

Overture Center  
FOR THE ARTS

RESOURCE GUIDE

2010/11 Season

# OVERTURE ONSTAGE

A Performing Arts Series for Students



Popovich Comedy Pet Theater | FRI, FEB 4, 2011



# Overture Center FOR THE ARTS

## 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  
Kanopy Dance Company  
Li Chiao-Ping Dance Company  
Madison Ballet  
Madison Museum of Contemporary Art  
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.

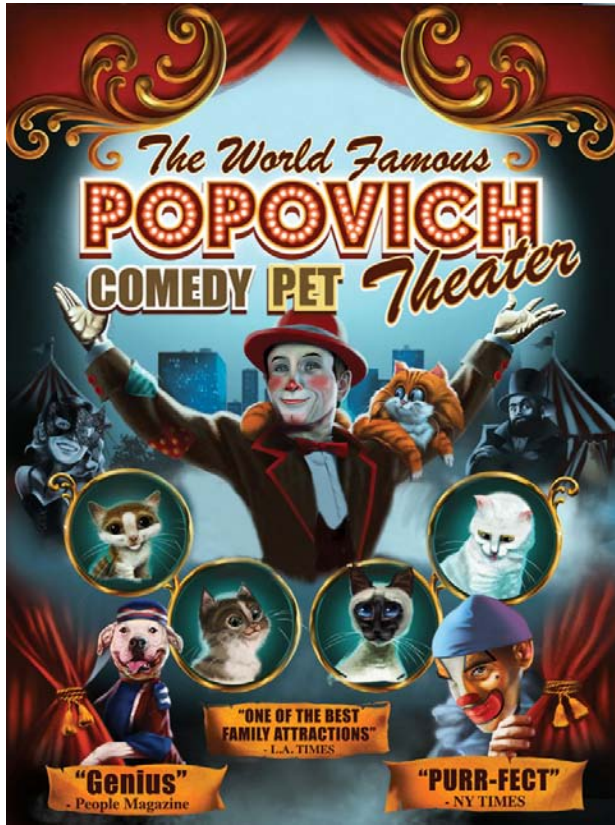
### **RESOURCE GUIDE CREDITS**

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# POPOVICH COMEDY PET THEATER



## Dear Teachers

This Spotlight on Learning: Educator's Resource Guide for the Popovich Comedy Pet Theater OnStage performance is designed to:

- Maximize students' enjoyment and appreciation of the performance;
- Extend the impact of the performance by providing discussion ideas, activities, and further reading that promote learning across the curriculum;
- Promote arts literacy by expanding students' knowledge of storytelling and theater;
- Illustrate that the arts are a legacy reflecting the values, customs, 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.

In this Resource Guide, you will find valuable information and suggestions for activities that can help prepare students to see this performance, ideas for follow-up activities and resources you can access on the web. We've also included Wisconsin Academic Standards for each activity in order to align the experience with your curriculum requirements.

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## 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. [CLICK HERE](#) to fill out an online evaluation. We look forward to hearing from you.

Enjoy the show!  
Overture Education Team

# ABOUT THE PERFORMANCE



The [Popovich Comedy Pet Theater](#) is a family-oriented blend of the unique comedy and juggling skills of Gregory Popovich, and the extraordinary talents of his performing pets.

Each of the show's 15 cats and 10 dogs were once strays, rescued from animal shelters. Now, they love to show off onstage - by performing a variety of stunts and skits!

Audiences will be delighted to see this extravaganza of European-style clowns, amazing juggling and balancing acts, and of course, very talented performing pets. It's a show that both adults and kids of all ages enjoy!

[View videos of Gregory Popovich and his Comedy Pet Theater](#)

[New Pets! New Tricks!](#)

[TV Highlights and Bio](#)

[Giving Back to the Animals](#)

# ABOUT THE ARTISTS



Gregory Popovich grew up in a unique environment, as the child of Russian circus performers Alex and Tamara Popovich. In addition to their juggling and performing skills, Gregory's parents were dog trainers. From a very young age, Gregory formed a special bond with animals.

Through his show and personal endeavors, Gregory hopes to enlighten people and increase awareness of the important role that humans play - the huge difference that one caring person can make to the animal world.

## **Gregory Popovich's Personal Message to Animal Lovers**

My Comedy Pet Theater show is quite an unusual show because the pets are the main actors while the humans merely help out!

