

THE PARAMOUNT

ARTS EDUCATION

STUDY GUIDES • 2019-2020



PETER RABBIT™ TALES



WALK ON:
THE STORY OF ROSA PARKS



WILDE CREATURES




League of Historic
American Theatres

OUTSTANDING HISTORIC THEATRE

CHARLOTTESVILLE'S LARGEST CLASSROOM FOR THE PERFORMING ARTS


ARTS EDUCATION PROGRAM

The Paramount believes that a passion for the performing arts begins at an early age. We are committed to presenting the finest arts education performances for area school children. The support and generosity of our Arts Education Partners allow The Paramount to make these programs accessible to ALL children in Central Virginia by offering performances at a reduced cost or free of charge.



"Attending shows at The Paramount is always valuable for our students, and the variety of shows means that our kids are receiving a well-rounded experience. Pairing arts and education helps with retention, and visually experiencing the content helps students connect to material on a more personal level."

*Natalie Capps, Gifted Resource Teacher,
Walton Middle School*



The mission of The Paramount Theater Arts Education Program is to foster appreciation, understanding, and love of the performing arts. The Arts Education Program provides the opportunity for all students to experience live performing arts in the beautifully restored historic Paramount Theater.

Photo Credit: Andrew Shurtleff

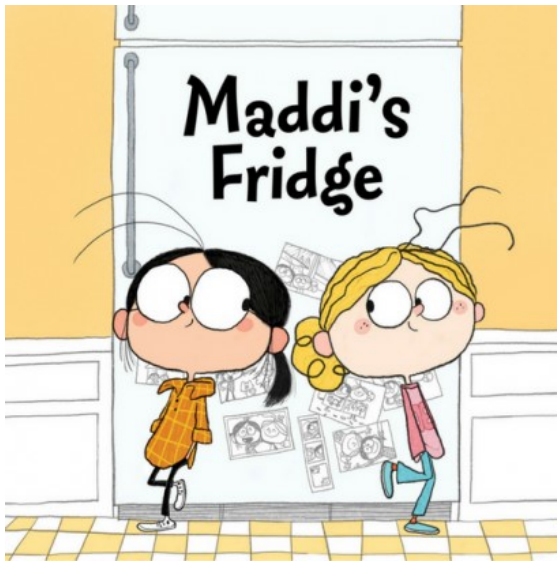
"Engagement in the arts expands appreciation for various art forms and develops future artists while building future audiences. The arts have the power to bring people of diverse backgrounds together and to strengthen communities. The Paramount Theater is integral to providing such meaningful opportunities in the arts, making lasting impacts in the lives of our students and in our community."

*Aaron Eichorst, Coordinator for Fine & Performing Arts,
Charlottesville City Schools*

THANK YOU TO OUR ARTS EDUCATION PARTNERS

The generosity of our Arts Education Partners has made it possible for over **195,000** students and teachers from all over Central Virginia to attend live performing arts at The Paramount since 2004. In 2018-19, a record-breaking **18,667** students and teachers attended Arts Education performances reaching grades Pre-K – 12. Students and teachers came from **60** public schools (15 school divisions throughout Central Virginia), **25** private schools, and **56** home school groups. Nearly **4,800** students benefitted from additional financial assistance based on need.

If you have questions or would like more information about the Arts Education Program, please contact Cathy von Storch, Education & Outreach Manager at 434.293.1000 or cathyvonstorch@theparamount.net.



BEFORE YOU SEE THE SHOW

Maddi's Fridge

By Ann Negri
Based on the book by Lois Brandt

WHAT THE PLAY IS ABOUT

Maddi and Sofia are best friends. During recess time at school they race each other and climb the rock wall. Maddi is really good at climbing while Sofia is a fast runner. One day Sofia accidentally discovers that Maddi has very little food in her fridge at home. Sofia wants to help her friend, but Maddi makes her promise to keep it a secret between the two of them. Sofia struggles with what to do next; can Sofia find a way to keep her word and also help her best friend? Based on the book by Lois Brandt, this play is a gentle, yet sometimes hilarious exploration of friendship, empathy, and doing the right thing.

THE BIG IDEA:

Lessons in Friendship

CONNECTION TO STANDARDS

Literacy: Craft and Structure (5.RL.6) Describe how a narrator's or speaker's point of view influences how events are described.

