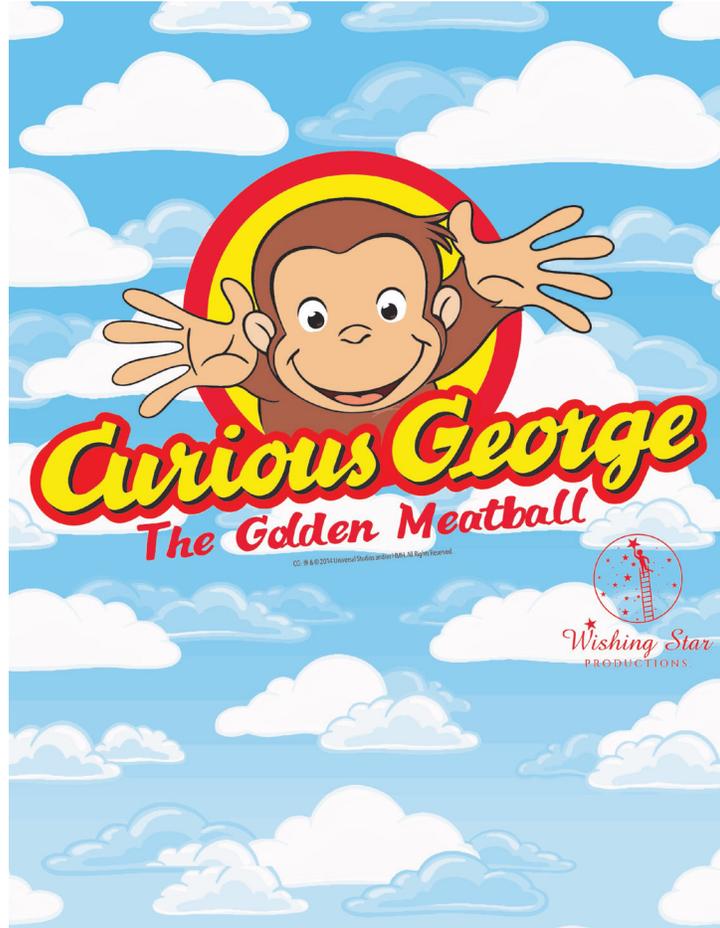


2025/26



OVERTURE CENTER FOR THE ARTS

ONSTAGE STUDENT FIELD TRIP RESOURCE GUIDE



Curious George The Golden Meatball

overture.org/onstage



ABOUT OVERTURE CENTER FOR THE ARTS

Overture Center for the Arts fills a city block in downtown Madison with world-class venues for the performing and visual arts. Made possible by an extraordinary gift from Madison businessman W. Jerome Frautschi, the center presents the highest-quality arts and entertainment programming in a wide variety of disciplines for diverse audiences. Offerings include performances by acclaimed classical, jazz, pop, and folk performers; touring Broadway musicals; quality children's entertainment; and world-class ballet, modern and jazz dance. Overture Center's extensive outreach and educational programs serve thousands of Madison-area residents annually, including youth, older adults, people with limited financial resources and people with disabilities. The center is also home to ten independent resident organizations.

RESIDENT ORGANIZATIONS

Bach Dancing and Dynamite Society
Children's Theater of Madison
Forward Theater Company
Kanopy Dance Company
Li Chiao-Ping Dance Company
Madison Ballet
Madison Opera
Madison Symphony Orchestra
Wisconsin Academy's James Watrous Gallery
Wisconsin Chamber Orchestra

Internationally renowned architect Cesar Pelli designed the center to provide the best possible environment for artists and audiences, as well as to complement Madison's urban environment. Performance spaces range from the spectacular 2,250-seat Overture Hall to the casual and intimate Rotunda Stage. The renovated Capitol Theater seats approximately 1,110, and The Playhouse seats 350. In addition, three multi-purpose spaces provide flexible performance, meeting and rehearsal facilities. Overture Center also features several art exhibit spaces. Overture Galleries I, II and III display works by Dane County artists. The Playhouse Gallery features regional artists with an emphasis on collaborations with local organizations. The Wisconsin Academy of Sciences, Arts and Letters' Watrous Gallery displays works by Wisconsin artists, and the Madison Museum of Contemporary Art offers works by national and international artists.

Dear Teachers,

In this resource guide you will find valuable information that will help you apply your academic goals to your students’ performance experience. We have included suggestions for activities which can help you prepare students to see this performance, ideas for follow-up activities, and additional resources you can access on the web. Along with these activities and resources, we’ve also included the applicable Wisconsin Academic Standards in order to help you align the experience with your curriculum requirements.

This Educator’s Resource Guide for this OnStage presentation of **Curious George The Golden Meatball** is designed to:

- Extend the scholastic impact of the performance by providing discussion ideas, activities and further reading which promote learning across the curriculum;
- Promote arts literacy by expanding students’ knowledge of music, science, storytelling and theatre;
- Illustrate that the arts are a legacy reflecting the values, custom, beliefs, expressions and reflections of a culture;
- Use the arts to teach about the cultures of other people and to celebrate students’ own heritage through self-reflection;
- Maximize students’ enjoyment and appreciation of the performance.

We hope this performance and the suggestions in this resource guide will provide you and your students opportunities to apply art learning in your curricula, expanding it in new and enriching ways.

Enjoy the Show!

We Want Your Feedback!

OnStage performances can be evaluated online! Evaluations are vital to the future and funding of this program. Your feedback educates us about the ways the program is utilized and we often implement your suggestions.

Follow this link: <https://form.jotform.com/252614119409152>

and fill out an evaluation. We look forward to hearing from you.

