



CLASS SHOW GUIDE

Van Gogh & Me

Pre-Show Activities

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.

Letters to Van Gogh

IN-CHAIR ACTIVITY • 20-30 MINUTES

Objective: Students will be introduced to Van Gogh's artwork and write letters to the artist.

Discussion: "In this play, a 12 year-old girl named Adeline meets the painter, Vincent Van Gogh. Although Van Gogh is a famous artist now, he wasn't famous when he was alive in the 1800s. That means that people who saw his paintings back then didn't learn about them in a classroom or museum; they saw the paintings in person, and made up their own minds about what they thought about his artwork. So before we see Van Gogh onstage, we should learn more about his paintings, and decide for ourselves what we think about them."

Brainstorming: Show the students an image of Vincent Van Gogh's *The Starry Night*. Begin by inviting students to share things about the painting that they enjoy, like certain colors, shapes, or stylistic choices. Next invite students to share something that they find interesting or surprising. Finally, invite students to share one question they might ask Van Gogh about the painting.

Research: Divide students into small groups, and have them use library books or the internet to research Vincent Van Gogh's paintings. Each group should choose a new painting (other than *The Starry Night*) to present to the class, sharing an image of the painting, its title, when it was painted.

Activity: Invite students to write letters to Van Gogh, discussing his paintings with him, from their current perspective as a student in 2017. Which was their favorite painting? Why? Their least favorite? What are some things they would like to ask him about his paintings, or his life as an artist? Students can share their letters out loud, as if they were reciting a monologue.

Extension: Invite students to write their letters as if they were a young person in the 1880's, like Adeline in the play. Encourage students to think about who their character is, how old they are, and how they have come to see Van Gogh's paintings. Students can share their letters out loud, as if they were reciting a monologue.

UPCOMING SHOWS

the Best Christmas Pageant Ever THE MUSICAL

The Best Christmas Pageant Ever
BEST FOR K - 8th GRADE
HOLIDAY MUSICAL
2 HOURS + INTERMISSION
By Jahna Beecham & Malcom Hillgartner
Adapted from the play by Barbara Robinson

The Herdmans are the worst kids in the history of the world. So, when they crash Sunday school and demand parts in the Christmas pageant, the whole town panics. There's not supposed to be biting in Bethlehem, and while these kids have never even heard the Christmas story, they definitely have rewrites!

THE MEANING OF MAGGIE



The Meaning of Maggie
BEST FOR 3rd - 8th GRADE
QUIRKY COMING OF AGE STORY
75 MINUTES

Adapted by Victoria Stewart
Based On The Book By Megan Jean Souern
Published by Chronicle Books

Full of instantaneously relatable characters, The Meaning of Maggie is a story about how growing up is an adventure that lets us strengthen the best parts of ourselves and reaffirms the importance of family.

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 Melissa Richter at (402) 502-4625 or melissar@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 Melissa Richter at (402) 502-4625 or melissar@rosetheater.org.

Visit www.rosetheater.org for more information!



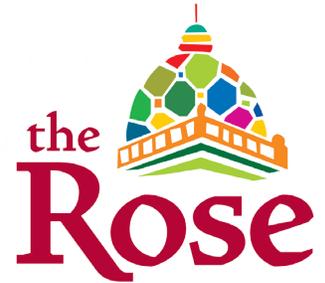
Free Funding Is Available for Field Trips! We understand that budgets are tight. That's why we're offering two great solutions to help pay for your school's field trip expenses. Both Nebraska Arts Council and Target Stores are offering financial assistance to help underwrite the cost of providing your 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

Van Gogh & Me

Post-Show Activities

Paint Like Van Gogh

IN-CHAIR ACTIVITY • 20-30 MINUTES

Objective: Students will use their imaginations and creativity to create original paintings/artwork (the artwork medium can be determined by the available materials).

Materials: Artwork supplies (can be paints, markers, colored pencils, or even crayons)

Discussion: "In the play *Van Gogh & Me*, Van Gogh talks about how he doesn't paint things to look exactly as people see them in real life, but rather by using the colors that represent how he feels about an object. For example, he tells Adeline:

