



CLASS SHOW GUIDE

Wonderland

ALICE'S ROCK & ROLL ADVENTURE
Based on *Alice's Adventures in Wonderland* and *Through the Looking Glass and What Alice Found There*

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.

Crazy Creature Celebration!

OUT-OF-CHAIR ACTIVITY • 20-30 MINUTES

Objective: Students will use their bodies, voices, and imaginations to act like creatures they might see on stage in *Wonderland*.

Discussion: "The musical *Wonderland* takes place in the magical world of Wonderland, where all sorts of silly, magical, and different creatures exist. Some of them seem a lot like animals you might see everyday, but everything is a little bit "mad". One example is the Cheshire Cat, who keeps leaving his smile behind!"

Brainstorming: Create a list of different animals. Brainstorm the function of each animal in our world, then challenge students to think what this animal's function could be in Wonderland.

Modeling: Invite two students to create a frozen picture of a cat using only their bodies. Encourage them to think about where the head and tail of the cat is, as well as the legs. Have them consider how they can work together to move around as the cat.

Activity: Invite the students to "mingle", or walk around the room. Play soft music (or use a musical instrument) to denote to the students that you want them to mingle. When the music stops, clap your hands to indicate the size of the group students should arrange themselves in. For example, if you clap your hands 3 times, students will quickly get into a group of 3. Then, call out an animal from the brainstormed list. Students must work together to arrange their bodies in a frozen picture of that animal. Then, repeat by inviting students to mingle. Call out a new animal and a new group.

Extension: Tap frozen students on the shoulder and invite them to say aloud what their character is thinking.

UPCOMING SHOWS



Curious George & The Golden Meatball

BEST FOR AGES 4+
MUSICAL MONKEY BUSINESS
60 MINUTES

Based on the Books by Margret and H.A. Rey and the Play Owned by Universal Stage Productions
Music by John Kavanaugh
Book & Lyrics by Jeremy Desmon

Everyone's favorite little monkey and his trusty human companion, The Man with the Yellow Hat, bring their fun-filled friendship to The Rose stage in this live musical delight. And this time George's endless curiosity--and a big-hearted desire to help his neighborhood friend and chef, Luigi--takes him on a whirlwind, world-wide adventure to Europe for The Golden Meatball culinary competition. Come savor the laughs and adventure abound from abroad as George seeks to prove Luigi is the best chef in the whole world!

Keep an eye out for our 2018-19 season!

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!

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Performing Arts
FOR CHILDREN AND FAMILIES

Wonderland

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Post-Show Activities

Have You Seen The Door Mouse?

IN OR OUT-OF-CHAIR ACTIVITY • 15-20 MINUTES

Objective: Students will explore how actors use their voices in different ways

Discussion: "The actors in *Wonderland* used their voices in all sorts of different ways to show different kinds of characters, emotions, and even sound effects. What were some of the many ways characters used their voices?"

Activity: Invite the students to repeat each statement. "Have you seen the door mouse?" in different ways, such as confused, sad, happy, angry, surprised; like a sassy teenager, a grumpy old man, a whiny baby. Standing in a circle, invite students to lead the class with their own character ideas.

Side Coaching: "What would it sound like if you were nervous? What if you had a secret? If you were on your way to Disneyland?"

Extension: Ask for volunteers to say the phrase as if they were different characters from the play. "How would the Red Queen say it? How would it sound if the White Rabbit were to say it?"

What ARE You Doing?

OUT-OF-CHAIR ACTIVITY • 15-20 MINUTES

Objective: Students will demonstrate understanding of pantomime [acting without words] while exploring activities from *Wonderland*.

Discussion: "When the Red Queen invites Alice to play croquet, it isn't your average game. In fact, in *Wonderland* everything seems backwards- a game of croquet seems like everything BUT croquet!"

Brainstorming: Create a list of activities the characters in *Wonderland* might enjoy doing. For example, drinking tea, bouncing on mushrooms, playing croquet, painting roses, roller skating, brushing their fur.

