



the
Rose

CLASS SHOW GUIDE 2019-2020



Ella Enchanted

A NEW MUSICAL

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.

Threes!

OUT-OF-CHAIR ACTIVITY • 15-20 MINUTES

Objective: Students will use their imaginations to create

Discussion: "Being an actor means having to think on your toes! It's very important to stay focused and make sure that you are listening to the director as well as the ensemble"

Modeling: Ask the students for a word that rhymes with the word "Three." After you receive a word, ask another student for an action that can go with the word suggested. I.e. for the word "Trees", an action may be a classic yoga tree pose. Gather more suggestions from the students and come to an agreement to the words and actions before beginning.

Activity: Ask the students to walk around the room. Call out one of the words that rhyme with "Three!" Once it is called out, the students should stop walking and go into the associated action. When the action is achieved, ask the students to continue walking. Repeat with different words and actions.

Extension: Once the students have successfully gone through the words and actions, ask them what small phrase or sound they could make while they are doing their action. I.e. For the word "Bees", they may make the sound "Bzzzzzzz!"

UPCOMING SHOWS



Howie D: Back in the Day

BEST FOR 2nd - 8th Grade

WORLD PREMIERE POP MUSICAL • 65 MIN.

Book, Music and Lyrics by

Tor Hyams, Lisa St. Lou, and Howard Dorough

Long before he was a member of famed band The Backstreet Boys, Howie Dorough was a middle schooler navigating Lakeview Prep. His enthusiastic parents each want him to do different things with his life, but what does Howie want? Howie just wants to perform with his new school friends in the musical troupe called the Pot Luck Players.



The Little Engine That Could

BEST FOR 2nd - 8th Grade

INTERACTIVE PRESCHOOL PRODUCTION • 30 MIN.

Adapted by Matthew Gutschick.

Based on the Book by Watty Piper.

Published by Penguin Group, Inc.

This production for our youngest theatergoers brings Watty Piper's timeless tale of perseverance and positivity to fresh new life for contemporary children! Screen-centered Watty and stuff-collecting Piper aren't exactly on the same track. But when the train is delayed leaving them stranded in the station, they must learn to work together to pass the time and use the objects around them to tell a creative tale.

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:
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Performing Arts
FOR CHILDREN AND FAMILIES

Ella Enchanted

A NEW MUSICAL

Post-Show Activities

Bippity, Boppity, Boo!

OUT-OF-CHAIR ACTIVITY • 10-15 MINUTES

Objective: Students will use focus and listening to activate their bodies and create shapes, finish an images before time runs out, and work together.

Discussion: “In the play, Ella Enchanted, Lucinda’s spells never go quite right.

Modeling: Ask for a volunteer. Tell them that it is their goal to say the word “Boo!” before you finish the phrase: “Bippity, Boppity, Boo!” Once they’ve caught on, tell them that when you say “Boo!” they shouldn’t say a word.

Activity: Ask the students to gather in a standing circle with the teacher in the middle. With the teacher being “it”, they will point to a student and either say “Bippity, Boppity, Boo!” or “Boo!” It is the objective of the person being “it” to trip up the person they’ve pointed to. You may go at whatever pace you choose!

Extension: Once the students have caught on, you can start adding more phrases/actions! Here is a short list, or feel free to come up with some together!

-**Donkey:** -the student pointed to kicks back one of their legs and says “Hee-haw!”

-**Elephant:** this is a three person action! The person pointed to because the trunk of the elephant, while each person on the side of the middle person, become the big ears!

-**Gingerbread House:** this is a three person action! The person pointed to becomes “the witch” by giving us a witchy pose and saying ‘Come in! Come in!’ while the each person of the side of the middle person becomes the roof over the witch.

-**Jell-O:** this is a three person action! The person pointed to becomes the wiggly jell-o and says ‘Watch me wiggle!’, while each person on the side of the middle person becomes the bowl for the jell-o.

Little El of Frell

OUT-OF-CHAIR ACTIVITY • 10-15 MINUTES

Objective: Students will learn to focus on keeping a tempo and expressing themselves through dance.

Discussion: “The actor who played Ella in Ella Enchanted had to use her body, voice, and imagination to show the audience that she didn’t have control over most of her actions growing up. How do you think Ella felt when she had to do things that were very out of the box for her?”

Modeling: Start by creating a tempo by doing a step clap. I.e. Step right foot, clap, step left foot, clap. Repeat. Ask the students to join you. Once a tempo has been set, sing the following to the tune of “Little Sally Walker” : “Little EL of Frell, walking down the street. She wanted new adventures so she stopped in front of me and said ‘Hey there, do your thing, do your thing. Switch! Hey there, do your thing, do your thing. Switch!’”

