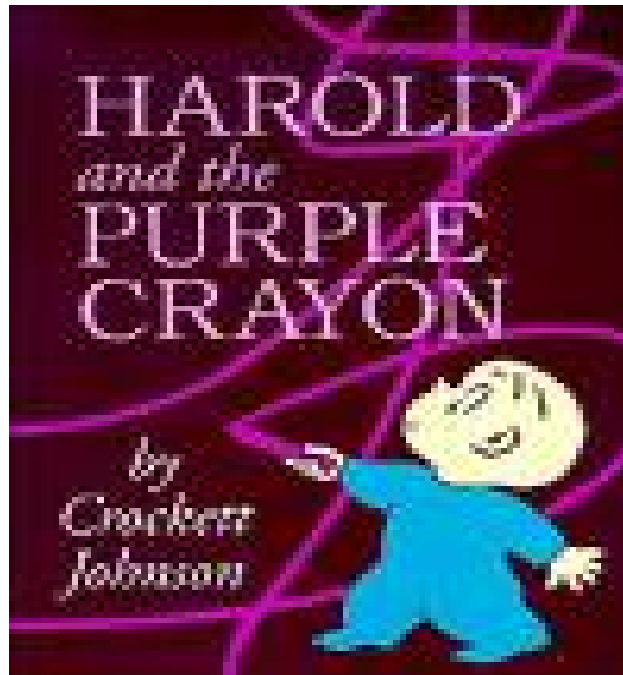


Study Guide



Harold & the Purple Crayon

***Sponsored by Montgomery Center for Family
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November 20, 2009



Greenwood-Lander
Performing Arts

Outreach Program

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Attending Shows in the Lander University Cultural Center Auditorium

The Lander University Cultural Center Auditorium seats 630 people. This performance hall provides an up-close arts experience. Below are some specific things you should plan for when visiting the auditorium:

Arrival and Departure

For a Lander University campus map:

http://www.lander.edu/admissions/Admissions_Images/Map_files/campusmap.pdf

- Plan to arrive at least 15 minutes before the performance. All GLPA outreach performances last one hour or less.
- Buses may unload in the PEES circle drive to the left of the Cultural Center.
- Remain seated on your bus until a volunteer provides you with a bus number. This is how you will be dismissed. Please make sure everyone in your group knows this number.
- Your group will be escorted into the auditorium by a volunteer. Please stagger chaperones (1 chaperone for every 15 students) throughout the group to help keep children in line and moving quickly to their seats.
- Performances will not be held for late buses. If you arrive late, your group will have to wait until an appropriate break in the program to be seated.

Homeschoolers/Groups Arriving in Cars and Vans

- For your safety, DO NOT drive into the PEES circle next to the cultural center to unload or pick up students. For security reasons, when buses are in the Cultural Center circle, cars are prohibited from entering.
- Please allow time to park and walk to the theatre with your group. Limited parking is available on campus and in the visitor parking lot.
- Information on parking is included on the university campus map.

Entering the Auditorium

- After your group has unloaded from the bus with a chaperone, a GLPA volunteer will walk you into the auditorium.
- When your volunteer takes you into the auditorium, ushers will seat the children row by row. As a result, your class may not all be seated in the same row. With adequate supervision, a group that is split into two or more rows should have enough chaperones to ensure safety.
- Once your entire group has been seated, feel free to move students to new seats within your space and to send students in small groups to the restroom with an adult.

Dismissal

- A GLPA representative will come onstage following the performance to dismiss each group. Please stay seated until your bus number has been announced. When your group is dismissed, your volunteer will escort you directly to your bus/car.
- Restroom stops after shows are strongly discouraged, unless an emergency.

Before the Performance

Performance Study Guides

Students who are prepared for the GLPA Outreach Performances at Lander University enjoy the show and learn more than students who arrive without preparation. GLPA encourages every teacher to spend time familiarizing students about the performance by using the study guides posted on the GLPA website. Filled with background information, student activities and interdisciplinary lesson plans, these curriculum based guides will enhance your students' performance experience. Please make sure that every teacher from your group who is bringing students to the outreach performance knows about the available study guides.

The study guides will also include suggested activities you can use before and after the performance. Teachers are encouraged to use the guides as a resource for ideas on how to best prepare students for their theatre experience. One positive benefit is that students who are prepared also behave better!