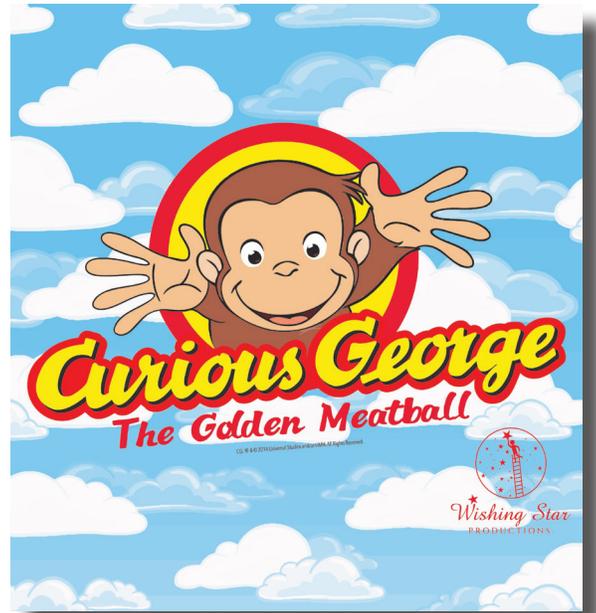


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Education Categories

Language Arts Social Emotional

Social Studies Arts



About **Curious George The Golden Meatball**

The original **Curious George** book, by H. A. and Margret Rey, was published in 1941. Today, the adventurous little monkey is the star of stage, screen, and bookshelf, with more than 70 books about his adventures translated into 25 languages, selling over 75 million copies. And that first book has never gone out of print.

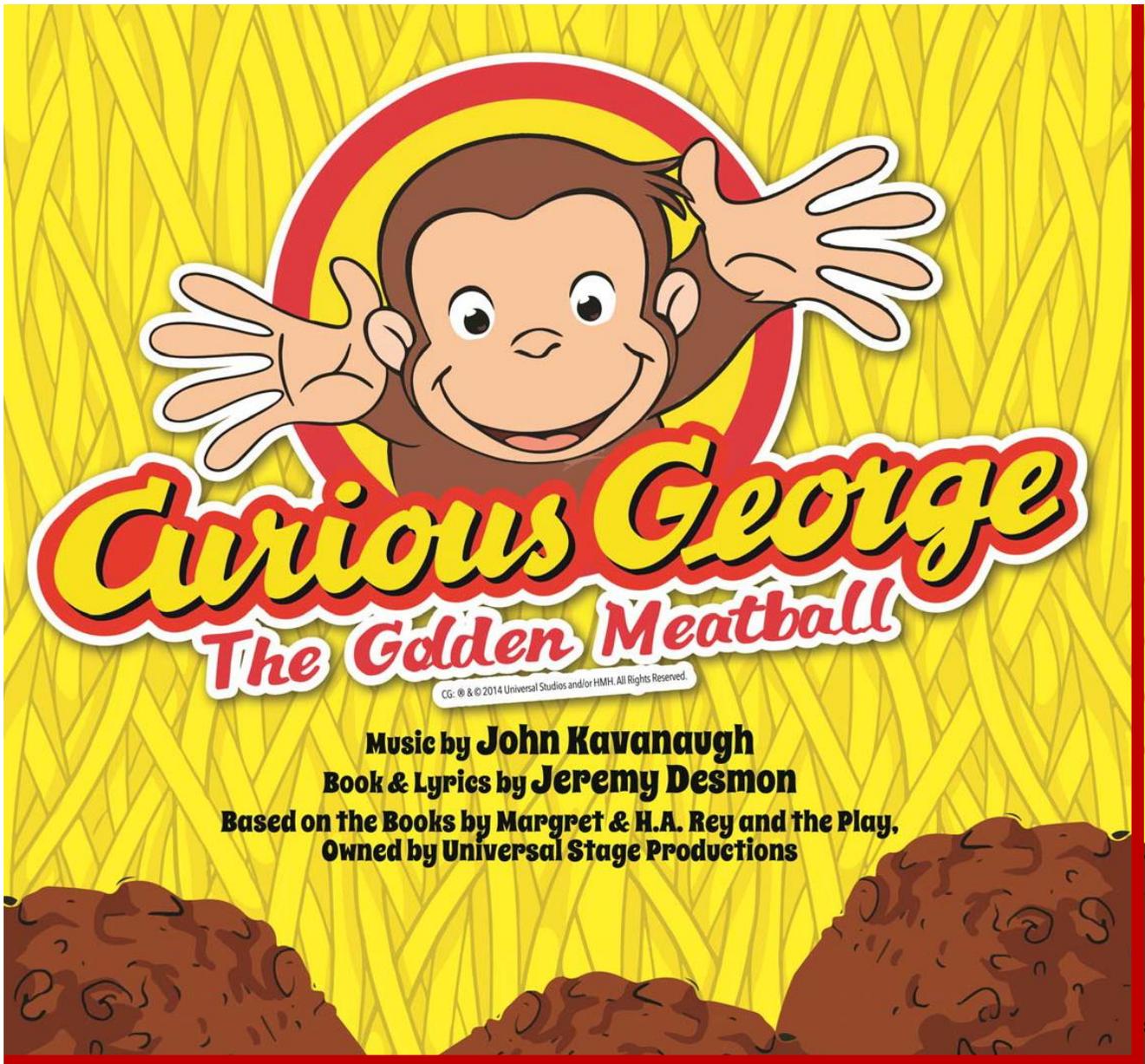
Curious George and the Golden Meatball is a musical adventure jam-packed with catchy tunes, designed specifically for young audiences.

Monkey business is the order of the day as Curious George swings into action to help his friend Chef Pisghetti by going to Rome to enter the Golden Meatball contest. The show is full of colorful characters, including, of course, The Man in the Yellow Hat.

As he swings his way through this adventure, Curious George learns a lot about the city of Rome, while we all discover the power of friendship and see how the secret ingredient in anything worth doing is love.

Note on the Guide for Educators

The following guide was originally created and compiled by Anna McCullers, Education Outreach Manager, Florida Repertory Theater.



