



CLASS SHOW GUIDE

Harold and the Purple Crayon



Theater Etiquette

IN-CHAIR ACTIVITY • 10-15 MINUTES

Objective: To actively explore proper theater behavior.

Discussion: “*Etiquette* is a word we use to describe the way people behave when they are in social situations with other people. What is the proper etiquette when you see a play? How should you behave during the show? Is it the same way you should act when watching a movie at home or playing outside? Is it okay to laugh during a play if you think it is funny? Is it okay to talk to your neighbor during the performance?”

Brainstorming: As a class, create a list of ways that audience members might behave, good and bad, while in the theater. Write these behaviors on the board in two different columns: one for “Good Theater Etiquette” and one for “Bad Theater Etiquette.”

Modeling: Pick two students to come and sit in chairs in front of the class. Ask them to act out one of the “Bad Theater Etiquette” behaviors (with the teacher if desired) for ten seconds. Then have the class discuss why the behaviors were inappropriate and how they could be fixed. Now have the two students act out one of the behaviors under “Good Theater Etiquette” and discuss why this behavior is better.

Activity: Give the entire class one of the scenarios from their list of bad behaviors, like talking to their neighbor or not paying attention. Have the class act out this behavior for ten seconds then ask the students how they think this behavior makes the actors or the other audience members feel. Have them fix the behavior and act out this new scenario for twenty seconds. Repeat with a few other bad behaviors from the list.

Your Own Crayon

OUT-OF-CHAIR ACTIVITY • 10 MINUTES

Objective: Students will move their bodies in creative ways.

Discussion: “In the play, Harold uses his purple crayon to create a new world around him! Close your eyes and imagine a crayon of your very own. Hold it out in front of you. What color is it? How big is it? Have you used it a lot?”

Modeling: Holding the imaginary crayon, model drawing on the ceiling for the students. “Using my imagination, I can draw whatever I want, wherever I want. I’m going to draw a big line that cuts the classroom in half with my imaginary crayon!”

Activity: Invite students to hold their crayons high in the air and pretend to draw scribbles on the ceiling. Next, draw stars, shapes, circles, squares, triangles on the floor and walls. Finally, invite them to bring their imaginations back to their desk or seat. Encourage them to experiment by putting their imaginary crayons on different parts of their bodies, like their ears, knees, belly button, shoulders, and elbows. How does that change the “drawings”?

Extension: Using their imaginary crayon, invite students to draw an everyday object. Once it is drawn, invite the student to pantomime, or act out silently, using the object. Ask the rest of the class to guess what the object might be.



Where Do We Park?

1. When dropping off please wait until a Rose Staff member has greeted your bus. They will get your bus information, parking instructions and when to unload the students.

2. Follow the staff's direction on where to park. We have three locations:

- a. Farnam St. between 20th and 24th bagged meters north side (10-15 slots)
- b. 20th St. North of Farnam- do not block Wells Fargo drive thru exit (4 slots)
- c. 20th St. East of Rose building (5 slots)

3. Most performances have a run time of 55-65 minutes. We ask that you are back at your bus by 10:50am (if it's a 10am performance) or by 1:50pm (if it's a 1pm performance). If the performance is longer we will notify you at drop off.

4. After the performance is over we ask that the buses form a line behind the buses that are parked on 20th North of Farnam. Please do not double park.

5. Wait until all buses have pulled out away from our building before pulling up on the east side for pickup.(We load 5-6 buses at a time.)

6. After being loaded please keep in mind that other buses are waiting so please try and leave the loading area as soon as possible.

Want to book a workshop?

Workshops at Your School

The Rose offers several workshops that can take place AT YOUR SCHOOL. A professional Rose teaching artist can visit your classroom for one to five days in a one week time period to explore, through drama, a curriculum topic of your choice.

To register your class for a workshop that will take place at your school, please contact Lindy Glenn at (402) 502-4625 or lindyglenn@rosetheater.org.