After the Performance

Post-Performance Activities

When students leave Lander University, they return to school with a great level of excitement. Greenwood-Lander Performing Arts Outreach Program encourages every teacher to take advantage of this and to continue the theatre experience upon returning to the classroom. Talking and writing about the performance helps students develop the ability to form individual aesthetic judgment in response to professional live theatrical productions. Suggested post-performance activities are also included in the study guide. Please encourage students to discuss the performance and respond critically through discussion and writing. Please share students' responses with GLPA!

Performance Evaluations

Teacher feedback is a crucial part of the continuous development of the GLPA Outreach Program. Encourage participating teachers to share their response with GLPA programming by using the evaluation form. A blank evaluation form is provided in the study guide and will also be emailed to teachers after each performance. Evaluations may also be done online from the Outreach Program section on the GLPA website.

***Thank you very much for your support of
education and the arts.***

Experiencing Live Theatre

To the Teacher

Please share the following information with your students prior to your visit to Lander University. Many of the outreach performances will involve audience participation. Students should be prepared to behave appropriately given the nature of the performance and the requests of the artist on the stage.

Preparing Students to be Audience Members

A theatre is an energetically charged space. When the “house lights” go down everyone feels a thrill of anticipation. By discussing appropriate audience behavior as a class ahead of time, the students will be much better equipped to handle their feelings and express their enthusiasm in acceptable ways during the performance.

Audience Members Play an Important Role

Until an audience fills the auditorium the performers are only rehearsing. When there is a “great house” (an outstanding audience) it makes the show even better because the artists feel a live connection with everyone who is watching them. The most important quality of a good audience member is to respond appropriately to what’s happening on the stage. Sometimes it’s important to be very quiet, but other times it’s acceptable to laugh, clap or make noise! By coming to the Lander University Cultural Center Auditorium, students will have the opportunity to practice being good audience members.

Key Words:

Concentration: Performers use concentration to focus their energy on stage. If the audience watches in a concentrated and quiet manner, the performers “feel” this support and are able to do their very best!

Quiet: The theatre is a very “live space”. This means that sound carries very well all over the auditorium. Theaters are designed this way so that the voices of singers and actors can be heard. It also means that sounds in the audience like whispering, talking or rustling papers, can be heard by other audience members and the performers on stage! Behavior like this can destroy everyone’s concentration and spoil the performance. Do not make any unnecessary noise that would distract the people sitting around you. Be respectful and listen to the performers on stage!

Respect: The audience shows respect for the performers by being attentive. The performers show respect for their art form and for the audience by doing their best possible work. Professional actors and musicians always show up for work ready to entertain you. As a good audience member you have a responsibility to bring your best behavior to the theatre as well. Doing so shows respect for the actors who have rehearsed long hours to prepare for this performance.

Appreciation: Applause is the best way for an audience to share its enthusiasm and to show the performers how much they are appreciated. In a musical or opera it's not usually acceptable to applaud in the middle of a song. However, it is appropriate to applaud at the end of each song. When the program has finished it is customary to continue clapping until the curtain drops or the lights on stage go dark. During the curtain call the performers will bow to show their appreciation to the audience. If you really enjoyed the performance you may want to thank the artist with a standing ovation!

Common Sense: If audience members conduct themselves in orderly, quiet ways and each person respects the space of those around them, everyone will be able to fully enjoy the performance experience.

Rules of Behavior:

- Students should enter and exit the building in an orderly and quiet fashion.
- Please get rid of any gum, food and drinks before entering the auditorium.
- Use the restroom after you are seated but before the performance begins. Do not get up to use the restroom during the performance unless there is an emergency.
- Whisper while waiting for the show to begin.
- Students should remain quiet during the performance.
- Students should realize that they are part of the performance. Listen and watch attentively to what is happening on the stage. The performers have worked hard to get the show ready!
- Students should stay seated at all times, not kneeling in the seats or putting feet up on the seat in front of them.
- Students should laugh and respond appropriately.
- If the students *really* enjoyed the performance, they may clap as loudly and as long as they like. This shows the performers appreciation for their hard work.
- Enjoy the show!