A Guide for Educators

Originally Created and Compiled by Anna McCullers,
Education Outreach Manager, Florida Repertory Theater

INTRODUCTION

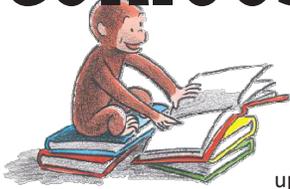
Dear Teachers, Parents, and Community Leaders,

Please use this study guide as a resource to help your students explore the context of the story, make connections to the performance, and complete activities that will deepen their learning.

We are thrilled to bring Curious George, the Man in the Yellow Hat, and all their friends to life, and we hope you find this study guide to be a helpful resource.



CURIOUS CREATORS



Margaret & H.A. Rey

Hans Reyersbach and Margarete Waldstein were both born in Hamburg, Germany in September of 1898 and May of 1906, respectively. They grew up near the Hagenbeck Zoo, which Hans would visit frequently to practice the art of illustration. He would recall that as a child he was “more familiar with the elephants and kangaroos than with cows or sheep”.

Hans served in the German Army during World War I, and when the war was over, he spent a few years painting circus posters for a living. After studying at two different universities, he traveled to Rio de Janeiro, Brazil in South America where he found a job selling bathtubs.

After spending some time in London as a photographer, Margarete ended up heading to Rio in 1935. Some sources believe she was following Hans, though according to letters and postmarks, she did not arrive to Brazil until about 10 years after he did. Regardless of her intentions, the two reconnected and were married later that year. Margarete changed her name to “Margret” and Hans changed their last name to “Rey,” finding that that Reyersbach was difficult for Brazilians to pronounce.

The next year, the newlyweds returned to Europe for their honeymoon and soon settled in Paris. There, they worked as advertisers and published their first children’s books. Although many of the couple’s early books were published solely under the name “H.A. Rey”, Hans has said himself that “even those that do not show Margret’s name on the title own much to her help; she usually does the text and criticizes my drawings while they are in progress”. Among these early books was *Cecily G. and the Nine Monkeys*, published in 1939. One of these nine

monkeys soon became the title character in a book of his own, *The Adventures of Fifi*, also published in 1939.



By May of 1940, Hans and Margret decided to return to Brazil, escaping the start of the Second World War. All they had access to for transportation was an old tandem bicycle. Hans took the bike and some other spare parts and found a way to cobble together two separate bicycles for he and his wife. They rode through Southern France, relying on the kindness of strangers for food and shelter.

As they were about to enter Spain, some officials heard their German accents and suspected them of being spies. They were detained for questioning and the police searched through their luggage, finding the manuscripts of their stories, including a draft of what would become the first Curious George book. The police agreed that creators of such charming children’s books could not possibly be spies, and the Reys were released.

They couple continued on to Portugal and sailed to Rio. In October of 1940, they found their way to New York, which would become their home for the next 23 years. The Reys quickly made a successful new life for themselves in the city. Within just one month, Houghton Mifflin accepted four of their manuscripts. The publishers loved the character of Fifi, but thought it was an odd name for a male monkey in America. So the Reys agreed to change his name to George. *Curious George* was published in 1942, and between 1947 and 1966, more books had appeared: *Curious George Takes a Job*, *Curious George Rides a Bike*, *Curious George Gets a Medal*, *Curious George Makes Pancakes*, *Curious George Flies a Kite*, *Curious George Learns the Alphabet*, and *Curious George Goes to the Hospital*.

In 1963 Hans and Margaret moved to Cambridge, Massachusetts where they lived together until Hans’ death in August of 1977. Houghton Mifflin continued publishing Curious George books with the help of Margret and other talented authors and illustrators who imitate Hans’ style. Today, the books have sold nearly 30 million copies in 16 different languages and have spawned a PBS television show and of course, a stage musical.

Before her death in December of 1996, Margret established The Curious George Foundation (1989) which continues to fund children’s programs that encourage all of the traits of her and her husband’s favorite monkey: curiosity, exploration, ingenuity, opportunity, and determination.



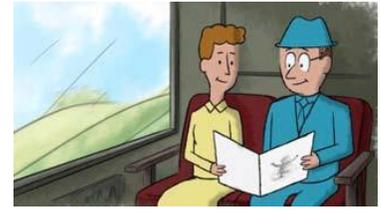
CURIOUS CREATORS

Discussion Questions

1. What about Hans Rey's childhood might have inspired him to use animals as the main characters of his stories?
2. Some historians say that Margaret was following Hans to Brazil. What do you think?
3. Many of the Rey's early books were published under the name "H.A. Rey", even though Hans said himself that Margaret "usually does the text". Why do you think that decision was made? What does it mean that Margaret "usually does the text"?
4. Is there anything you find inspirational about the Rey's story? Talk about it!
5. Do you think the Rey's would want Curious George books and television shows to continue being created? Why or why not?

Activities

1. Using the biography, create a timeline of the Rey's lives. Make it as detailed as possible. Look in the text for years and dates, but also use clues such as phrases like "The next year..." to collect more information. You can also include approximate dates, and if there are not exact years for certain important events, you can still include the event. Simply write it in in between the gap in years where it must have happened. You can even use research tools to find out more dates, such as when World War 1 took place. How many life events can you find?
2. Label the world's oceans and continents on the map on the next page. The yellow stars show the cities where the Reys spent their lives. See if you can figure out which city each star represents! Use your background knowledge and help from your peers or teacher. Show the order of the countries the Reys traveled to by numbering each city.
3. Using a dictionary or a computer, define the five traits that The Curious George Foundation works to inspire. What are some examples of these traits that you have experienced in your own life? After seeing the play, come back to this question and discuss examples of these five traits that you saw in Curious George's character on stage.