Workshops at The Rose

A workshop AT THE ROSE is the perfect way to explore themes from a school field trip show or learn about the profession of theater. A professional teaching artist with a college degree in dramatic arts education will lead your class. To register your class for a Workshop at The Rose, please contact Lindy Glenn at (402) 502-4625 or lindyglenn@rosetheater.org.

Visit www.rosetheater.org for more information!



Free Funding Is Available for Field Trips! We understand that budgets are tight. That's why we're offering two great solutions to help pay for your school's field trip expenses. Both Nebraska Arts Council and Target Stores are offering financial assistance to help underwrite the cost of providing your students with experiences such as those provided by The Rose Theater. For more information, please visit www.nebraskaartscouncil.org (click "Grants" to see all categories) or www.target.com/fieldtrips.

Write To Us!

Letters may be written to:
Michael Miller, Literary Manager
2001 Farnam Street
Omaha, NE 68102

Emails may be sent to:
Michael Miller at
michaelm@rosetheater.org

Facebook: Rose Theater – Omaha
Twitter: @RoseTheaterCo



Performing Arts
FOR CHILDREN AND FAMILIES



Color Your Mood

OUT-OF-CHAIR ACTIVITY • 15 MINUTES

Objective: Students will explore how different colors can determine different moods, emotions, and feelings.

Discussion: “In the play, Harold uses a purple crayon to show the audience the world he’s creating. When you think of the color purple, what sort of objects do you think about? How does the color purple make you feel? What about blue or red objects? How do the colors blue and red make you feel? What kinds of moods does the color yellow convey?”

Brainstorming: Make two lists of different colors and objects on the board.

Modeling: Invite students to suggest one object from the brainstorming list. Standing in the front of the room, make a frozen statue of that object. Next, invite students to suggest one color from the brainstorming list. “Watch how I will change my frozen statue to reflect I am no longer a red strawberry. Now I am a blue strawberry. What did I change about my statue?” “The color orange makes me feel a different way than blue and I am going to change my frozen statue to show you.”

Activity: Invite the students to spread out around the classroom. Call out an object from the brainstorming list. “Make a frozen statue of a rocket ship in 3, 2, 1, Freeze!” Next, call out different colors and encourage the students to change their statues based on how the colors might affect them.

Draw The Scene

OUT-OF-CHAIR ACTIVITY • 15-20 MINUTES

Objective: Students will imagine, pantomime and verbally describe an imaginary scene.

Discussion: “Harold uses his crayon to create fantastical scenes. If you had a magical crayon, what type of world would you create?”

Brainstorm: Make a list of different places and worlds the students would like to create.

Modeling: Using an imaginary crayon, draw and describe one part of an imaginary world. “Right here is a brick road that leads up to a house.” “Here is a fence. It is bright blue.” “This is a garden with a million beautiful flowers!”

Activity: One by one, invite students to draw a part of the scene. As they pantomime drawing, encourage them to verbally describe what it is they are creating.

Extension: After the entire scene has been drawn and described, invite students to make a frozen statue of themselves doing an activity in the scene. For example, someone may be gardening in the flower garden.

Create Your Own Language in 1,2,3!

IN AND OUT-OF-CHAIR ACTIVITY • 10 MINUTES

Objective: Students will use their bodies, voices, and imaginations to create a movement language.

Discussion: “When we meet Moose and Porcupine they are having a discussion in a different language, but they still understand each other. Today we are going to work in pairs to create our own language.”

Modeling: “We are going to work in pairs to count to 3. Only one person can say a number at a time. I need one student to come to the front of the room to help me model this game. We are going to work together to count to 3 as many times as we can, with only one of us speaking at a time.” Decide who is A and who is B. Standing facing each other, A says, “1.” B says, “2.” A says, “3.” Then, B says, “1.” A says, “2.” And so on. Partners continue doing this until they are counting to 3 seamlessly.