Musical Theatre



A musical is a show that has singing, dancing, acting, and speaking. What is the difference between musical theatre and opera? In opera, usually everything is sung (some operas also have spoken lines). Musical theatre is a form of theatre that combines music, songs, spoken dialogue and dance.

Words to Know

Action – That which happens physically in a play and involves a distinct beginning, middle, and end.

Backstage – Stage area beyond the acting area.

Cast – To choose a person to perform a theatrical part (verb); a group of people to perform a theatrical work (noun).

Center stage – The center area of the stage.

Costume – Clothing worn by an actor during a performance.

Costume designer – The person who creates the costumes for a show.

Lighting designer – The person who designs the lighting plans for a performance.

Makeup – Cosmetics worn by male and female actors to create a character or reflect a historical period.

Makeup artist – The crew member responsible for the cast's makeup.

Musical – A show with singing, dancing, acting, and speaking.

Musical theatre – The genre that includes opera, operetta, musical comedy, and musical plays.

Play – A dramatic composition; bringing an action or story to life on a stage.

Props – Short for properties; objects used by actors while onstage.

Rehearsal – Session when actors and technicians practice for a performance.

Scenes – A portion of a play, usually part of an act.

Script – The text of a theatrical production.

Set designer – The person who designs and constructs the scenery for a performance.

Setting – Time and place.

Stagehands – The people who move the scenery, also referred to as “stage crew”.



Costumes and Makeup

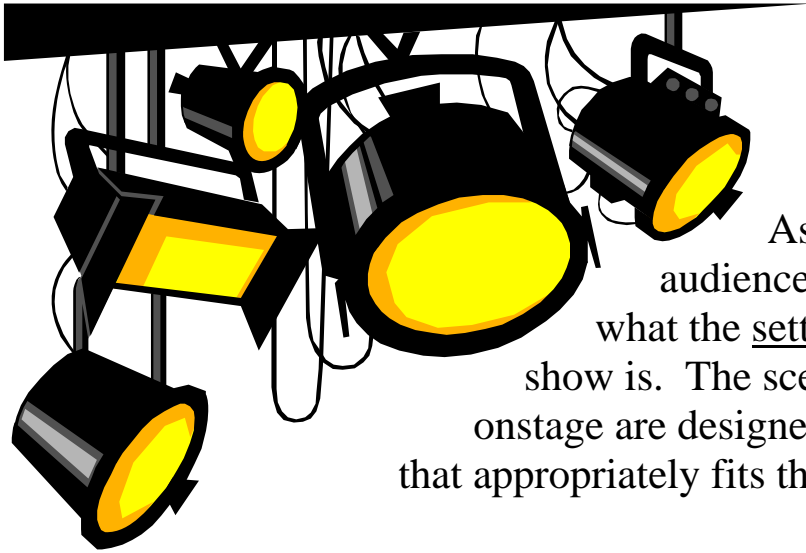
One of the most important elements in a theatrical production is creating a character. Characters are dressed in costumes and makeup that are appropriate for the setting (time and place) of the show. For example, a woman in a show that takes place in 18th century Europe would be dressed much differently than a woman in a show that takes place in 21st century New York. The character's clothing would be different, her hairstyle would be different, her jewelry would be different, and her makeup would be different.



The person who creates the costumes is called the costume designer. The people who make sure that all the costumes are in good condition and ready to be worn are known as the wardrobe crew. Often during a show, an actor or actress will need to change his costume more than once. Crew members called dressers are ready and waiting in the wings of the stage to assist in efficient costume changes.

The crew member in charge of the actors' and actresses' hair is called the hairstylist. The crew member in charge of their makeup is called the makeup artist. The makeup artist's job can be very complex. The actors must wear stage makeup when onstage so that their faces are not washed out by the bright stage lights. Stage makeup consists of a heavy base powder, extra blush on the cheeks, and additional layers of other makeup. The additional makeup can look exaggerated up close, but when the actor is onstage with the bright lights and spotlight, the makeup appears very natural. Makeup can also be used for special effects, like to make the actor look older or younger.





Scenery and Props

As the curtain rises, the audience often can tell immediately what the setting (time and place) of a show is. The scenery, lighting, and props onstage are designed to create an atmosphere that appropriately fits the setting.