Vocabulary

Respectively *adverb* In the order already mentioned (meaning Hans was born in September of 1898 and Margarete was born in May of 1906)

Hagenbeck Zoo *noun*

A zoo in Hamburg, Germany

Postmark *noun*

A stamp that the post office puts on a letter to show the date and time that it was delivered to them

Honeymoon *noun*

A vacation that a newly married couple takes

Criticize *verb*

To give judgement (usually in order to make something better than it was before)

Publish *verb*

To prepare a work (in this case, a book) to sell to the public

Tandem Bicycle *noun*

A bicycle built for two people to ride

Detained *verb*

To keep someone from moving on (usually to be questioned about a crime)

Manuscripts *noun*

A text that has not yet been published

Houghton Mifflin *noun*

An educational publishing company; currently known as Houghton Mifflin Harcourt

Imitate *verb* To copy or to follow

Establish *verb*

To set up an organization, system, or set of rules

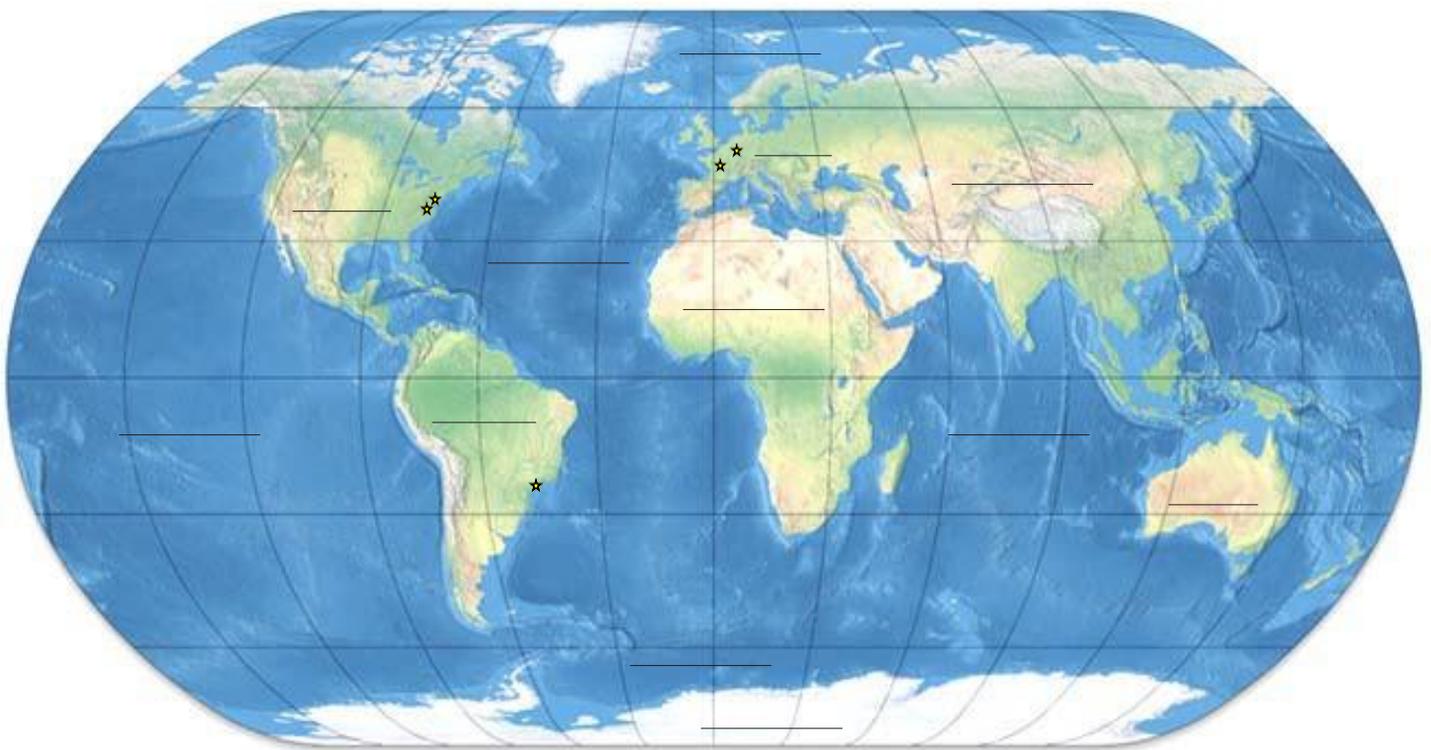
Trait *noun* A characteristic of someone or something

CURIOUS CREATORS

Name _____

Map Out the Rey's Travels!

Label the world's oceans and continents on the map below. The yellow stars show the cities where the Reys spent their lives. See if you can figure out which city each star represents! Use your background knowledge and help from your peers or teacher. Show the order of the countries the Reys traveled to by numbering each city (Hint: There was one city they returned to, so one of the stars should have two numbers beside it).



CHARACTER EXPLORATION



Before seeing the play, read a few Curious George stories to your class to introduce them to the characters and spark their imaginations. Below is a list of some of the titles from the series:



Curious George Rides A Bike

Curious George First Day of School

Curious George Goes to the Hospital

Curious George Takes a Train

Curious George Goes Camping

Curious George and the Puppies

Curious George Makes Pancakes

Curious George and the Birthday Surprise

After reading, encourage your students to explore the different characters. George does not speak English, so how does he communicate with his voice? How does he communicate with his body? What is the Man With the Yellow Hat like? What do you think he sounds like? Why?

Invite your students to either stand at their desk or stand in a circle. Have them discover how each character might stand. What sort of posture do they have? How might each character sit? How might each character walk?

