



CLASS SHOW GUIDE



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.

Monsters OR Meows!

OUT-OF-CHAIR ACTIVITY • 10-15 MINUTES

Objective: Students will act out characters to identify the three basic tools of acting.

Discussion: "We will be going to see a play at The Rose Theater. What is a play? (an answer might be something like "a live performance on stage in which actors pretend to be different characters and tell a story to the audience") What do we call the people who pretend to be characters and act out a play (actors)? We are going to do a short acting activity to see if we can discover the 3 most important acting tools!"

Brainstorming: List some of the tools that actors need to act out a story on the board (a script or story, costumes, makeup, scenery, props, lights, music, microphones, etc.). Ask students to discuss how each of these tools help the actors to do their job of acting our characters and telling stories.

Modeling: Ask for a volunteer to come up to pretend to be a character from a recent story that the class has read. Give the volunteers about 20 seconds to pretend to be the character (this can use actual words from the story or just gibberish sounds). Once the performance is done, ask the students to identify some of the things that the actor was doing to pretend to be someone else.

Activity: Inform the students that everyone is going to act out ONE of two different specific characters in their own space by their desks (no touching other actors or being a part of their stories—this is a "Solo Performance!"): students can choose to be a "cute, tiny, adorable, meowing KITTEN" or a "big, fierce, frightening, growling MONSTER." Give the students a "Curtain Countdown": "3...2...1...CURTAIN!" at which point students will act out their character choice by their desks. Allow the performance to last about 10 seconds, then ask all of the actors to take a bow. Ask the students to identify what "tools" they needed to perform the character (eventually leading them to BODY, VOICE, and IMAGINATION, perhaps also recognizing that the technical tools on the board help the actors—and audience—to use their imaginations).

Extension: Choose a book or story that class has recently been reading. Go through all of the characters and ask the students act them out. Ask the students to note how they are using their bodies, voices, and imaginations for each character. Do some characters seem to require the use of one acting tool more than another?



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 busses 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 busses 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 lindyg@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 lindyg@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.nebraskaarts council.org (click "Grants" to see all categories) or www.target.com/fieldtrips.



**Performing Arts
FOR CHILDREN AND FAMILIES**



SHReK The MUSICAL

Once Upon A Time

OUT-OF-CHAIR ACTIVITY • 25-30 MINUTES

Objective: Students will explore the world of fairytales by identifying common fairytale conventions and creating their own stories that fit into the "Fairy Tale" genre

Discussion: "Many of us have read fairytales or watched a movie based on a fairy tale. How do we know that it's a 'fairy tale'? How do we know that 'Cinderella' is a fairy tale and 'Spongebob Squarepants' isn't? What are some key factors we usually find in a fairy tale?"

Brainstorming: As a class, create a list of storytelling conventions that we usually find in a story if it is to be considered a fairytale. Write these "Fairy Tale Must-Haves" on the board.

Activity: Separate the class into small groups of 3 or more. Once separated, each group will work together to invent and perform a new short fairytale (1-2 mins) using some of fairytale conventions listed on the board. Give the students about 10-15 mins to rehearse and then ask each group share their fairytales with the class.

Reflection: Have the students compare their scenes with their list of "Fairytail Must-Haves". What conventions were seen in each scene? Was there something on the list that wasn't used? What were some things that happened in the scenes that defied the fairy tale stereotypes?

Extension: After the experience of improvising fairy tales in groups, ask the students to pick a favorite and write out and illustrate their favorite new story invented by the class. Encourage each student to make changes to the original tale, perhaps even adding or changing one fairy tale convention.

Once upon a time....

Quirky Character Cheers!

IN-CHAIR ACTIVITY • 25-30 MINUTES

Objective: Students will determine and celebrate what makes each of us unique by creating short celebratory poems

Materials: Paper, pencil (crayons, colored pencils if desired)

Discussion: In *Shrek the Musical*, several characters who have been bullied because they are different decide to stand up for themselves. They sing a song called 'Let Your Freak Flag Fly' about being proud of what makes you special. What do you think this song is all about? We are going to create some cheers that celebrate our friends' uniqueness!"