21st Century Learning: Solve Problems (K-12)

Health: (3-5.S4.C3.PO1) Asking for Help

ABOUT CHILDSPLAY

Childsplay is a nonprofit professional theatre company of adult actors who perform for young audiences and families.

Our Mission is to create theatre so strikingly original in form, content, or both, that it instills in young people an enduring awe, love, and respect for the medium, thus preserving imagination and wonder, those hallmarks of childhood that are the keys to the future.

For more information:
www.childsplayaz.org

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share your comments and photos!



BEHIND THE SCENES OF A TOUR

What is a touring show?

Childsplay creates a production with professional actors, a full set, costumes, props, and sound, then we pack everything in a van and bring the show to locations across Arizona, the United States, and Canada.

How does it all come together?

The design team and production staff have many challenges when creating a tour. They have to consider how many months the production will be on the road, how to fit all the elements (including the actors) into a van, and how to make the load-in, assembly of the set, pre-set of props and costumes, sound check and load-out as easy for the actors as possible. This is accomplished by countless meetings and planning sessions that occur as much as a year before the first performance.

Where do we go and how do we get there?

We travel all across the city, state, and nation in a large van. In a week's time, a touring company may perform up to 14 shows in as many as 8 different locations. Tours can be on the road anywhere from 6 to 12 months, sometimes even longer. By the end of the tour, the actors may have performed as many as 200 performances.

How do you put everything in just one van?

All of the scenery, props, and costumes that you see in a Childsplay tour must fit into a van. The scenery usually comes apart into several pieces and then stacks, folds or nests together in the van. There is also room in the van for the sound system, toolbox, and the cast – which could be as many as 5 actors. If the cast is lucky there is usually room to squeeze in a few suitcases when they go out of town!

What happens when you arrive at a theatre?

Once the cast arrives at to their destination, they have to set everything up in less than one hour, and depending on the size of the cast, with as few as 3 people. The Childsplay scene shop uses what they like to call “tool-less technology” to create tour shows. This means tour sets get assembled with as few tools as possible, sometimes none! Pieces are held in place by screwing in knobs: pieces interlock or rest on posts and sometimes fabric appliqués are Velcroed onto hard scenery frames. Tours also have a portable sound system with sound effects pre-programed on a computer. Once the sound system is set up, all the actors have to do is hit one button on the computer to run sometimes very complicated sound sequences.

TALK ABOUT THEATRE ETIQUETTE

It's helpful to review the rules of theater etiquette before seeing a show, especially since this may be the first live theater experience for some of your students.

Please take a moment to discuss the following pointers prior to seeing the performance:

- Use the restroom before seeing the show as we do not have an intermission during our student performances.
- Stay seated during the performance.
- Be respectful to the performers and other people in the audience by not talking during the performance.
- Appropriate responses such as applause or laughter are always welcome.
- Food, candy, gum, and beverages will not be allowed in the theater.
- The use of cell phones (including text messaging), cameras, or any other recording device is not allowed during the performance at any time.

QUESTIONS TO ASK BEFORE SEEING THE SHOW

- What are your strengths on the playground? What do you do well? Do you share these skills with others? How?
- Have you ever made a promise to a friend? Was it ever in your friend's best interest to break the promise?
- Can any good ever come from breaking a promise?
- Can you think of an example of when you've helped someone? What did you do? How did it feel?
- There are times that we can help people, and times when we cannot. How do you know when someone needs your help?
- Sometimes it is difficult to ask for help. Can you think of a time when you needed help with homework or another problem? Did you ask for help? How did you ask? What was the outcome?

CLOSE READING ACTIVITY

Actors as Close Readers...

Theatre is a collection of choices. A choice is an artistic decision that is made to highlight a component of the character's personality, the story, or the theme. An actor's job is to draw evidence from the text to make choices that bring characters to life on stage.

Activity: Vocal Choices

Page four of this document contains a cutting of a scene between Maddi and Sofia. Have the students read the play synopsis on page one to learn more about the story and characters. Next, have them read the scene in groups of three and then make vocal choices for their characters based on the text. Students should pay close attention to the stage directions to find information about what the characters are feeling and doing. When making a vocal choice, think about pacing (fast or slow), pitch (high or low), emotion (what the character is feeling), and subtext (underlying meaning).

