B G D A N C E  
G S C K D D X A X X E D I A V C E S M V  
P O R P X V E T R P M X X G B N U R Z E  
L Y Q X I I V D N A O H K H H P T G L H  
A L L E R E D N I C H H S E L Q V T S U  
S D N E I R F H F X H C U E V U S N T O  
O V J U N B F S A L Z Z O R S A A E U R  
Z D R L A Y O R S M M Y Z A C K O Z L O  
U S M C O L O P G B R N Q N E W N I V X

# The Parts of a Musical



This page describes some of the the elements that go into creating a musical theater performance. The activities will give you an idea of what it's like to be a singer, actor, choreographer, and set designer.



## Music and Singing

In a musical, the songs can tell us as much about a character as the dialogue. Music can tell the audience what a character is thinking or feeling and also help move you further along in the story.

Pick a song that you know and write down the words. First, try speaking the words of the song—without the music—the way you would tell a story. Then try the song again, this time with the music.

**Does speaking the song tell you more or less about the character than singing it? Why do you think we like to go to plays where the characters sing their thoughts and feelings instead of speaking them the way we do in real life?**

**When you sing the song, what kinds of movements or expressions can you add to show the audience what the character is feeling? How does this change the way you perform the song?**



## Dance

Dance is another way that characters in a musical can express their feelings or move the story forward.

Find a recording of a song that contains a good marching rhythm with a steady beat, like “Bare Necessities” from *The Jungle Book KIDS*. With a small group of classmates, march along to the beat. Your group should come up with variations on the march that might include a different speed or rhythm, turning, or using your arms. When you are finished, show your dance to the class and then teach it to them. Each group should teach the rest of the class their dance until everyone knows all of the choreography (the dance steps). Then put all the dances together one after the other to create a complete dance number and perform it as a class.



## Acting

Acting is making the audience believe that you are someone else. To be a good actor, you not only have to be able to remember your lines, you have to speak them clearly and to speak them in a way that helps the audience understand what your character is really like.

Try holding your own “auditions” in your class. Memorize your favorite short poem or song. (Pick something that has a specific point of view or theme and can easily be acted out.) At your auditions, students will present their pieces in front of the class. Have someone be the “director” and ask the person who is auditioning to perform their poem or song with a specific emotion or in a specific environment. (For example, ask them to sing the song as if they were very hungry, or recite the poem as if they were telling it to a little baby.)

**How did it feel to audition in front of the class? Were you nervous? Excited? How did the direction change the way that you performed your piece?**



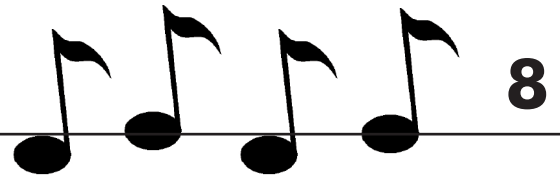
## Sets and Props

The sets (or scenery) and props (items that the actors hold or carry) create the location for the story—whether it's a bedroom or the planet Mars. The stories in *Discover Theater!* take place in a fairytale kingdom and in the jungle. During each show, the characters create the different settings right in their classroom.

**As you watch the performance, try to notice what specific props and scenery they used to help you identify these different places.**

Look around your classroom. How could you create these places using just the items you see? What other places could you create? Working with a small group of your classmates, try creating a different setting using just the things in your classroom. How would you create the setting if you were doing a show set in Hawaii? On a train? At the bottom of the sea? Take your classmates on a tour of their new surroundings and see if they can guess where your story takes place.

# Let's Put on a Show!



**How would you like to put on your own musical, like the kids in the *Discover Theater!* show? Well, you can! Here's a step-by-step guide to putting on your own musical in your classroom, your living room, or your own back yard!**

## Step One: Get It Together.

Get a group of classmates, family, or friends together to put on a show. If you are working at home, make sure to get permission from an adult to turn the backyard or family room into a stage.