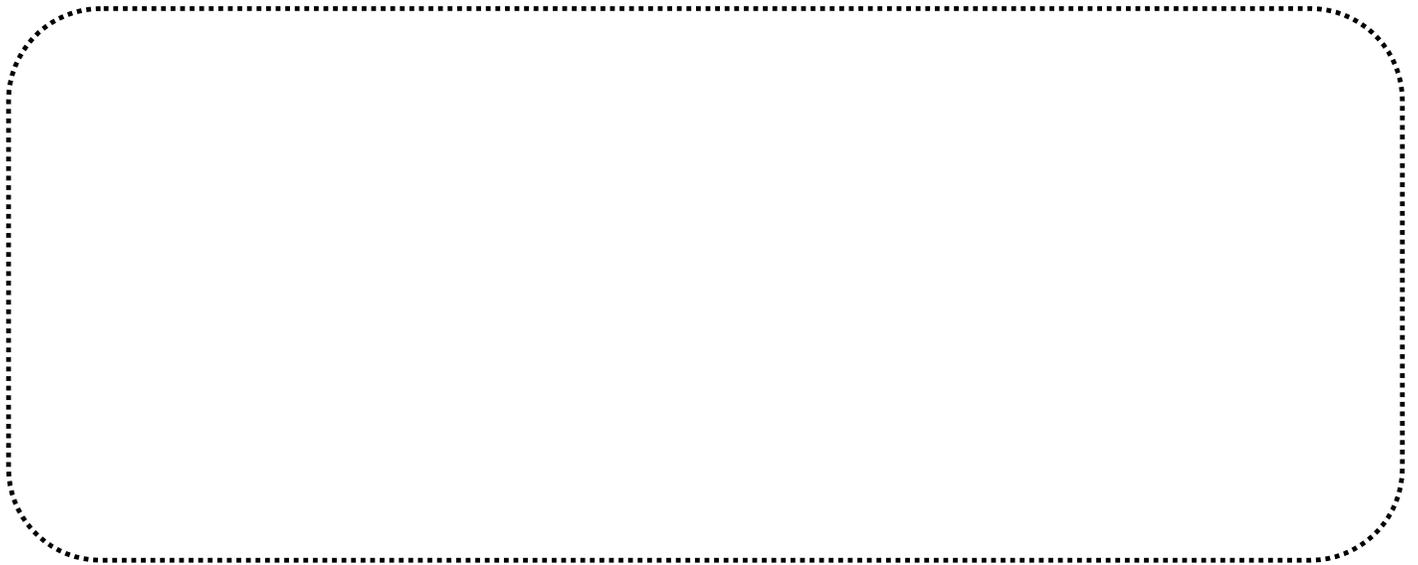
Split the class into two groups. One group as Curious George and the other as The Man in the Yellow Hat. Ask your students to pair up and interact with one another as these characters. If you'd like, you can even guide them through the plot of one of the stories you've read as these characters.

PRE SHOW DISCUSSION

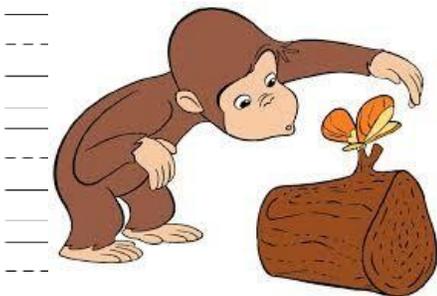
1. How do you think the actor playing Curious George will bring the character to life onstage? How will she use her voice, body, and imagination to show what she is saying, thinking, and feeling? How will she interact with other characters?
2. *Curious George: The Golden Meatball* takes place in two very different cities, New York City and Rome. How do you think the scenic designer will create these two different locations on one stage?
3. In the play, the Golden Meatball Competition takes place at the Coliseum in Rome. What do you know about the city of Rome? What country is it in? Where is it located on a map? What are some important facts about the history of Rome? Why would the author choose Rome as the setting for the meatball competition? What do you know about cooking competitions?
4. How do you think the costume designer will dress Curious George and The Man In the Yellow Hat? How will she make a human actor look like a monkey? How would you design the costumes? Sketch it out and share your designs with the class!

WHAT MAKES YOU CURIOUS?

Use the space below to draw a picture of something that makes you curious like George! Use the lines to describe your drawing. Don't forget to sign your name!



Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line, repeated five times.



Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line, repeated five times, positioned to the right of the monkey illustration.