The first step in set construction is the responsibility of the set designer. He or she sketches a model set that is approved by the director. Once the model is constructed and approved, the actual set is built and moved into the theater. Sets can range from being very simple to quite elaborate.

There is often more than one set in a show. The stage crew is responsible for moving the various sets during the performance.

The property master oversees the location and coordination of all props. Props, short for properties, are the objects used by the actors while onstage.

Another important element in the set is the lighting. The lighting designer designs a lighting plan, sets lighting cues, and directs the electricians working on the production. This includes stage lights, spotlights, and special effects.

Activity One: Stage Left and Action!

Objective

Students will:

- Explore the function of stage directions, and how they are used in dramatic productions.
- Demonstrate understanding of how actors/actresses respond to these directions.

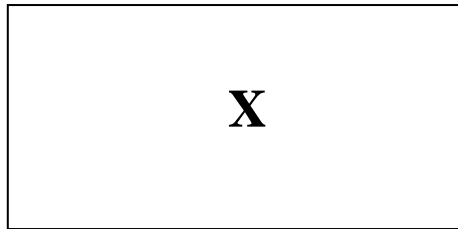
Assessment

Students will be able to:

- Identify various stage directions used in theatrical productions.
- Demonstrate an understanding of the theatrical terms, left/right downstage, left/right upstage and center stage, etc.
- Arrange and place classroom objects;

Sample items to gauge student understanding:

1. In this example, what is the stage direction as indicated by the “X”?



- a. downstage
 - b. center stage
 - c. upstage
2. “Exit” is the term used to direct a character to leave the stage. (True or False?)
 3. Why is it important for an actor/actress to follow stage or blocking directions in a script? (to know where to stand for stage lighting purpose; for depiction of a scene, etc.)