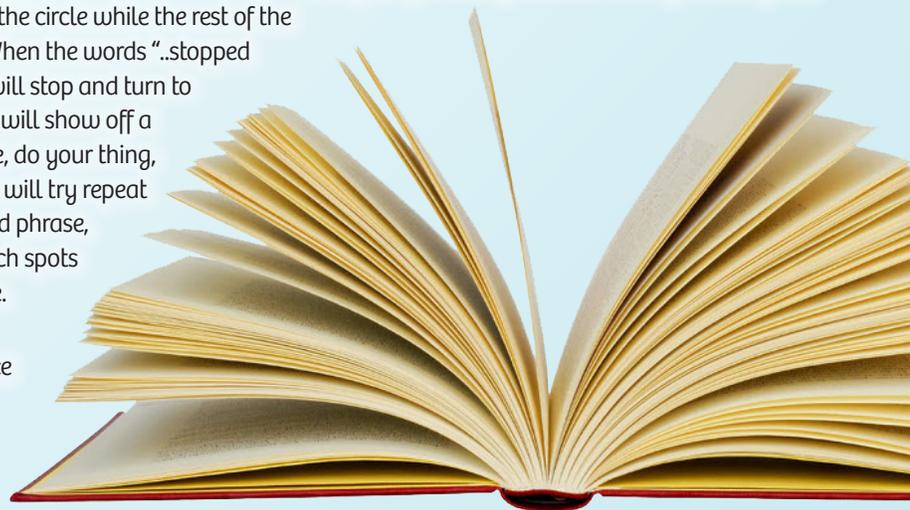
Ask a student to help by asking them to show you a dance move. Repeat the dance move back to them. Now have them try it while singing the phrase “Hey there, do your thing, do your thing. Switch!”

Activity: Have the class form a standing circle. Ask one student(A) to start in the middle of the circle. The teacher should set the tempo for the class by starting a step-clap. Step right foot, clap, step left foot, clap. Repeat. As the tempo is set, the song may begin: “Little EL of Frell, walking down the street. She wanted new adventures so she stopped in front of me and said ‘Hey there, do your thing, do your thing. Switch! Hey there, do your thing, do your thing. Switch!’” During the song, the student(A) in the middle will be walking the circle while the rest of the class is keeping the tempo and singing. When the words “..stopped in front of me,” are sung, the student(A) will stop and turn to

face a student(B) in the circle. Student(A) will show off a dance move during the phrase “Hey there, do your thing, do your thing. Switch!” which Student(B) will try repeat the same dance move during the repeated phrase, as best they can. Student(A) and (B) switch spots so now Student(B) is walking in the circle.

This repeats until everyone has a turn.

Side Coaching: “Try creating a new dance move that no one has ever seen before! How can you use your whole body?”



This Is Not A...

IN-CHAIR ACTIVITY • 10-15 MINUTES

Objective: Students will use their imagination to create an ordinary object into something extraordinary!

Materials: Any object that may be passed from student to student that has some flexibility to it. I.e. part of a pool noodle, a small box, or a bowl.

Discussion: "As a prop designer, it is their job to use their imaginations to create an object from something we typically wouldn't expect! If we were to take an object and turn it into anything, would could it be?"

Modeling: Holding up the object, ask the students what the object is. Once the students have given a correct answer, demonstrate an action that you would not typically do with the object. Then ask the students what the object could be. Continue demonstrating new actions and gathering new answers until the students are ready to try it on their own!

Activity: Bring the students together in a sitting circle. Explain that each student will get a turn creating the object into something that they could Use, Wear, or even Eat! Encourage students to come up with a new idea, an idea that hasn't been said yet in the circle. Start them off by holding up the object and ask, "What is this?" Once the students have answered, proceed with "This is Not A (the object itself), this is a (your idea)." Demonstrate how one would use the new object. Pass it clockwise of the circle, prompting each student to start with "This is Not A..."

Side Coaching: "A cake? Hmm, we already hear that it was a cake, what kind of cake could it be? A birthday cake? That's awesome! Now, could you show me that you are putting candles on the cake? What flavor is it?"

Extension: Break the class into smaller groups. Have each group sit in a circle, each group having their own object. The Goal: to come up with as many new creations as possible in 3 minutes. How about 2 minutes? A minute? Have the group keep track of how many times the object goes in a circle!



Behind the Scenes Spotlight: The Teaching Artists! Meet the Artists, Carina DuMarce and LaDareon Copeland!

Interview with Carina DuMarce

Q. What is your position at The Rose Theater?

Carina: I am a Teaching Artist Contract! This means that I teach, act, and direct!

Q. How long have you been with The Rose?

Carina: A little over a year. 13 months to be exact!

Q. What did you do before you came to The Rose? How did that influence your journey here?

Carina: I worked as a freelance theater artist in Fargo, ND. I did everything from Stage Management, directing, choreographing, Prop Designing, acting, and Educating.

I love getting my hands on all aspects of theater and sharing those skills with other humans. Coming to the Rose has helped me work on my skills as an educator, and has added so many incredible tools to my tool box. Both literally and figuratively.

Q. As a staff member on the Education Team, how does being an actor help with being a teaching artist?

Carina: As educators, we teach Body, Voice, Imagination, & Empathy as our Acting Tools to our students. As actors, we are story tellers, we are sharing with our audience a variety of facets regarding human experience. We are sharing with these young humans that we have beautiful gifts to open a conversation, to speak up, to speak out, to stand up for what is right. We offer them tools to explore their voice, their ideas, and the freedom to create.