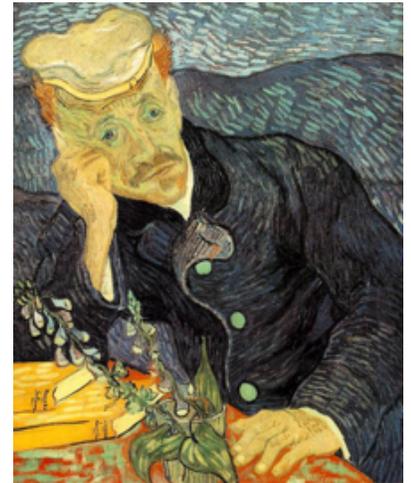
If you were to really paint the sun Adeline, you might choose to give it your mother's hair, loneliness, and blue all at once. You could choose to make it dance on the canvas like God himself is playing with its puppet strings. To find a way to capture every single ray of light and every memory you have of the sun burning your skin on a hot summer day, the sun warming you on a desperate winter morning, and your favorite birthday party. This is the way the sun, when you paint it, through your eyes...might have blue and violet and the color of your mother's hair, and it might not be round at all but rather so big it takes up the entire painting just like the sun hugging the earth right now and helping it grow like a mom holding her child.

"We are going to create our own paintings/artwork using Van Gogh's style of painting how we feel about what we are painting, rather than just how it looks."

Modeling: Show an image to the class of a scene, like a beach, a forest, or a building. As a class, discuss what feelings or emotions the image elicits. "Are there any objects that make you remember something from your own life? How does that memory make you feel? What color might you associate with a happy memory? A sad memory?" "A tree might make you feel like it is looming over you, and make you think of darkness; or the tree could remind you of climbing trees as a child, to look out at the clear blue sky. Thus, you may want to paint the tree in black and gray, or using sky blue."

Activity: Project a new image onto the Smartboard and invite students to use their art supplies to choose colors inspired by feelings or memories that the image may evoke.

Extension: Invite students to present their artwork to the rest of the class, sharing why they chose the colors they used.



Adeline As An Adult

OUT-OF-CHAIR ACTIVITY • 15-20 MINUTES

Objective: Students will use their imaginations to explore what life might be like for Adeline as she grows up in the late 19th-early 20th centuries.

Discussion: "In the play *Van Gogh & Me*, Adeline is the narrator, telling us from her own memories what happened that summer. At the end of the play, she tells the audience that Van Gogh passes away. How might her life be impacted as she grows up? What was her life like after Van Gogh no longer lived in her house? What do you think she did for a living?"

Research: Ask students to use history books or the internet to research the life of children and young women in the 1890's-1930's. Make a list on the board of their findings. Invite them to think critically about the limitations of these groups.

Activity: Divide students into small groups and invite them to create a short scene in which Adeline is an adult.

Side Coaching: Encourage students to explore both serious and funny situations, as well as positive and negative situations. Does Adeline have children? Is she able to have a job? Does she need to stay home with her family because she is a woman in the early 20th century?

Extension: For further exploration, these scenes could be scripted into one long story and performed by the class.

Bringing Art to Life

OUT-OF-CHAIR ACTIVITY • 15-20 MINUTES

Objective: Students will use their bodies and imaginations to create group statues of famous works of art.

Discussion: "In the play *Van Gogh & Me*, Van Gogh says his favorite subjects to paint are people. He looks at real people and makes them into 2-dimensional artwork on a canvas. Now we are going to look at 2-dimensional pieces of art, and bring them to life with real people."

Modeling: Show the class an image of Van Gogh's Portrait of Dr. Gachet or Cafe Terrace at Night. Invite students to make a frozen statue in their seats of the humans in the painting. Next, show the class an image without humans, such as The Starry Night or Irises. Ask for volunteers to choose an aspect of the painting to create with their bodies. One by one, invite other students join the statue, re-creating the painting with their bodies. Encourage students to think abstractly about how they can shape their bodies like non-human aspects of the paintings. After the entire group statue has been created, ask students still seated in the audience to compare the painting to the statue, and notice any differences.

Activity: Divide students into groups, and pass out images of different paintings to each group. Give the class 5 minutes to discuss and create their group statue, trying to recreate the painting to the best of their ability. Invite each group to share their statue one at a time while the class gives feedback of what they notice.

Extension: Invite students to bring their images to life by moving their bodies and making sounds that could accompany the scene.