Vocabulary

- Blocking
- Downstage
- Upstage
- Center stage
- Exits and entrances

Materials

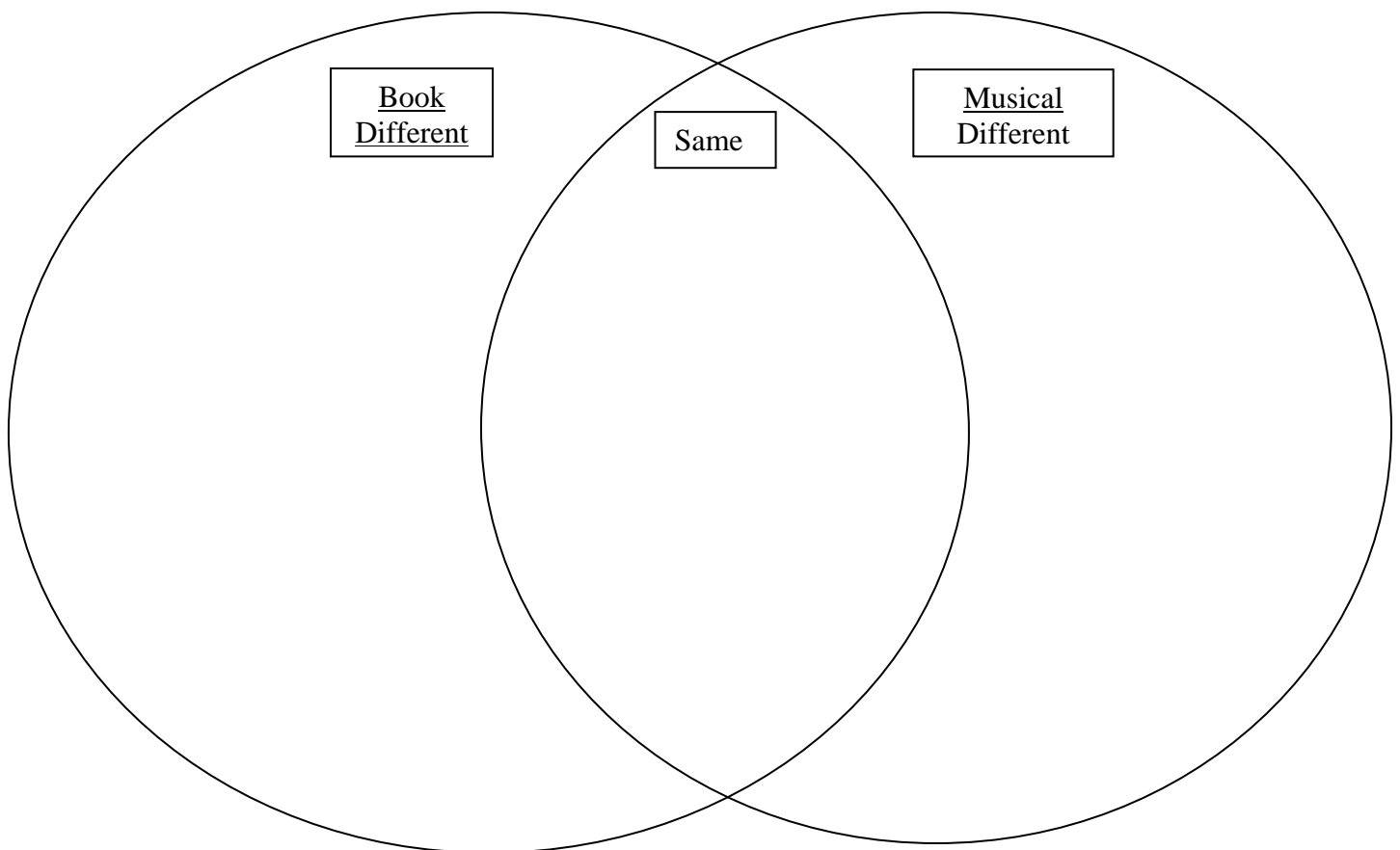
- **Chart paper**

Teacher will:

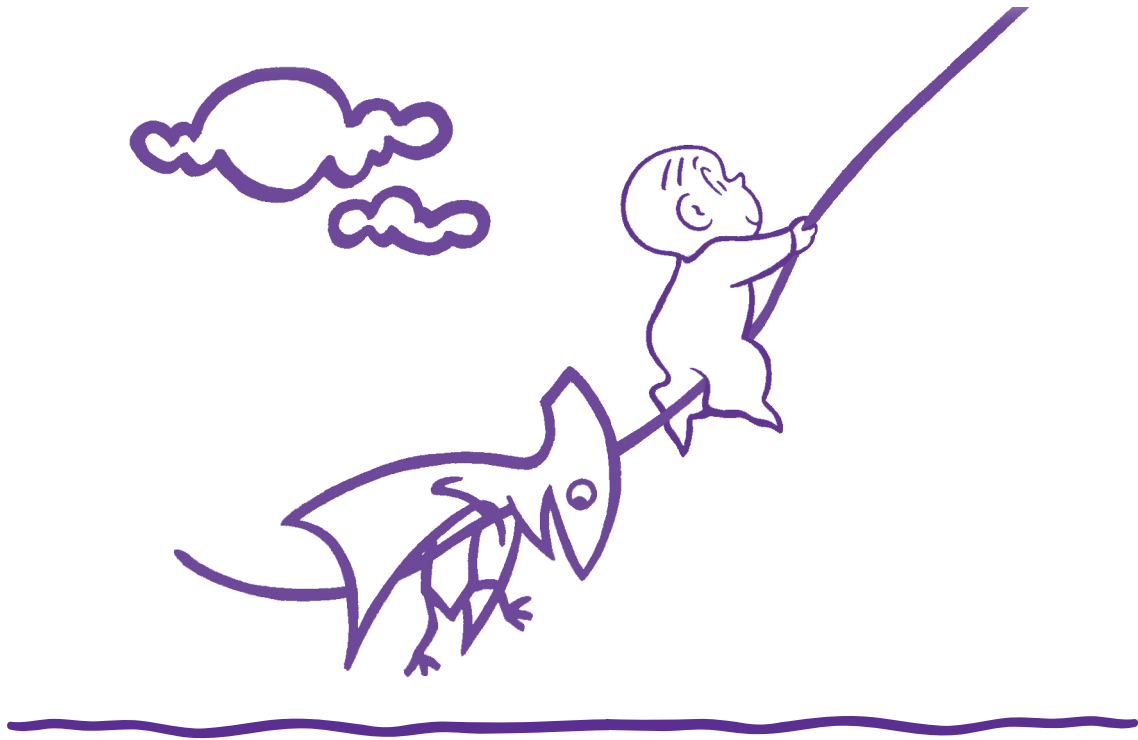
1. Introduce/review the concept of stage directions, instructions used in theatrical productions to direct actors in character.
2. Introduce the various terms used to describe stage directions: downstage left, downstage right, center stage, upstage left, upstage right, entrances and exits. Have students model stage positioning in a designated area in the classroom.
3. Discuss the term blocking and how actors use stage directions for blocking – the movement and positioning of actors on the stage.
4. Have students create a visual graphic to illustrate the different stage directions and locations.
5. Divide students into small groups to improvise a stage setting to illustrate directions for a small scene taken from the story of *Harold and the Purple Crayon*.
6. Appoint one student as the stage director for each group.
7. Regroup students and have them reflect on their feelings of what it was like to give and take directions.
8. Have students to identify those skills that are important in following directions well, like listening, patience, cooperation, etc.