Q. What has been your favorite part of the *Ella Enchanted* process?

Carina: Having the opportunity to tell a classic story with such a diverse cast! It's something that we don't see on stage that often, unfortunately. The whole team is so funny, talented, open, and caring. Truly couldn't have imagined a better group of humans to create with.

Interview with LaDareon Copeland

Q. What is your position at The Rose Theater?

LaDareon: I am currently a Teaching Artist Fellow

Q. How long have you been with The Rose?

LaDareon: Since this past June.

Q. What did you do before you came to The Rose? How did that influence your journey here?

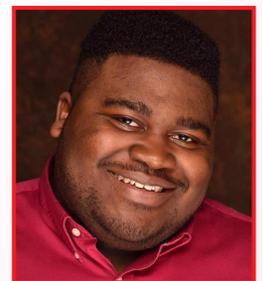
LaDareon: Before I came to the Rose, I was a free lance actor who took children's theatre tours. I worked with companies like CLIMB Theatre in Minnesota, Missoula Children's Theatre in Montana, Bay Area Children's Theatre in California, and First Stage Children's Theater in Milwaukee. I was influence to come here because I reapplied for the fellowship. I applied last year and made it to the final round.

Q. As a staff member on the Education Team, how does being an actor help with being a teaching artist?

LaDareon: Being an actor helps with being a teaching artist because it reminds you to work together with others. As actors, we are trained and taught to work together as an ensemble and that no actor is better than another. As a teaching artist, it's important to not only to educate students to work together, but you also have to collaborate and work together as teaching artists and learn from others also.

Q. What has been your favorite part of the *Ella Enchanted* process?

LaDareon: My favorite part of the *Ella Enchanted* process is meeting and getting to know the actors in the show. This has been one of the most POC/female led cast I have ever been a part of. Having this opportunity to have a Black Ella and the majority of the cast be women sets a great example of the excellence that a lot of people in the community don't see. Having this opportunity fuels my desire to keep being an advocate for people of color, the LGBTQ community and women who have always been known to not equate to level of others.



Thanks for sharing your work with us, Carina and LaDareon!

Explore More!

If you enjoyed *Ella Enchanted*, be sure to check out these other great resources!

Related Books:

1) ***Dealing with Dragons*** by Patricia Wrede

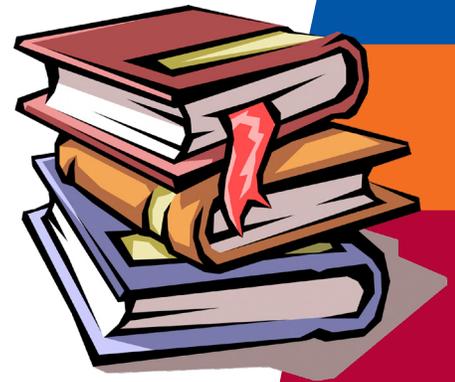
As a princess one is expecting to act like a princess. That is unless you can convince the castle staff to secretly teach you fencing, magic, and foreign languages. Cimorene is a princess who does just that. Instead of getting ready for an arranged marriage, Cimorene runs away and straight into a group of dragons. We soon find that Cimorene would rather deal with dragons than be a knight's damsel in distress.

2) ***Princess Academy*** by Shannon Hale

Not every princess is born of royal blood. A messenger brings news to Mount Eskel announcing that the future bride for the prince will come from their land. Every young girl from 12-18 must attend the Princess Academy in order to become a proper candidate for the prince. But as the winter months approach, blizzards and bandits are waiting for the right moment to attack.

3) ***Between the Lines*** by Jodi Picoult & Samantha van Leer

Life for Delilah hasn't always been a breeze. Which is why she turns to books; it's a way to help her escape her reality. Little does she know, the hero in the story she's reading about is also trying to escape his reality. Literally. Can Delilah help save Prince Oliver from his story that is already printed in ink?



DVDs to Watch:

1) ***Ella Enchanted*** (2004)

Based off of the novel of the same title, *Ella Enchanted* takes you on a journey of finding your voice and standing up for what is right.

2) ***Enchanted*** (2007)

We all know how the fairytale goes: The prince saves the princess, they fall in love, and they live happily ever after. But what happens when the fairytale turns upside down? Follow Giselle as she ventures through New York City in search of a way to get back to Andalasia to continue the life that is meant to be. Or is it?

3) ***The Princess Diaries*** (2001)

Based off of the novel with the same title, *The Princess Diaries* is about a young girl who not only has to deal with high school and trying to fit in, but now she's a princess too?! As her 16th birthday approaches, Mia Thermopolis must make a big decision: continue to rule the rock climbing wall or rule over an entire kingdom?

Websites to Visit:

1) <https://www.scholastic.com/teachers/lesson-plans/teaching-content/ella-enchanted-extension-activities>

How does *Ella Enchanted* differ from other classic fairytales? Find helpful tips, tricks, and tidbits for Grades 3-5!

2) <http://www.bookrags.com/lessonplan/ella-enchanted2/funactivities.html>

From fashion, fantastical lands, and funny phrases, this website may be helpful in exploring the world of this fictional fantasy!

Ella Enchanted

A NEW MUSICAL

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