By: _____

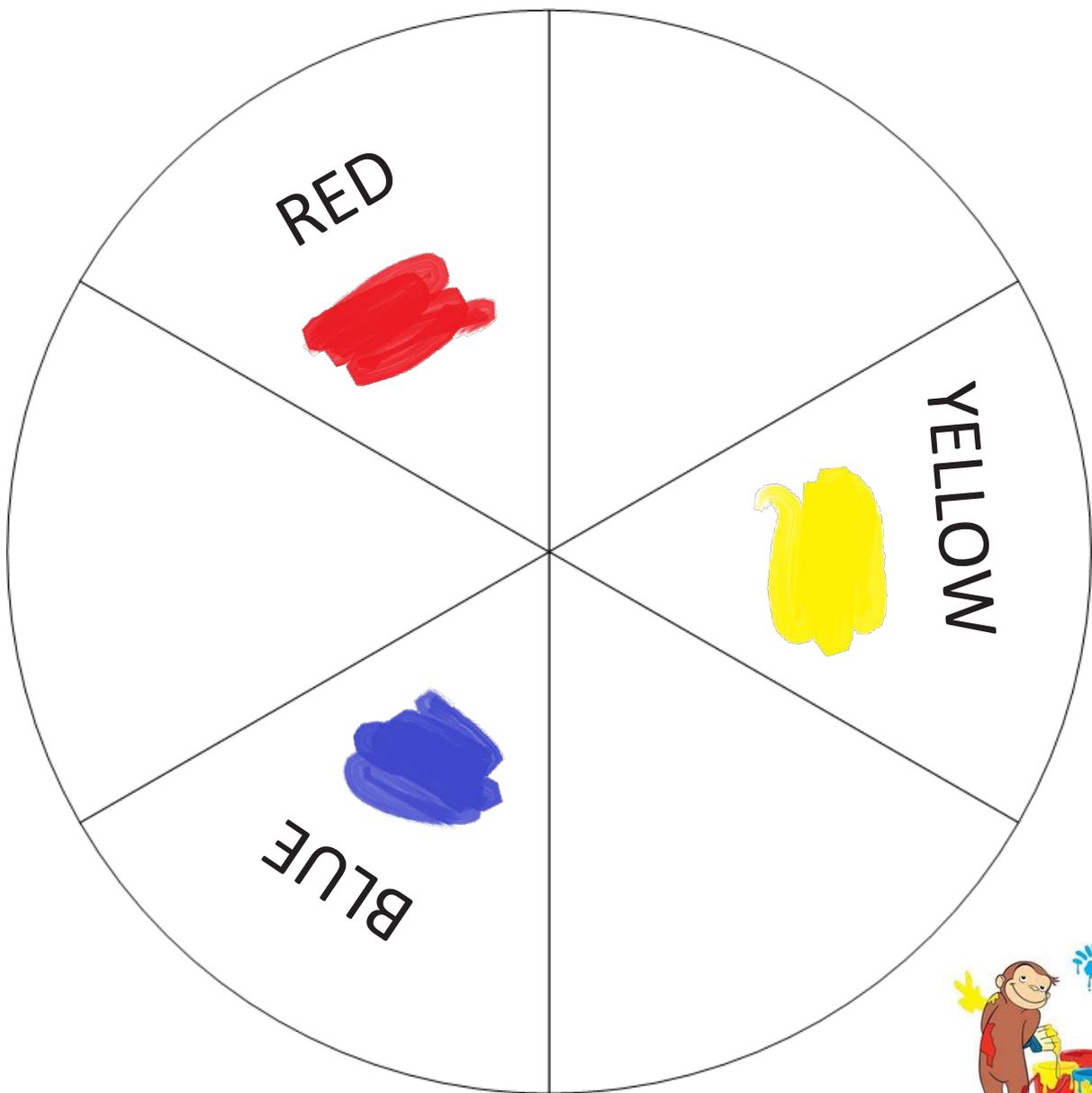


COLOR MIXING

Name _____

At the very beginning of the play, two painters are arguing over whether yellow or blue is the best color. They soon discover they were both right! They bump into each other accidentally mixing their paints, creating a brand new color! What could it be?

Use red, yellow, and blue paints to color the color wheel below to discover how primary colors can come together to make a secondary color!



MATH MAZE

Name _____

Help the Man in the Yellow Hat find the clues that will lead him to George’s whereabouts! Solve the problems along the way!



_____ + 4 = 10

1 + _____ = 10

8
+

=
10

9 + _____ = 10

5
+

=
10

2 + _____ = 10

_____ + 0 = 10

3
+

=
10

_____ + 6 = 10

7
+

=
10

1 + _____ = 10



MATH MAZE

Name _____

Help the Man in the Yellow Hat find the clues that will lead him to George’s whereabouts! Find out if the equations along the way are true or false. If they are true, circle them. If they are false, cross them out.



$5 + 2 = 1$

$5 + 5 = 10$

$0 + 6 = 6$

$4 - 2 = 2$

$5 + 2 = 7$

$8 - 2 = 10$

$9 - 1 = 8$

$8 + 1 = 9$

$10 - 3 = 7$

$5 + 4 = 7$

$8 + 3 = 10$

$5 - 5 = 0$



MATH MAZE

Name _____

Help the Man in the Yellow Hat find the clues that will lead him to George’s whereabouts! Solve the problems along the way! In bocca al lupo! (Italian saying for “Good luck!” - literally translated, it actually means “Go into the wolf’s mouth!”)



3 + 4 = ___

6 + 6 = ___

8
+
4
=

9 + 3 = ___

6 + 9 = ___

5
+
7
=

2 + 9 = ___

3 + 3 = ___

7
+
8
=

4 + 6 = ___

7
+
1
=

2 + 6 = ___



MATH MAZE

Name _____

Help the Man in the Yellow Hat find the clues that will lead him to George’s whereabouts! Solve the problems along the way! In bocca al lupo! (Italian saying for “Good luck!” - literally translated, it actually means “Go into the wolf’s mouth!”)



A maze containing several math problems. The problems are:

- $6 \times 3 = \underline{\quad}$
- $8 \times 5 = \underline{\quad}$
- $9 \times 9 = \underline{\quad}$
- $7 \times 2 = \underline{\quad}$
- $2 \times 1 = \underline{\quad}$
- $8 \times 8 = \underline{\quad}$
- $8 \times 7 = \underline{\quad}$
- $4 \times 7 = \underline{\quad}$

There are also three multiplication problems in vertical format:

- $$\begin{array}{r} 60 \\ \times 4 \\ \hline \end{array}$$
- $$\begin{array}{r} 20 \\ \times 3 \\ \hline \end{array}$$
- $$\begin{array}{r} 30 \\ \times 8 \\ \hline \end{array}$$



MATH MAZE

Name _____

Help the Man in the Yellow Hat find the clues that will lead him to George’s whereabouts! Solve the problems along the way! In bocca al lupo! (Italian saying for “Good luck!” - literally translated, it actually means “Go into the wolf’s mouth!”)



460 + 32 = ___

700 - 240 =

455
- 62

391 - 76 = ___

513 + 324 = ___

976
+ 368

719 + 110 = ___

244 - 159 = ___

120
- 17

852 + 129 = ___

388
- 79

396 - 245 = ___



CLASS COOKBOOK!



Many families have their own favorite recipes that come from all over the world. Curious George and the Man in the Yellow Hat clearly love Italian home cooking the most. Come together as a class to create a recipe book. Encourage students to share their family's culture through food!

1. Write a letter to parents and families about the project, expressing appreciation for their support and detailing the instructions. Alycia Zimmerman has published a great [sample letter](#) on Scholastic.com.
2. Present the project to your students in class. Have them pair up and brainstorm their favorite meals and how their family prepares them. Ask students to complete the **"Recipe Brainstorm!"** handout on the following page.
3. Send the letter and handout home; have students talk with their families and decide which recipe they will submit.
4. (A) At home and with the help of their families, students complete the **"Recipe Information" Guide** and bring it back to class the next day. Students will then use school technology resources to create a finished page to submit to the cookbook. Encourage pictures and creativity. Use the **"Cookbook Page Checklist"** to help guide students as they create their page.