## Step Two: Write the Script.

Select a story or theme for your show. Next, select a few songs that you can fit into your themes. Finally, write an outline for your musical making sure the story has a beginning, middle, and an end.



## Step Three: What's Your Job?

Assign everyone a specific job. Make sure you pick a director, a musical director, a choreographer, a set designer, and performers.



## Step Four: What's Your Role?

Have auditions to determine the best person for each role in the show. Give everybody a chance to show off their talents. There's a part for everyone to fill, whether it's on stage or behind the scenes!



## Step Five: What's My Line?

Teach everyone the songs they will be singing in the show. Remember that it's not just about how you sing. Singing with emotion and staying in character are important, too!

## Step Six: 5, 6, 7, 8!

Teach everyone the dances they need to know for the show. Don't worry about making the dances difficult—simple steps done well look better than hard steps done poorly!



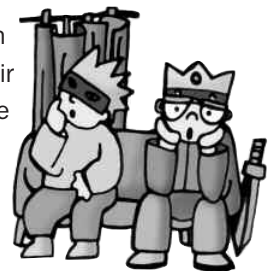
## Step Seven: Where Are We?

Begin to build the scenery and props. Be creative! What do you already have that can be used to show you are in a different place or time?



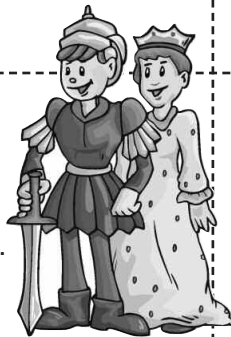
## Step Eight: Begin to Bring It All Together.

Have the director start working with the actors on their blocking using the scenery and props if possible.



## Step Nine: How Do We Look?

Arrange the costumes. How do you want your show to look? When picking out costumes for your characters, don't forget to think about their age, where they live, and most importantly, the story!



## Step Ten: Almost There!

Do another run-through with all the costumes, scenery, and props. Repeat this step again.



## Step Eleven: Showtime!

Invite all of your family and friends to see your musical. It's your time to shine! Congratulate yourself on hard work and a job well-done!



# Resources



## Do You Know Your Part?

As a member of the audience, you are an important part of the performance. Before you arrive at the theater, make sure you know your role!

- When you enter the theater, follow the usher to your seat.
- Once the house lights (the lights in the part of the theater where the audience is sitting) go down, focus all your attention on the stage.
- Attending a live theater performance is not the same as watching television at home. At the theater, talking, eating, or moving around disturbs the performers and other members of the audience. So watch and listen carefully to the performance. And please no food, beverages, or gum!
- Don't bring cameras, camcorders, tape recorders, or any other recording equipment to the performance. You will not be allowed to use them.
- If something in the play is funny, go ahead and laugh. And of course, please applaud at the end of the performance if you liked what you saw!
- After the performer finishes taking his bows, stay in your seat until your group gets the signal to leave the theater.



## Resources

### BOOKS:

*On Stage: Theater Games and Activities for Kids* by Lisa Bany Winters. Chicago Review Press, 1997.

*Let's Put on a Musical!: How to Choose the Right Show for Your School, Community or Professional Theater* by Peter Filichia. Back Stage Books, 1997.

*The Musical: A Look at the American Musical Theater* by Richard Kislán. Applause Books, 1995.

*Kids Take the Stage: Helping Young People Discover the Creative Outlet of Theater* by Lenka Peterson et al. Back Stage Books, 1997.

### FILM:

*Cinderella* (1950). A two-disc special edition.

*The Jungle Book* (1967).

### WEBSITES:

<http://home.disney.go.com>

[www.mtimusicalworlds.com](http://www.mtimusicalworlds.com)

Information on the musicals offered by MTI, including the KIDS collection information.

[www.musicals101.com](http://www.musicals101.com)

The Cyber Encyclopedia of Musical Theatre, TV and Film.



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