Brainstorming: Select one of characters from *Shrek: the Musical* and write that character's name on the board. Ask the students to discuss what unique things about that character makes them special. List some of their traits under their name. For example, "Ginky" (the Gingerbread Man) is made of cookie dough and kind of fragile, but he's also sweet, not a pushover, and sometimes challenges unfairness.

Modeling: Lead the class in creating a short 3-5 line chant or cheer or song about the character using the info on the board. To continue with the same example, a cheer about Gingy might go something like:

Gingy is Sweet! Gingy is a Treat! Gingy can't be beat!
He may sometimes crumble! He may sometimes grumble!
But he always fights! For what is right!
Some say Gingy's crumb-y! But we know he's yummy!
Gingy is Sweet! Gingy is a Treat! Gingy can't be beat!

Activity: Ask the students to pair up and each write down some of the unique traits of their partner. It could be about special hobbies or activities that they like to do (or not do) that are not like everyone else. Or it could be about special talents they have. (You can set whatever boundaries you feel your students need, but the goal is to be respectful and celebrate your partner, not make them self-conscious or upset.). Once partners have had a chance to collect ideas, then each partner should take a few minutes to write a cheer that celebrates the uniqueness of their partner. Ask partners to share their cheers with the class and lead the class in cheering on their classmates' specialness!

Extension: Cheers could serve as the basis for some illustrations celebrating the members of the class. Students might even create illustrations depicting their classmate as one of the fairy tale characters from *Shrek*.

Vote For Change in Duloc!

IN-CHAIR ACTIVITY • 30 MINUTES

Discussion: "In *Shrek: the Musical* many of the fairytale creatures are upset with the way Farquaad treats them. They decide to take matters into their own hands and help change the Kingdom for good. If Shrek and Fiona didn't want to rule the kingdom, which other characters might be good leaders? What makes a good leader? Think about the different fairytale characters we met in the play. How they would change the kingdom for better or for worse?"



Modeling: Ask for a suggestion of one of the characters from the musical. List the character's name and then make two columns: Good Leadership Traits and Not-So-Good Leadership Traits. Then ask the students to list some reasons that the character would or would not be a good leader. For example, Shrek might be a good leader since he is a good problem solver and isn't afraid to stand up for himself and act bravely if necessary. However, he also had a bad temper, isn't always friendly, and can sometimes act selfishly. After some discussion, have the class vote: Should this character be elected leader of the kingdom or not?

Activity: Have each student select a fairytale character. After they have selected a character they will make a similar pair of lists for that character. Ask the students to use their lists to prepare a short campaign speech for the character. Once everyone has prepared their speech, ask for some volunteers to come up, in character (using their body, voice, and imagination to walk, talk, and act like the character), and tell the "kingdom" why they think they should be elected as the new leader of Duloc.

Extension: Have students create campaign posters and hold an election for the new leader of Duloc. After the vote, have a short "exit poll" asking some students to explain why they voted the way they did and what they hope their candidate will do that will be better for the kingdom than Farquaad's leadership was.

Fairy Tale Footsteps

OUT-OF-CHAIR ACTIVITY • 20 MINUTES

Objective: Student will use their bodies to and imaginations to bring characters to life in a physical way.

Discussion: "We met a lot of different fairy tale characters in *Shrek: The Musical*. One of the jobs of the actors is to figure out how to use their acting tools—including their bodies, voices, and imaginations—to bring the characters to life. How can we use our bodies to show the unique differences of each character? We are going to experiment with some character walks to find out!"

Modeling: Work with the students to list as many characters from *Shrek: The Musical* as they can remember on the board. Are there additional characters from fairy tales that were not in Shrek? If so, you can also make a list of these characters in a separate column on the board. Select a character from the story. Ask the student to suggest some expressive words that describe how that character moves or walks. (For example: Shrek's movement might be described as "lumbering," "stomping," "frustrated," "gigantic," or "grumpy." Don't forget to include some emotion words in the mix.) After there are plenty of words on the board, ask for a volunteer to come to the front of the room and use the descriptive words to walk across the room like the character. Ask the students to explain how the volunteer actor used their body movements to walk like the character. Ask for a second volunteer who might use their body to bring the character to life in a different way.