OR

- (B) At home and with the help of their families, students prepare their meal and use their home computer or school laptop to create a finished page to submit to the cookbook. See the **"Cookbook Page Checklist"** on page 14. Encourage pictures and creativity.



Let students brainstorm and vote on your Class Cookbook's official title!

MAKE IT A COOK-OFF!

Ask students to bring their finished meals in for a cooking competition!

Study some examples from other cookbooks as procedural texts.

Or maybe even...

Turn the project into a school-wide fundraising event!

RECIPE BRAINSTORM!

Name _____

Many families have their own favorite recipes that come from all over the world. Curious George and the Man in the Yellow Hat clearly love Italian home cooking the most! What are some of your family’s best dishes? Brain-storm some ideas for the recipe you’d like to submit to the cookbook. Do your best to fill out the squares below.

Recipe Idea #1 _____

Country/Culture of Origin: Ingredients:

Instructions:

What I Like Most About This Dish:



Recipe Idea # 2 _____

Country/Culture of Origin: Ingredients:

Instructions:

What I Like Most About This Dish:



Recipe Idea # 3 _____

Country/Culture of Origin: Ingredients:

Instructions:

What I Like Most About This Dish:



Recipe Idea # 4 _____

Country/Culture of Origin: Ingredients:

Instructions:

What I Like Most About This Dish:



RECIPE INFORMATION

Name _____

Fill out the information below. The more details the better! You will use the information you gather here to help you create your cookbook page at school. If you'd like, practice preparing your meal and take a photo to include in your cookbook page. Don't forget to email the photo/put the photo on a flash drive so you can access it at school.

Recipe Title/Country or Culture of Origin:

Introduction:



Prep Time: _____ Cook Time: _____ How many people does your recipe serve?: _____

Ingredients and Materials:

Directions (detailed steps listed as a procedure):

Tips or Tricks:



COOKBOOK PAGE CHECKLIST

Name _____

Now it's time to create your cookbook page! The page you create will be submitted to your teacher to be included in your Class Cookbook! Use a computer and get creative. Microsoft Publisher and Microsoft Word are great programs to use—or use another favorite software. Websites like Canva.com can also help you make beautiful publications.

- Your Name**
- Title**
- Country/Culture of Origin**
- Headings**
- Introduction to the Recipe**



Something to engage your readers and make them want to try your recipe. Try sharing what you like most about the dish, what it means to your family, or maybe the best time of year to make it.

- Prep Time and Cook Time**

Prep: How long it takes to prepare the meal before it's cooked (includes gathering materials, chopping vegetables, etc.)

Cook: How long it takes to actually cook the meal.

- Ingredients List**

Example: 1 cup of water, 1 teaspoon of salt, half a cup of sugar

- Materials List**

Example: large bowl, electric mixer, large spoon

- Directions**

Detailed steps listed as a procedure

- Photos or Illustrations**

- Tips, Notes, or Safety Suggestions**

- Make sure your page has a profile orientation and not a landscape orientation.**

This checklist is an example of profile orientation.



GIVE GEORGE SOME COLOR!

Name _____

Bring the life back to the Italian Painter's vision of George! But something is missing in George's right hand..... Can you remember what George was holding while he was being painted? Draw it in!



WHO'S GOT TIME?

Name _____



Draw hands on each clock to show Phinneas T. Lightspeed what time it is!

1.	12 : 00		6.	11 : 30	
2.	1 : 30		7.	5 : 00	
3.	8 : 00		8.	2 : 00	
4.	4 : 00		9.	7 : 30	
5.	2 : 30		10.	10 : 00	

WHO'S GOT TIME?

Name _____



Draw hands on each clock to show Phinneas T. Lightspeed what time it is!

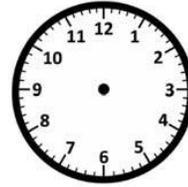
1.

12 : 05



6.

11 : 35



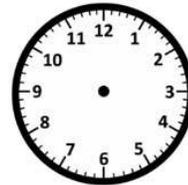
2.

1 : 15



7.

5 : 10



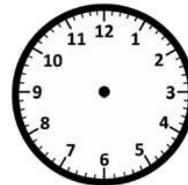
3.

8 : 25



8.

2 : 20



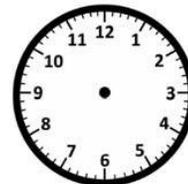
4.

4 : 55



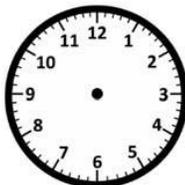
9.

7 : 40



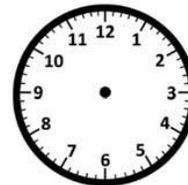
5.

2 : 30



10.

10 : 05



POST SHOW DISCUSSION

1. What was your favorite part of the play? Why?
2. Who was your favorite character? Who was your favorite actor? Discuss the difference between characters and actors. Did your favorite actor happen to play your favorite character?
3. Did the actors portray the characters in the way you imagined? How were the characters different onstage compared to in the books? How were they the same?
4. Could you understand what George was saying most of the time? If so, how were you able to figure it out? How did the actor use her voice and body to effectively communicate to the audience?
5. What was the most exciting part of the play? Why do you think so?
6. Recall the events in the story from beginning to end. How did each character contribute to what happened?
7. Describe the different settings.
8. How would the story have been different if George were a child instead of a monkey? How might it have been the same?
9. Do you think the performance was effective? Why or why not?
10. What was your favorite technical element in the play? The costumes, set, or sound? Explain your choice. Discuss the importance of each of these elements.
11. Remember the five traits that The Curious George Foundation works to encourage? Curiosity, exploration, ingenuity, opportunity, and determination. Describe examples of these traits in George's character onstage. Did any of the other characters exhibit any of these traits?