All my cats and dogs are strays that have been saved from animal shelters. Just like your pets, my four-legged companions are very special to me. Years ago, when I came up with the idea to create a show with many animals, I began looking for furry performers for my show. At the suggestion of a friend, I visited an animal shelter to see if I could find a talented animal to adopt. In Russia, animal shelters like the ones here in the United States, don't exist; while I was visiting the shelters, I was sad to see SO many wonderful cats and dogs without homes and without the love of a family. This sight motivated me even more to create my animal show! I could set some of the animals free, and let these once-homeless creatures enjoy their lives, and at the same time, teach people that the animals in shelters are talented and lovable! In fact, the show should be called "A Second Chance", because that's exactly what my animals, and any of your adopted pets, have been given. A second chance to live their lives while enriching ours.

I don't believe that I "train" the animals to do a certain trick or stunt, instead, I teach the animals to perform onstage by allowing them to show off their individual personalities and talents. Just like people, every pet has a special quirky little thing they like to do. This thing, or trait, allows the pet to show a unique part of his/her personality to their owner. This is what makes them who they are. For example, one of my cats, Mischa, loves to jump. So I incorporate his love for jumping into my show. Another cat of mine, Sugar, loves to climb, so I let him show off his climbing abilities onstage. By allowing my pets to perform the skills and stunts they naturally love to do, they enjoy performing as much as the audience loves watching! My show is indeed a "theater", because when my furry actor family members perform for you, they are showing you their very favorite trick!

In this high technology age our children's lives have become dominated by the artificial world of the internet and television. They have become disconnected from our natural surroundings and make only rare contact with animal and plant life. As a lover of animals, I strongly promote the practice of adopting a dog or cat from a local shelter. The contribution this practice makes to the animal world is indeed a life saver and the responsibility a child can learn from caring for a pet will endure a lifetime. Furthermore, the love and companionship created through a special bond between a pet owner of any age and his/her pet is invaluable.

Thank you for your support, and remember, "Animals are People Too!"

# ABOUT THE ARTISTS

## The Stars of the Show



Gregory Popovich personally and professionally strives to educate people that all animals are unique and special, and that people have a great responsibility to their pets. All of Gregory's performing cats and dogs have been rescued from shelters, to be given a second chance at life.

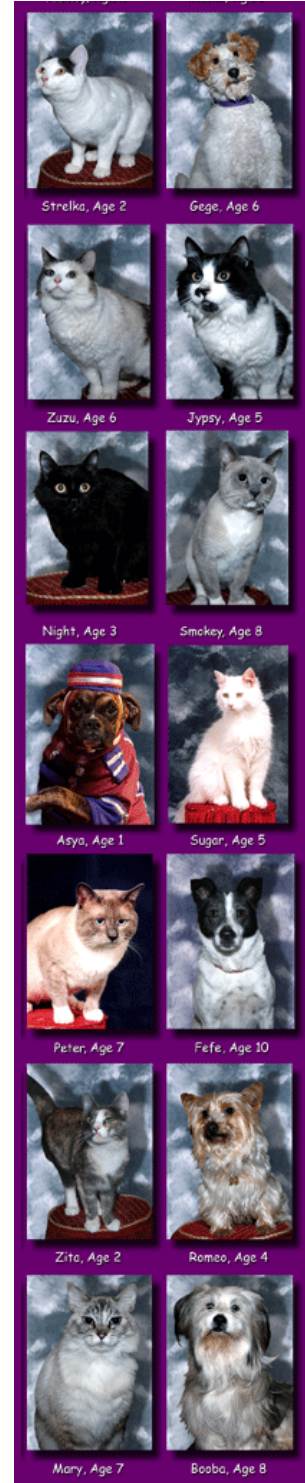
To show his support for animal shelters, sanctuaries, and organizations, Gregory participates in fundraising events, community awareness programs, and cooperative opportunities. He strongly supports and promotes adopting an animal from the shelter and the practice to spay/neuter all cats and dogs. Gregory aims to teach people that one caring person can make a huge difference to the animal world.