Activity: Invite Student A to pantomime an action. Invite Student B to step next to them and ask: "What ARE you doing?" with their best Red Queen voice. Student A will respond with a new action. Student A can suggest any action except the action they are actually doing. Student B will begin pantomiming whatever action Student A suggested.

Side Coaching: Encourage students to use action verbs, since they will be easier to pantomime.

Extension: Invite students to only suggest activities characters in *Wonderland* might find themselves doing.



Comic Book Storytelling

IN-CHAIR ACTIVITY • 15-20 MINUTES

Objective: Students will demonstrate understanding of a story's climax by creating an original story inspired by *Wonderland*.

Materials: Blank comic book pages (This could be white paper with pre-printed rectangles, or it could be a comic book template found online)

Discussion: "The climax of a story is the highest or most intense point in the story. The climax of *Wonderland* is when Alice uses her musical abilities to defeat the Jabberwock. You are going to create your own story where you will use one of your skills to defeat the Jabberwock. Consider all the things you are good at. Can one of your special skills help defeat the Jabberwock?"

Brainstorming: Invite students to share something they are good at. Give the students an example such as: "I am good at playing checkers, so I will challenge the Jabberwock to a round of checkers- and win!"

Modeling: Share a small part of a graphic novel on the Smartboard. Two options are Disney's *Alice in Wonderland: The Graphic Novel Collection* and *Alice in Wonderland* by Martin Powell and illustrated by Daniel Ferran.

Activity: First, instruct the students to write a story about using their own special skills to defeat the jabberwock. Next, using the comic strip paper, invite them to draw out the beginning, middle, and end of their story as a comic strip.

Side Coaching: "The Jabberwock is Alice's nemesis, but what or who could yours be? Is there anything that you might need to defeat? This could be something simple like brussel sprouts, or something more complex!"

Extension: In small groups, invite students to act out their comic strips.

Statues In The Rose Garden

OUT-OF-CHAIR ACTIVITY • 15-20 MINUTES

Objective: Students will use their bodies to make bold acting choices.

Discussion: "The cards paint all the roses red in the Queen of Hearts' garden. How do you think they felt about that? Were the cards afraid of the Queen? Why or why not?"

Activity: Invite students to find their own space in the classroom. Instruct them to use their bodies to make a frozen picture of a playing card painting the roses in the garden. "I am going to be the Red Queen. When I am in the garden, you all must freeze! If I see you moving, you must come with me to play croquet [or sit down, or be out]. Whenever I turn my back, or leave the garden, you will come to life and try to paint as many roses as you can! But don't let me catch you moving."

Extension: Once the Queen catches a card, the card can become one of the Queen's guards. This will make it much trickier for the cards to not be caught!



Behind the Scenes Spotlight: Sound Designers!

Meet the Artists, Craig Moxon and Christy Hernandez!



What was one exciting challenge when approaching the sound design for a rock n' roll show like *Wonderland*?

Craig: Being a musician myself, and having played in numerous bands in my youth, this production really brings me back to my early years. However, since *Wonderland* is not a typical “musical” and has a harder edge to it, we have to push the boundaries because of its style.

Christy: We wanted to make this show feel like a true rock n' roll concert! The challenge in accomplishing that comes with finding the correct mix of the live band and the vocals of the actors. We realized *Wonderland* needs special effects on the vocals so that the voices are given more depth often found at concerts.

What is your favorite part of your job? What is the most difficult part?

Craig: I love that I can affect the audience on a sub-conscious level. Many times, sound design isn't about what you hear but how it makes you feel. Working on that level is truly inspiring.

Sound design is also one of the most challenging design elements to work with. How sound reacts can differ from performance to performance, so it's not easily reproduced. This is especially challenging when doing a live mix of a band with the performers. So, we will have someone at the sound board who will be listening and adjusting mic levels, and the levels of the band throughout the performance. It will truly have that rock and roll feel since we are mixing everything just for your specific experience this evening!

Christy: My favorite part of being a sound designer is building sound effects. I love sitting by myself in front of the computer and finding sounds that I think will work well together. After I find those sounds, I edit them. Sometimes I have to listen to a 3-second clip over and over and over until I get the result I want! To some it might sound tedious, but to me, it is a dream come true!