Activity: Invite students to find a partner. Standing facing one another, partners choose who is A and who is B. Once they have successfully counted to 3 seamlessly, invite A to create a simple body movement to replace “1.” Now, instead of saying, “1” both partners must do the movement. Once they are used to it, invite B to create a simple body movement to replace “2.” Now, instead of saying “1” or “2”, both partners will do both movements.

Extension: Invite both partners to work together to create a sound and simple body movement to replace “3.” Once partners have successfully practiced, invite them to share their movement language in front of the class.

Swim Like This!

OUT-OF-CHAIR ACTIVITY • 10-15 MINUTES

Objective: Students will use their bodies and imaginations to move like a fish.

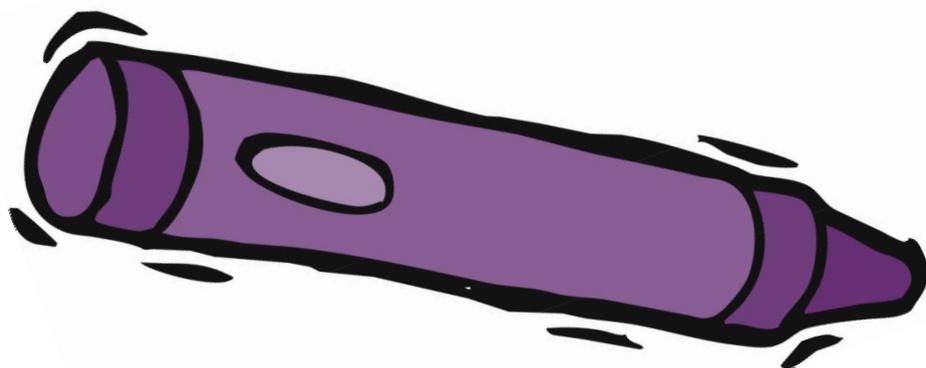
Discussion: “In one of the scenes Harold draws himself in a deep sea scene and meets some fish. What colors were the fish? How did the fish move? Did they move realistically?”

Brainstorming: Invite students to imagine if they were a fish. Create a list on the board of all the different types, colors, sizes and shapes their fish could be. “What are some ways fish might move? Fast, slow? Zig Zags or straight lines?” Create a list of movements, directions, and paces.

Modeling: Model one way a fish might move in front of the class.

Activity: Students line up in a horizontal line at one end of the classroom. One student moves like their fish to the middle of the room. Once they reach the middle, the student uses a character voice to say, “Swim like this!” The rest of the class will mimic their swim and follow the student to the other side of the room. Encourage the rest of the students to find their own unique swim walk.

Extension: Invite students to spread out around the room and make a frozen statue of their fish. Call out different ways to move around the space: “Swim like you are being chased by a hungry shark!” “Move like you are very hungry.” “Show me you are swimming as though you are angry/happy/excited!”



Behind the Scenes Spotlight: The Projection Designer

Meet the Artist, Brittany Merenda!

Award winning projection designer **Brittany Merenda** has been thrilling and stunning audiences with her groundbreaking designs since her debut in 2010, where she won the Barbizon Award at the Kennedy Center American College Theatre Festival. Specializing in projection mapping on non-traditional surfaces, Brittany has become the resident projection designer for Parallel 45 Theatre Company, which produces a broad repertoire consisting of innovative new works, reinvented classics, and imaginative adaptations.



Q: What are projections and why did you use them in this show?

A: Using projections in a show means we add digital images and/or videos to the production's set to create lots of different kinds of effects! *Harold and the Purple Crayon* is a great show for projections since he is always drawing with his purple crayon. I was able to create short videos that animate the movement of his crayon. When played along side the character of Harold, it makes it look as if he is actually drawing the images.

Q: How do different types of projections create different images onstage?

A: For this show, Harold starts off drawing everything the audience sees and projections are animated to indicate those images. As the show progresses, his imagination takes over and the projections are no longer simply what he draws but also what he imagines. Projections are also used to indicate new characters and experiences for Harold. With projections we can be underwater in one moment and in outer space the next!