## What Can I Do to Help Animals?

- Contact local law enforcement if you witness animal abuse.
- Make sure your pet is always wearing an I.D. tag.
- Prepare a disaster plan that includes your pet.
- Make sure your pet is spayed or neutered.
- Think about adopting a pet—you could save a life.
- Help stop the export of American horses for slaughter—ask your Congressional representatives to support the Prevention of Equine Cruelty Act.
- Refine your diet by avoiding factory farmed animal products.
- Help protect animals by signing the Humane Action network at [humanesociety.org](http://humanesociety.org).
- Include areas for wild animal habitat in your yard. Protect animal habitat through support of organizations such as Crane Foundation and The Nature Conservancy.

What would you add to this list?

For more information on protecting animals visit: <http://www.americanhumane.org/protecting-animals/>



# ABOUT THE HUMANE SOCIETY

## **Dane County Humane Society: Helping People Help Animals**

Dane County Humane Society (DCHS) is a charitable, non-profit animal shelter and is not affiliated with the Humane Society of the United States or any government agency. They are a community supported organization dependent on the generosity of members, volunteers, and donors. DCHS is an open admissions shelter. They accept all animals that need assistance. Approximately 7,000 animals pass through their doors every year including pets, exotic species, farm animals, small mammals, and orphaned or injured wildlife. They have available companion animals at their main shelter, their shelter on Madison's west side, and at their satellite locations in all of the area Mounds Pet Food Warehouses.

## **Wildlife Rehabilitation Program**

DCHS began its wildlife rehabilitation program known as the Four Lakes Wildlife Center (FLWC) in May 2002. Approximately 1,800 sick, injured, or immature animals come in every year. Common types of patients include songbirds, waterfowl, crows, rabbits, squirrels and a variety of raptors, all native to Wisconsin, and most brought in by concerned members of the public. Many of the animals are accidentally 'kidnapped' by well-meaning citizens. It is important to remember that wild animal babies belong in the wild and should only be brought to FLWC if you are sure that their parents are deceased or if the animal is injured.

## **Lost Pet Services**

Dane County Humane Society main shelter is the stray holding facility for Dane County. Humane officers bring in animals that are in need of shelter. DCHS works diligently to reunite as many lost pets with their families as possible. Detailed logs describing incoming strays and descriptions of lost pets are checked and compared twice daily. We also post digital photos of all strays on our website, have an area within the shelter for posting lost pet flyers, and encourage families to come to the shelter to view stray pets to make a match. If you have found a lost pet, please check around your neighborhood before bringing the animal to DCHS. Or, if the animal is contained you can call the county humane officers.

*Information provided by Emily Steinwehe, Shelter Educator for Dane County Humane Society.*

# ABOUT THE CIRCUS

## Circus Vocabulary

The circus has always used words that create vivid pictures to describe the performance. Can you define these words and use them each in a sentence?

- Acrobatics
- Astounding
- Breathtaking
- Colossal
- Daredevil
- Extravaganza
- Finale
- Flamboyant
- Juggling
- Pantomime
- Trapeze

What other words can you think of that create pictures?

## Circus Expressions

Many expressions began in the circus but have spread to wider use.

**Get the show on the road**—Circus managers told the troupe to “get the show on the road” when it was time to move on to the next town.

**Hold your horses**—As the circus parade entered town, they would shout “hold your horses; here come the elephants” so the townspeople would be prepared to control their horses if the wagons and elephants frightened them.

**Making the nut**—In the days of horse-drawn wagons, city officials would remove the nut from a wagon wheel on the circus office and not return it until all the circus’s bills were paid. Back then they did it to make sure the circus couldn’t leave town until it had covered all its local debts. Today many businesses use the term “making the nut” to mean covering their expenses, so they “make the nut” when they break even and start to show a profit.

**Rain or shine**—Circus advertisements made it clear that the show would go on no matter what the weather was like.

**Throw one’s hat in the ring**—In 1916, President Woodrow Wilson attended Barnum & Bailey circus. When the band played “Hail to the Chief,” President Wilson threw his hat into the circus ring. The press interpreted the action as a sign that he would run for reelection.

**White elephant**—In an attempt to bring spectacular acts to the public, one 19th century circus whitewashed an elephant and pretended it was a rare albino. The public, of course, caught on. Today the term “white elephant” has come to mean anything big and unwanted.



# ABOUT THE CIRCUS

Circus gets its name from the ring, but it is also defined by the artistry within that ring. Circus is distinct from theater, dance, and other performing arts, although it incorporates aspects of many of them. Circus presents a usually non-narrative sequence of variety acts showing the agility, grace, and strength of human and animal performers. The types of acts fall into distinct categories, although individual acts may include aspects of more than one category.