One challenge that comes with designing sound is the moment when I can hear the PERFECT sound inside my head, but I just can't find the right combination of sounds! But after hours of listening to about 100 different river sounds, or 10 to 15 different types of bird tweets, something finally clicks! Eventually, I create what my mind was hearing all along.

When did you decide you wanted to be a Sound Designer? Was there a moment you had as an audience member that made you go, “I want to do that!”?

Craig: Music has always been a very important part of my life, from being a musician and songwriter, to now designing sound for theater. I can't say that there was a specific moment that made me want to design sound, but instead, it seemed like a natural transition, given my previous experience as a musician. What really drew me into designing was that I could take my previous technical knowledge and apply it to storytelling. Sound designing has become yet another creative outlet for me.

Christy: I got really interested in sound design when I designed *The Bear Prince*, a children's show, at my college. It happened to be a play based on a Mexican story. Being of Mexican descent, I was enthralled! I wanted to let the children in the audience know that even though we may be from different countries and backgrounds, we are all one people. The pre-show featured English and Spanish songs mixed together.

I knew I wanted to be a sound designer when I saw the play, *War Horse*. During the war scene with cannons, I felt in my heart that I was part of the war. The sound engulfed me and it made me feel something. It was also the first professional show that I had the opportunity to see. It will always be a show that is dear to my heart.

Do you have any advice for a young artist who thinks they might want to be a sound designer when they grow up?

Craig: Listen to all types of music. Even if it isn't your preference, you'll start to understand different rhythms, arrangements, and movements of music. I would also recommend taking some music lessons. Learn to play an instrument! Any instrument! And most important, don't be afraid to explore and challenge yourself.

Christy: Listen! Listen to the world around you. Everything makes sound and that sound grounds you to a particular moment. Trust your gut, try different things, dare to push the envelope. Don't be afraid of chasing your dream because you are the only one that can make that dream become a reality.

Thank you for sharing your work with us, Craig and Christy!

Explore More!

If you enjoyed **Wonderland: Alice's Rock & Roll Adventure**, be sure to check out these other great resources!

Interested in playing rock music like Alice?

1) **Omaha Girls Rock** - <https://www.omahagirlsrock.org/>

OGR empowers Omaha's female-identified youth to find their unique voice through creativity, music education and performance.

Books You Might Enjoy!

1) *The Looking Glass Wars #1* by Frank Beddor

When Alyss Heart, newly orphaned heir to the Wonderland throne, flees through the Pool of Tears to escape her murderous Aunt Redd, she finds herself lost and alone in Victorian London. Befriended by an aspiring author named Lewis Carrol, Alyss tells the violent, heartbreaking story of her young life.

2) *Alice in Zombiland (White Rabbit Chronicles #1)* by Gena Showalter

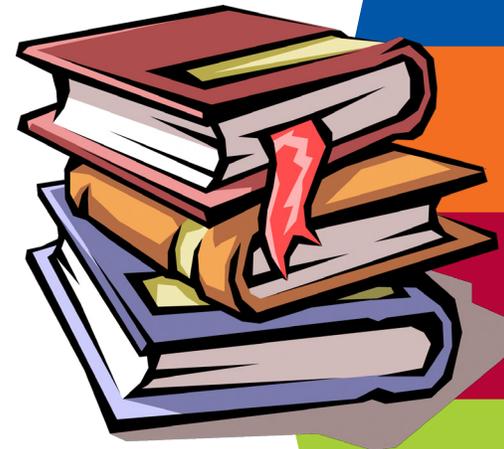
A reimaging of Alice in Wonderland including all the drama you expect as well as... zombies!?

3) *Coraline* by Neil Gaiman

An electrifyingly creepy tale loosely inspired by Alice in Wonderland. Now a motion picture animated by LAIKA.

4) *Alice in Wonderland* by Martin Powell and illustrated by Daniel Ferran.

A graphic novel with Common Core State Standards support, including discussion and writing prompts, bolded glossary words and dynamic new covers.



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