Activity 2: Comparing the book and the play

1. Read the book *Harold and the Purple Crayon* before attending the live performance. After seeing the musical, compare the book to the performance. Were there any new characters added in the performance or characters that students were not familiar with? Were any characters they had read about before not included in the show?
2. Which parts of the book and the musical were similar? Which parts were different? Was there anything from the book they wish had been in the musical?
3. Create a Venn diagram to compare the story with the musical performance.
4. Take a vote...How many students preferred the book? How many liked the musical better?



USE YOUR IMAGINATION
TO DRAW WHAT HAPPENS NEXT...

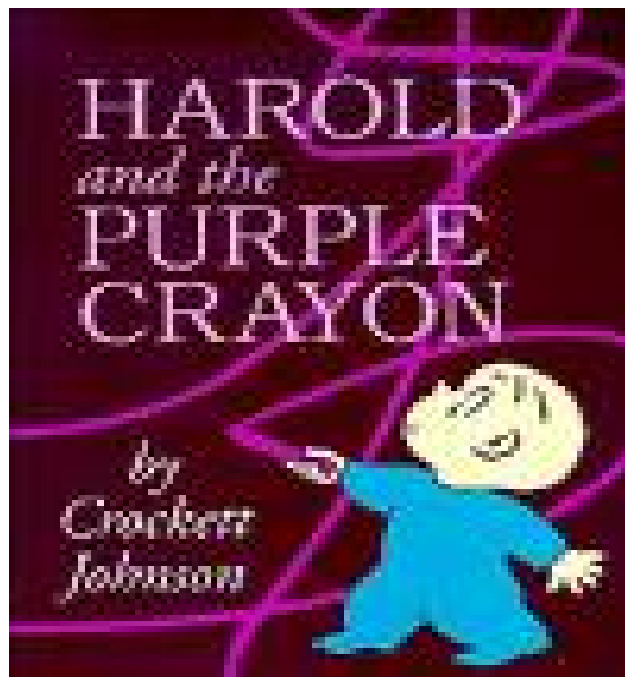


HELP HAROLD COLOR IN
HIS NEW FRIENDS!



Click here for Enchantment
Theatre's study guide for
Harold & the Purple Crayon

www.enchantmenttheatre.org/downloads/ETC_harold_studyguide.pdf





Outreach Performance Evaluation 2009-2010

It is our desire to provide high-quality, educational and professional productions for your students. Please take some time after you return to school to complete this evaluation and send it back to us.

School Name: _____ District: _____ Grade level: _____

Teacher: _____ Email: _____

Name of performance: _____ Time of show: _____

Please rate today's performance.

Poor -Average- High

How would you rate the educational value of the performance? * * * * *

How would you rate the entertainment value of the performance? * * * * *

How would you rate the students' impressions of the performance? * * * * *

How would you rate the performance overall? * * * * *

Would you return with a new group of students to see this production in the future? ___yes___no

Why or why not? Please share some comments about the production.

GLPA Study Guide

If you did not use the GLPA Study Guide, please check. _____ I did not use the GLPA Study Guide.

Poor-Average-High

How would you rate the GLPA Study Guide? * * * * *

Did you use any of the following sections of the GLPA Study Guide?

Background Information on the Performance ___yes ___no

Pre-performance Activities ___ yes ___no Post-Performance Activities ___yes ___no

Please share some comments about the GLPA Study Guide.

What types of programs would you like to bring students to see?

Please share some general comments about your experience with the GLPA Outreach Program.

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