Q: Is there a projection effect that you have created of which you feel most proud?

A: My favorite projection in *Harold and the Purple Crayon* is when the Moose and Porcupine get into a food fight! The entire set gets covered in berry splats! The food fight gets so out of control that even the moon gets covered with berries. It was a lot of fun creating such a messy set.

Q: What is one thing you hope the audience feels or thinks when they see your work on this show?

A: My goal as a projection designer is to help tell the story. Since this is Harold's story, I hope the audience is really able to see inside Harold's imagination!

Q: How do you make sure that the projections work correctly for every performance?

A: The creative team has been planning and designing this show for over 6 months. I made a storyboard of the entire show so we would know exactly what happens at any moment in the play. I only had 2 weeks to make sure everything worked once I arrived at The Rose Theater so it was important to have a really solid grasp on what was happening on stage. Once everything was timed correctly with the music, sound, and lights, we ran through the show with actors and the technical crew several times to make sure everything worked right. It takes a lot of people to make the show run smoothly and everyone has been rehearsing very hard. We hope you enjoy it!

Q: Do you have any advice for a young person who thinks they might want to be a projection designer when they grow up?

A: See as much theatre as you can! The more you see, the more you will fall in love with the magic that theatre creates. Being a projection designer is just one of the many awesome jobs in the arts. For me, I love being a projection designer because it allows me to be a part of all aspects of a show. *Harold and the Purple Crayon* calls for projections to collaborate with set, lights, props and costumes. I feel extremely lucky to be involved in the magic we have created.

Thank you for sharing your work with us, Brittany Merenda!

Explore More!

If you enjoyed **Harold & The Purple Crayon**, be sure to check out these other great resources!

Books and Movies You Might Enjoy!

1) *The Power of Henry's Imagination* by Skye Byrne

A boy learns the secret to locating his missing stuffed bunny in this picture book about the extraordinary power of imagination.

2) *Not A Box* by Antoinette Portis

A box is just a box . . . unless it's not a box. From mountain to rocket ship, a small rabbit shows that a box will go as far as the imagination allows.

3) *Press Here* by Hervé Tullet

Follow the instructions within and go on a whimsical colorful adventure all with the power of touch and imagination!

4) *The Day the Crayons Quit!* by Drew Daywalt and Olivier Jeffers

Tired of being ignored or forgotten all of Duncan's crayons decide to quit! Read this humorous story of how important these colors really are and how Duncan wins them back!

Movies and Games!

1) **Harold and the Purple Crayon: The Complete Adventure** – DVD (2002)

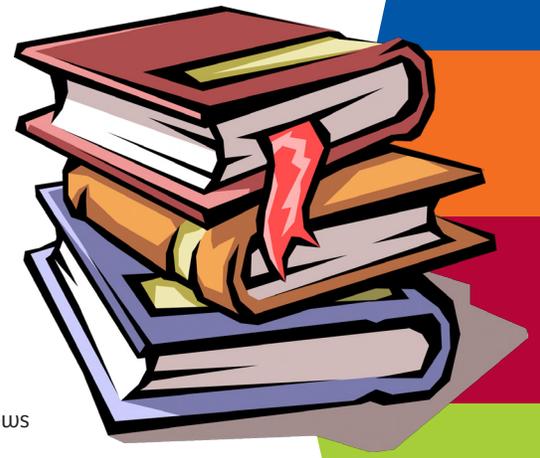
Explore all of Harold's adventures; narrated by Sharon Stone.

2) **Crayons Physics Deluxe** (www.crayonphysics.com)

A 2D physics puzzle/sandbox game, in which kids get to experience what it would be like if their drawings were transformed into real physical objects. Kids solve puzzles with their artistic vision and creative use of physics.

3) **Harold and the Purple Crayon App** (for iPhone and iPad)

The Harold and the Purple Crayon app is an interactive storytelling version of the classic book that allows kids to draw their own world along with Harold.



Harold
and the
Purple
Crayon



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