Activity: Now ask all the students to participate in using body movements to bring the characters to life. Start by having students line up on one side of the classroom and preparing to walk to the other side (you may want to find an open space like a hallway or make one by clearing desks and chairs to the sides of the classroom). Select a character from the class list and ask students to walk from one side of the room to the other as that character. Once the cross is complete, ask students to recognize some of the interesting choices other young actors made. Once the group has crossed back and forth a few times, open it up to additional fairy tale character suggestions from the class.

Extension: Ask the students to create a very short scene in which two characters walk from opposite paths and meet up somewhere in the kingdom on Far Far Way. Ask the students to perform their scenes and see if the class can guess which characters are in the scene based on the movements the actors use.

Frozen Fairy Tales

OUT-OF-CHAIR ACTIVITY • 20 - 30 MINUTES

Objective: Students will use their bodies and storytelling skills to create frozen pictures representing well-known stories.

Discussion: "In *Shrek: the Musical*, we met many fairytale characters from various fairy tales. Were you able to recognize all of the characters and their original stories? How were we able to recognize most of these characters? What did they say or do that made their backgrounds clear? Let's see if our class is able to present some of these fairytales in a recognizable way without using costumes and makeup."

Modeling: List some of the fairy tales and nursery rhymes that students recognize from Shrek on the board. Are there other familiar fairy tales that were NOT in the musical? Make a separate list. Pick two or three students to help you create a "frozen statue" that represents a familiar fairytale. Give the students ten seconds or so make the statue. Then ask the class to study the statue and guess which fairytale was presented. Whether they are right or wrong, ask them what elements of the statue led them to that conclusion.

Activity: Separate the class into small groups of 4 or 5 and assign each group their own area of the classroom. Assign each group a fairytale. The students in each group will have a limited amount of time to work as a group to create individual statues that cohesively represent their assigned fairytale. Once each group has finished creating their statue, they will present their statue to the class. The remaining groups will try to guess what fairytale the statue represents. Once a group guesses correctly, they will be asked to identify what elements of the statue helped them to guess the right fairytale. This will be repeated until each group has presented their statue.

Extension: Expand the idea of this activity by asking the students in their groups to create 3 statues that show the beginning, the middle, and end of the fairytale. You might also have each character say one line of dialogue while in their statues to help narrate the story.



Behind the Scenes Spotlight: Costume Designer

Meet the Artist, Sherri Geerde!

Sherri Geerde has been the resident Costume Designer for The Rose Theater for over three decades. She began creating costumes with our theater company when it was still known as The Emmy Gifford Children's Theater. Sherri has designed costumes for over 300 productions!! Her recent work includes *Charlotte's Web*, *Peter and the Starcatcher*, and *HONK!*. We asked Sherri to tell us more about the costumes she designed for *Shrek: The Musical!*



Q: What is the job of a COSTUME DESIGNER? What are some of the daily tasks you have to do to create the costumes for a show?

A: A costume designer's job is to design costumes for a show through costume renderings. Some costume designers design and build the costumes, like I do, but some costume designers do the designs only and hand the renderings to a design team that builds or makes the costumes from the renderings. I use commercial patterns or I create patterns for the costumes. I shop at fabric stores, hardware stores, or order fabrics online for the costume. I cut the fabrics from patterns and work with my costume shop foreman and my seamstresses to sew the cut pieces together. I attend design and production meetings with the director, set designer, production manager, and others on the design team.

Q: How did you come up with ideas for the costumes in *Shrek: The Musical*?

A: I have a wonderful library of costume history books at the theater and in my own library that I look through to spark ideas. I also look through magazines, look through our existing costume rental stock. I took a lot of inspiration from the films as well.

Q: How long does it usually take to design and build costumes for a show like *Shrek: The Musical*? Do you have any helpers?