Hear My Words

OUT-OF-CHAIR ACTIVITY • 10-15 MINUTES

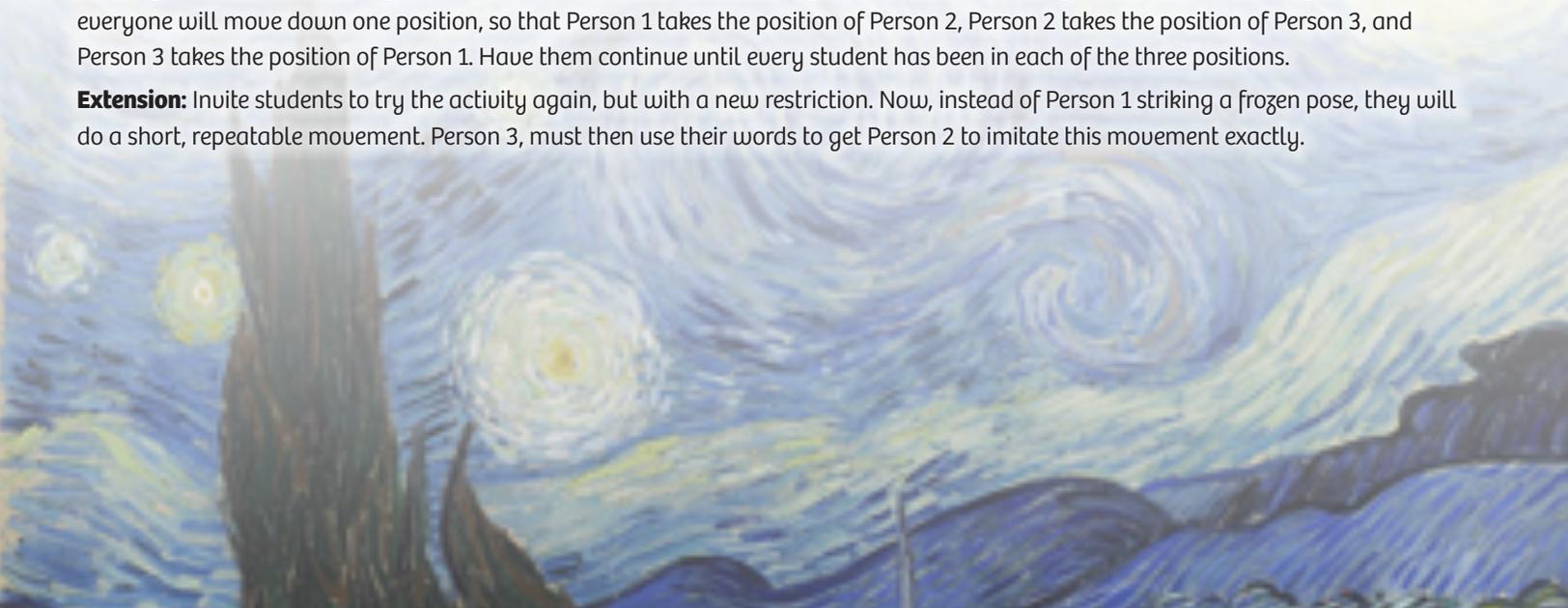
Objective: Students will direct each other using only words.

Discussion: "In the play *Van Gogh & Me*, Van Gogh devotes his life to painting, but Adeline talks about wanting to be a writer. Painting is how Van Gogh chooses to express himself, while Adeline prefers to use her words. Now we are going to also use our words to describe something we see, to someone who cannot see it."

Modeling: Ask for 3 volunteers, and bring them up in front of the rest of the class. Have them stand in a line, and label them as Person 1, 2, and 3. Persons 1 & 2 will both face Person 3. Person 1 will strike a pose, making an interesting shape with their body. Person 3, looking at Person 2, will describe to Person 2 how to position their body exactly like Person 1, even though Person 2 cannot see Person 1. Person 3 should hold their hands behind their back, so they are not tempted to 'show' Person 2 how to move, but must rely on their words. If Person 3 is struggling to help Person 2, ask for students in the 'audience' to make suggestions for what they could tell Person 2, to help them look like Person 1. Once the goal is achieved, have Person 2 turn around and look at Person 1.

Activity: Divide students into groups of 3, and have them do the activity on their own. Once they have completed their group, everyone will move down one position, so that Person 1 takes the position of Person 2, Person 2 takes the position of Person 3, and Person 3 takes the position of Person 1. Have them continue until every student has been in each of the three positions.

Extension: Invite students to try the activity again, but with a new restriction. Now, instead of Person 1 striking a frozen pose, they will do a short, repeatable movement. Person 3, must then use their words to get Person 2 to imitate this movement exactly.



Behind the Scenes Spotlight: The Scenic Designer

Meet the Artist, Jeffrey Stander!