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RESOURCE GUIDE SPONSOR



WHERE EDUCATION AND IMAGINATION
TAKE FLIGHT

BOOKS TO CHECK OUT

Our amazing volunteer librarian Sharon Ewers has put together a great list of books connected to ideas and themes in *Maddi's Fridge*.

You can find it by going to

<https://goo.gl/gTgUgY>

and clicking on "Maddi's Fridge Book List"

At the rock climbing wall. SOFIA and MADDI enter. SOFIA is carrying her backpack.

SOFIA: Oh no! How could I forget?!

MADDI: What?

SOFIA: I forgot to eat part of my lunch. And now I'm so full!

MADDI: What is it?

SOFIA: Just some leftovers from dinner last night. Fish.

MADDI: Fish sticks?

SOFIA: No, real fish. (beat) Do you want it?

MADDI: Oh? (beat) No thanks.

SOFIA: Well, I guess I'll just have to throw it away then. (sighs) Too bad.

SOFIA stands up slowly.

MADDI: Wait! I might try it. If, if you're sure you aren't going to eat it?

SOFIA: I'm not. It's extra.

MADDI approaches. SOFIA grins as she begins to unzip her backpack.

MADDI: What's that smell?

SOFIA sniffs the air and wrinkles her nose. She sniffs her armpit.

SOFIA: Not me.

MADDI sniffs her armpits.

MADDI: Don't look at me!

SOFIA: I don't know.

SOFIA continues to unzip her backpack.

MADDI: It's getting worse!

SOFIA and MADDI look around in confusion. SOFIA reaches into her backpack and pulls out the baggie of fish and holds it up.

MADDI (CONT'D): OH NO!!!!

SOFIA: IT'S THE FISH!!!

SOFIA doesn't know what to do with it. She holds it out as far as she can with one outstretched arm. She pinches her nose closed with her other hand. MADDI holds her nose too.

SOFIA: Its worse than a dumpster!!!!

MADDI: Its worse than a garbage truck!!!!

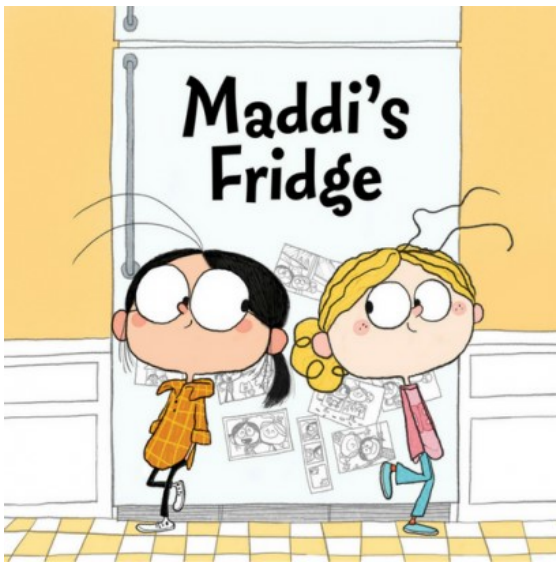
SOFIA: Its worse than a dumpster and a garbage truck COMBINED!!!!

MADDI: I AM NOT EATING THAT!

*From
Maddi's Fridge

By Ann Negri

Based on the book by Lois
Brandt



AFTER YOU SEE THE SHOW

Maddi's Fridge

By Ann Negri

Based on the book by Lois Brandt

The Cast

Maddi. Shannon Phelps

Luis. Edward Alvarado

Sophia. Osiris Cuen

The Production Team

Director: **Jenny Millinger**

Scenic Designer: **Holly Windingstad**

Costume Designer: **Holly Windingstad**

Lighting Designer: **Kara Ramlow**

Sound Designer: **Christopher Neumeyer**

Stage Manager: **Koryn Weiman**

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QUESTIONS TO ASK AFTER SEEING THE SHOW

THE BIG IDEA:

Lessons in Friendship

- ▶ Review the sequence of events in the play. What was the main problem or conflict in the play? Did it get solved and if so, how?
- ▶ Who was your favorite character and why?
- ▶ What are the ways we know that Maddi and Sophia are best friends? What does being a best friend mean to you?
- ▶ Sophia is fearful about climbing the rock wall but keeps trying and overcomes her fear. What is something you are afraid to do? What are you doing to try and overcome your fear? What is something that you used to be afraid of but no longer are?
- ▶ Sophia tries to keep Maddi's secret but ends up telling Luis. Why does she do that? When a friend tells you a secret, should you always keep it a secret? Why or why not?
- ▶ What are the responsibilities that Sophia and Luis have at home while their mom is at work? What are your responsibilities at home?
- ▶ If there was a sequel to this story, what would it be? What might happen next in the lives of Maddi, Sophia, Luis, and Pepito?