A: It usually takes 4-6 weeks from start to finish. This show will be built in a 4-week time-span. I have the help of my costume shop foreman and a part-time seamstress. I also have a make-up designer.

Q: Do you have a favorite costume in *Shrek: The Musical* or something you hope audiences will notice about your costumes for the production?

A: I don't have a favorite costume right now, but I hope the audience will enjoy our take on the characters from such an iconic story.

Q: What special skills do you need to have in order to become a costume designer? What classes did you take in school?

A: You have to be creative, knowing how to draw is very important, and math skills help out greatly when you are cutting patterns or figuring out how much fabric you will need for each costume or managing your budget.

Q: What do you like about being a costume designer?

A: I like seeing my renderings going from drawings and then figuring out or problem-solving on how to build them. I enjoy choosing the fabrics, trims, hats, wigs, and shoes that will create the look.

Exploring the Job of a Costume Designer: FAIRY TALE COSTUME RENDERINGS

IN CHAIR ACTIVITY • 35-40 MINUTES

Objective: To create renderings of costumes for a story about fairy tale and nursery rhyme characters.

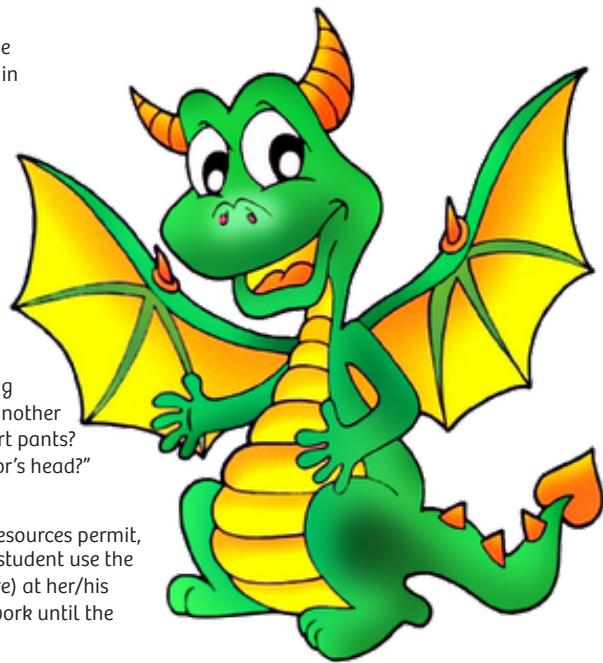
Materials: Books or web sites featuring pictures depicting well-known fairy tales, drawing paper, drawing supplies (pencils, color pencils, crayons, or markers) (Optional Extension: fabric scraps and scissors)

Discussion: "For the musical *Shrek!*, the costume designer had to create costumes that would help the actors on stage to bring their fairy tale characters to life. What are some of the characters that were in the story? What details did you see in the costumes that helped you know the characters were in a fairy tale? We are going to try our skills at creating renderings—or detailed drawings—of costumes for fairy tale characters!"

Brainstorming and Modeling: Draw a simple stick figure to represent a human figure on the board. Pick a nursery rhyme or fairy tale that the class knows well and write the title on the board. As a class, brainstorm a list of characters that one would find in the story. Pick one of the characters for which to design a costume. (Your class may wish to find and refer to an image from a book or web site if one is available.) Brainstorm with the class some of the specific costume details that might be represented in the costume (a crown for royalty, a tattered coat for a villager, a long nose for a troll, wings and claws for a dragon, etc.). After the class has a relatively complete list for a specific character, ask for a volunteer artist to come up and draw one of the features layering it over the stick figure (for example, adding an apron for a baker or a long skirt for a princess). Ask another volunteer to add another part. Discuss the placement and shape of parts—"Will the actor wear short pants? What color? What pattern might be on the fabric? How will pointed ogre ears be attached to the actor's head?" Continue until a draft of the costume is complete on the board.

Activity: Ask each student to select a favorite fairy tale character to inspire a costume. (If time and resources permit, it might be fun to do some visual research on the internet or at the media center.) Suggest that each student use the same process (start with a human stick figure, list costume details to include, draw them on the figure) at her/his desk using their drawing supplies. Encourage them to refer to images of similar characters as they work until the costume rendering is complete.