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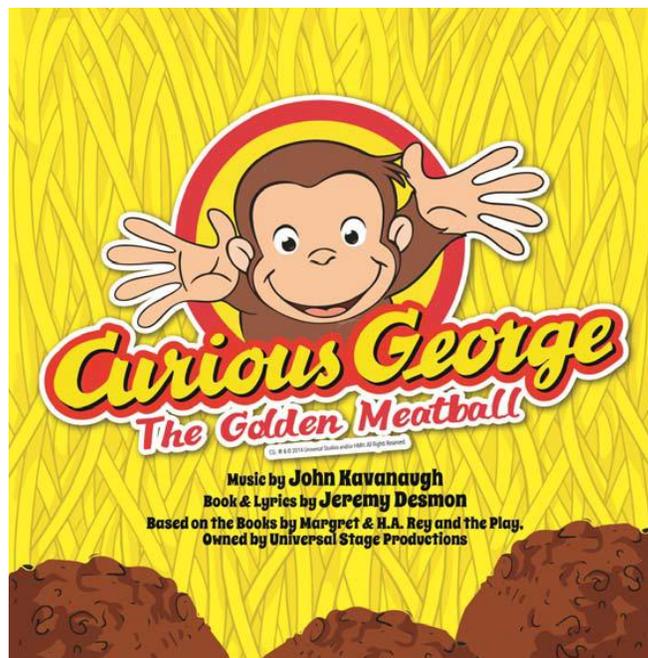
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BE YOUR OWN CRITIC

Now it is your turn to tell us what you thought about the performance that you saw at Overture Center! Use this worksheet to brainstorm some ideas. Make sure to use specific examples from the performance. If you forgot anything, ask your friends and teachers who went to the show with you. Turn your ideas into a rough draft and then send a final copy to us!

I saw _____
(SHOW TITLE)

Overture Center is...



because...

What would you say this show is about?



Two things that I really loved about the performance were...





Two things that could have been better in the performance were...





I thought the artistic elements (scenery, sound/music, lighting, costumes) were...



because...

I would want to meet the character...



in real life because...

If I could ask the performer(s) a question, I would ask them...



Imagine that you're telling a friend about this show. What would you say?



Academic Standards

Theater

Theatre Performance: Respond

Standard 3 – RESPOND

TP.R.4.i – Analysis – Identify separate elements in a theatrical work.

TP.R.5.i – Reflection – Assess personal participation in a performance

TP.R.6.i – View Performance – Demonstrate developmentally appropriate audience etiquette.

Standard 4 – CONNECT

TP.Cn.5.i: Cultural Social Context - Explain how theatre relates to self, others, and the world.

TP.Cn.6.i: Research - Identify the “given circumstances,” environmental and situational conditions that influence a theatrical work.

TP.Cn.8.i: Cross Disciplinary - Identify how theatre connects to literature and social studies.

English Language Arts

Strand: Speaking and Listening – Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.

Comprehension & Collaboration

SL.1.1 Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups.

1. With guidance and support, follow agreed-upon norms for discussions and participate by actively listening, taking turns, and staying on topic.
2. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.
3. Ask questions to clear up any confusion about the topics and texts under discussion.
4. Consider individual differences when communicating with others.

Art & Design

Standard AA 3: RESPOND

K-2 (e)

A.A.R.1.e: Describe: Identify details, basic elements, and subject matter of an artwork.

A.A.R.2.e: Analyze: Distinguish between reality and imaginary when describing a work of art.

A.A.R.3.e: Interpret: Use details and subject matter to interpret an artwork’s mood or meaning.

A.A.R.4.e: Inquire: Determine the artist’s intent by identifying the details and subject matter.



Photo courtesy of Wikimedia Commons

About Live Performance

Theater, unlike movies or television, is a LIVE performance. This means that the action unfolds right in front of an audience, and the performance is constantly evolving. The artists respond to the audience's laughter, clapping, gasps and general reactions. Therefore, the audience is a critical part of the theater experience. In fact, without you in the audience, the artists would still be in rehearsal!

Remember, you are sharing this performance space with the artists and other audience members. Your considerate behavior allows everyone to enjoy a positive theater experience.

Prepare: Be sure to use the restroom before the show begins!

Find Your Seat: When the performance is about to begin, the lights will dim. This is a signal for the artists and the audience to put aside conversations. Settle into your seat and get ready to enjoy the show!

Look and Listen: There is so much to hear (dialogue, music, sound effects) and so much to see (costumes, props, set design, lighting) in this performance. Pay close attention to the artists onstage. Unlike videos, you cannot rewind if you miss something.

Energy and Focus: Artists use concentration to focus their energy during a performance. The audience gives energy to the artist, who uses that energy to give life to the performance. Help the artists focus that energy. They can feel that you are with them!

Talking to neighbors (even whispering) can easily distract the artists onstage. They approach their audiences with respect, and expect the same from you in return. Help the artists concentrate with your attention.

Laugh Out Loud: If something is funny, it's good to laugh. If you like something a lot, applaud. Artists are thrilled when the audience is engaged and responsive. They want you to laugh, cheer, clap and really enjoy your time at the theater.

Discover New Worlds: Attending a live performance is a time to sit back and look inward, and question what is being presented to you. Be curious about new worlds, experience new ideas, and discover people and lives previously unknown to you. Your open mind, curiosity, and respect will allow a whole other world to unfold right before your eyes!

Please, don't feed the audience: Food is not allowed in the theater. Soda and snacks are noisy and distracting to both the artists and audience.

Unplug: Please turn off all cell phones and other electronics before the performance. Photographs and recording devices are prohibited.





Overture

CENTER FOR THE ARTS



PARTNERS:



OnStage is supported in part by: American Girl's Fund for Children, Madison Community Foundation, Nelnet and Patrick & Linda McKenna and contributions to Overture Center for the Arts.

Overture Center's mission is to support and elevate our community's creative culture, economy and quality of life through the arts.

overture.org/onstage

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