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FIND MORE RESOURCES
FOR FURTHER LEARNING

www.pinterest.com/ChildsplayAZ



CONNECTION TO STANDARDS

Literacy: Craft and Structure (5.RL.6) Describe how a narrator's or speaker's point of view influences how events are described.

How do Maddi and Sophia see situations differently? Write two separate journal entries from each character's point of view describing the day Sophia brought fish to school in her backpack. Think about what each character wanted to happen and how they felt at the end (example: Sophia wanted to give Maddi food but she was disappointed when her plan didn't work out due to the smelly fish). Encourage students to remember the event from each character's point of view including humorous moments and inner thoughts. Time permitting, share with a partner or with the class the similarities and differences between the two entries.

21st Century Learning: Solve Problems (K-12)

In teams of 3-5, discuss ways to eliminate hunger and food insecurities in your community. Each group creates a plan of action that they can present to the rest of the class that includes name of plan, a one sentence slogan or catch phrase promoting the plan, and an outline of their plan and goals. Time permitting, each group creates a 30 second public service announcement for their plan. Invite a guest from your school to be one of the judges and together with the rest of the class, vote for the plan that you think would be the most effective.

Health: (3-5.S4.C3.PO1) Asking for Help

For this activity you'll need 6 inflated balloons. Ask students to form a circle and have one (or two if the class is very large) volunteer to stand in the middle. One at a time, toss the balloons into the circle. The person in the middle needs to keep the balloons from touching the ground without help from anyone in the circle. The volunteer must ask for help if they need it. They can ask a specific person or make a general plea for help. Variations: volunteer says why they need help; volunteer taps a person for help; students in the circle can offer to help and volunteer responds with "yes, please," and so on.

Reflection Questions:

How did it feel when no one helped you?

Why did you ask for help?

How did it feel when someone jumped in to help you?

What was it like to watch someone struggle and not be able to help them?

In Maddi's Fridge, why did Maddi have a hard time asking for help? Why did Sophia have a hard time figuring out how to help her? What is an example of a time in your life when you needed help and didn't ask for it? What would have changed if you had asked for help?

EXTEND THE EXPERIENCE!

Bring a professional Teaching Artist to your classroom to lead an arts-based, standards-driven lesson connected to the play:

(480) 921-5760 schools@childsplayaz.org

ASK AN ACTOR

We asked the cast of *Maddi's Fridge* the following question:

In the play, Sophia overcomes her fear of climbing the rock wall.

What is one fear that you have overcome in your life?

Here's what they said:



Shannon: When I was younger I had a fear of crickets, I remember when I was four years old, a cricket jumped on me and scared me. One night when I was getting ready for bed, my mom read a book to me called "Wind Says Goodnight". In the book there is a cricket that plays music outside so the moths can dance in the moonlight. While she read this to me, I started to think about how their chirps really did sound like music, and maybe they were trying to play for us, and we just didn't know how to listen. That was when I overcame my fear of crickets. I learned to love them and hear music in their chirps. Facing your fears takes great courage, and sometimes to overcome your fear, you have to look at it from a different perspective.

Edward: Being myself. I've always been fearful of being who I truly am and accepting myself. Life is brighter when you begin to let yourself be you.



Osiris: When I was younger, I was actually a really shy person! I was embarrassed to be around people and too scared to talk in front of them. I remember always wanting to be an actor, but I was very, very, very scared to do it. Then one day, I auditioned for a play but I did not get cast. The second time I auditioned for a play, I did not get cast but because I persevered and kept trying, I eventually got into a play and became an actor and that's what I do for a living! So I'm really glad that I got over that fear of talking in front of people!