Math Extension: Ask the students to create a budget and shopping list for their costume. Start by making a list of all the supplies what would be needed and include the quantity if possible (2 yards of royal blue fabric, 1 piece of gold fun foam, 1 pair of purple tights, 1 bag of gold buttons, etc.). Then ask students to use a web site for a fabric and craft store to research how much the supplies would cost. You may want to include the cost of scissors, needles, thread, and other sewing supplies—per costume or as a fraction of the cost for buying "a set" (or 2 or 3) for the entire class to use. What would the total estimated cost be for the costume design?

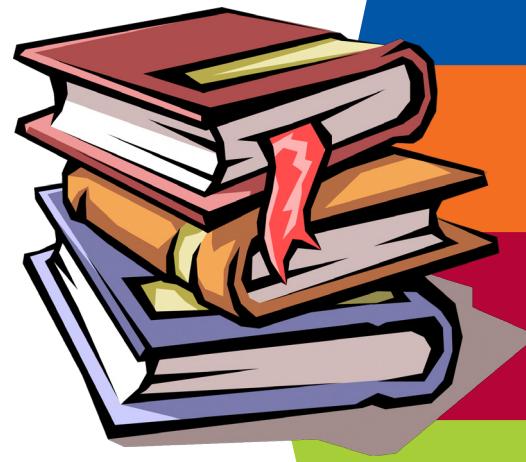


Explore More!

If you enjoyed **Shrek: The Musical**, be sure to check out these other great resources!

Books You Might Enjoy!

1. *Shrek* by William Steig—Check out the original story upon which the animated film and its sequels as well as the musical are based!
2. *Marsh and Swamp* by Doraine Bennett. (Series in Georgia, My State. Habitats. Hamilton, GA: State Standards Publishing, LLC, 2009)—Would you like to find out more about what life is REALLY like in a swamp? This book might give science fans a better understanding of this unique kind of real-life ecosystem.
3. *The Stinky Cheese Man and Other Fairly Stupid Tales* written by Jon Scieszka and illustrated by Lane Smith—if you enjoy the way that Shrek plays around with your favorite nursery rhymes and fairy tales in funny ways, you'll enjoy this entertaining collection of twisted tales!
4. *Gingerbread Baby* by Jan Brett—Jan Brett is another author and illustrator who gives interesting updates to gentle fairy tales and nursery rhymes. You might enjoy her colorful takes on fairy tale fun.
5. FAIRY TALE COLLECTIONS—if you want to learn more about the tales on which the characters in Shrek: The Musical are based, go to the library and find some collections of fairy tales and nursery rhymes. There are numerous collections, but here are a couple you could hunt for:
 - o De Angeli, Marguerite, 1889- comp. *Book of Nursery and Mother Goose Rhymes*. Garden City, N.Y: Doubleday, 1954.
 - o Hayes, Sarah. *The Candlewick Book of Fairy Tales*. Cambridge, Mass: Candlewick Press, 1995c1985.
 - o Hennessy, B.G. *The Once Upon a Time Map Book*. Cambridge, Massachusetts: Candlewick Press, 1999.



DVDs Connected to the Themes in the Show

1. **Shrek**, DreamWorks production, directed by Andrew Adamson & Vicky Jensen, 2001.
2. **Shrek: The Musical**, DreamWorks Animation production, directed by Michael John Warren & Jason Moore, 2013. If you enjoy the Rose Theater's production of the musical, you might enjoy checking out this DVD recording of the original Broadway production.

Websites or Apps

1. Pocket Shrek App

Download this app and join Shrek, Donkey, Puss In Boots and other well-known characters for the film series as they explore the magical world of Far Far Away.

2. DreamWorks Animation: Shrek (<http://www.dreamworksanimation.com/shrek/>)

The Dreamworks Animation web site has lots of insider info about the animated classic and its sequels. Fans of animated movies will definitely want to explore!



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