Jeffrey Stander has designed *Honk the Musical*, *Robin Hood*, *Diary of a Fly* and *A Worm and a Spider* at the Rose Theater! Other scenery designs for Retro Theatre Productions, Omaha Community Playhouse, The Des Moines Playhouse, Nebraska Repertory Theatre, Haymarket Theatre, Rogue Music Theatre, and the Wells Fargo Theatre at the Gene Autry Museum of Western Heritage in Los Angeles. Jeff previously worked as a resident scenic design assistant for The Oregon Shakespeare Festival.



Q: What is the job of a scenic designer?

A: To help tell the story! Just like the director, other designers and performers, we all work together to help the audience experience the story. The scenic designer does this through the visual elements the audience sees onstage.

Q: What were some of the challenges of creating the set for *Van Gogh & Me*? Is there anything you hope the audience notices about the set?

A: There were a couple challenges! It was challenging to create a playing space for the performers while thinking about the projections. I actually hope the set doesn't stand out to the audience, and I hope it is viewed as one entire canvas. I hope the audience experiences the show from start to finish and later realizes all the locations and moments to which they were transported.

Q: What's your favorite part of being a scenic designer? What is something that is challenging about being a scenic designer?

A: I love exploring new worlds and new locations! Every show is different. Being a scenic designer gives me a specific reason to study different time periods, cultures, religions and who knows what else! The limited time frame in which to conduct this study (limited by each production having an opening night!) is the common reoccurring challenge I face.

Q: How did you become a scenic designer? Did you have to study certain topics or take special classes?

A: For as long as I can remember I wanted to work with Jim Henson's Muppets, but puppetry was not a major offered when I went to college. Instead, the college admission department sent me to the theatre department. Here I met the department's stage designer and we plotted out a path to pursue my puppetry goal. Not long into my studies, I took a scenic design class and was hooked! I completed undergraduate and graduate degrees in Design and Technical Theatre, and have been a professional designer since.

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

A: Take as many art, architecture, history and design courses as you can! Don't forget that the pencil is not an archaic design tool- use it every day! The computer is another tool in the design tool box, as well.

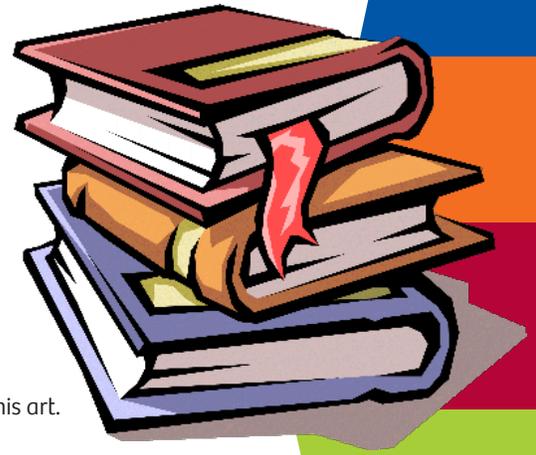
Thank you for sharing your work with us, Mr. Stander!

Explore More!

If you enjoyed *Van Gogh & Me*, be sure to check out these other great resources!

Books You Might Enjoy!

- 1) *Van Gogh and the Sunflowers* by Laurence Anholt
Young Camille befriends a strange visitor by the name of Vincent Van Gogh, and brings him a gift of bright, beautiful sunflowers. The sunflowers quickly become the subject of a magnificent painting.
- 2) *Me llamo Vincent Van Gogh* by Carmen Martin, Rebeca Luciani
Colorfully illustrated Spanish edition biography of Vincent Van Gogh, focusing on his family and his art.
- 3) *Vincent Can't Sleep: Van Gogh Paints the Night Sky* by Barb Rosenstock, Mary GrandPré
A gorgeous, picture-book biography of Vincent van Gogh that offers insight into the true meaning of creativity and commitment.
- 4) *Vincent and Theo: The Van Gogh Brothers* by Deborah Heiligman
Drawing on the 658 letters Vincent Van Gogh wrote to his brother, Theo during his lifetime, this book weaves a tale of two lives intertwined and the extraordinary love of the Van Gogh brothers.



Places To Visit

- 1) **Joslyn Art Museum**, 2200 Dodge St, Omaha, NE 68102
Omaha's own Joslyn Art Museum features artwork from Medieval, Renaissance, and Baroque artists, continue with eighteenth- and nineteenth-century works by French and British painters, and conclude with Impressionism and the beginnings of modernism. Though there are no Van Gogh paintings on display currently, work is often featured in the galleries by Van Gogh's contemporaries.

General Admission: Free



Season Sponsors



Show Sponsors



This project is supported by the Jetton Charitable Fund through the Omaha Community Foundation.



Opening night sponsor