## Animal Menagerie

In the mid-1800s, a popular form of traveling entertainment was the menagerie, which was an exhibition of wild and strange animals. These menageries were precursors to today's zoos although nowadays zoos are much more advanced in their care and understanding of wild animals. Favorite menagerie attractions included giraffes, zebras, elephants, hippopotamuses, llamas, lions, and tigers. As the traveling entertainment market became more competitive, several menagerie owners added circuses and other attractions to their shows in an attempt to stay interesting and exciting thereby maintaining audiences despite the increasing competition.

## Animal Trainers

Some animals can be trained to display their naturally interesting behavior on command. Elephants, in particular, are intelligent agile animals, who have become a favorite of American audiences. Like horses, elephants can be directed by a rider or by verbal and gestural commands. Experienced elephants can understand up to about 30 spoken commands.

There has been some concern in recent years about the treatment of animals in circuses. Good trainers patiently and gently work with their animals to develop trust, understanding, and respect between trainer and animal. Trainers use positive reinforcement and reward to teach the animals. The physical feats the animals perform in the ring are actually extensions and refinements of gestures the animals exhibit naturally. Outside of the ring, circus life centers on the lives of the animal performers, whose caretakers must be within sight and sound of them 24 hours each day, seven days per week, 52 weeks per year.



# PRE-PERFORMANCE ACTIVITIES

## Treatment of Animal Performers

Initiate a discussion with the students about animals they have seen acting in movies, circuses, television shows, commercials, etc.

- How do they get an animal to run to food in a commercial?
- How do they get a horse to fall in a western?
- How do they train an elephant to do tricks?

The code for animal actors is self-enforcing, that is it applies only to those who wish to be covered. It is normally limited to films and television and does not apply to circuses, rodeos, and carnivals.

For information about animals used in entertainment, visit [The Performing Animal Welfare Society](#) . The code ([Guidelines for the Safe Use of Animals in Filmed Media](#)) written by the [American Humane Association's Film & Television Unit](#) may be viewed online. American Humane was designated by the Screen Actors Guild as the only animal welfare organization with on-set jurisdiction. American Humane also provides [ratings](#) and [reviews](#) for movies and television shows.

## Animal Protection Organizations

There are many organizations concerned with the humane treatment of animals. Have students research the names and addresses of various societies formed to protect animals. Have each student select an organization and research the organization mission, history, current campaigns, etc.



Organizations to research:

- [ASPCA](#)
- [Humane Society of the United States](#)
- [World Society for the Protection of Animals](#)
- [International Fund for Animal Welfare](#)
- [Fund for Animals](#)
- [Friends of animals](#)
- [World Wildlife Fund](#)
- [Animal Protection Institute](#)
- [Animal Welfare Institute](#)
- [National Audubon Society](#)
- [National Wildlife Federation](#)

**Wisconsin Academic Standards: Social Studies; Family and Consumer Education**

(ACTIVITIES CREDIT: <http://humaneeducationteacher.org/>)

# PRE-PERFORMANCE ACTIVITIES

**For older students:**

## **Animal Experimentation**

Animal experimentation is often used to test the safety of products unknown to the public. Discuss with the class when such experiments are not necessary (for cosmetics and toys). How and when should such activity be regulated?

According to the [Physicians Committee for Responsible Medicine](#) "the replacement of animal methods with non-animal techniques often yields both ethical and technical advantages ...Ninety percent of all drugs tested on animals fail when tested on humans." Visit the [Physicians Committee for Responsible Medicine](#) web site to read further about animal experimentation issues.

To locate companies that do not test products on animals visit the following to view cruelty-free shopping guides:

- [Compassionate Consumer](#)
- [Coalition for Consumer Information on Cosmetics](#)
- [In Defense of Animals](#)
- [Caring Consumer](#)

## **Laws that Protect Animals**

Collect copies of bills which protect animals such as the [Federal Endangered Species Act](#) and the Humane Slaughter Act. Have the students review these bills.

- Why the bill was passed?
- How did it come to be important?
- How are such bills enforced?



## **Creating Youth Advocacy Groups**

Humane Society Youth [Mission Humane](#) and Jane Goodall Institute's [Roots and Shoots](#) programs provide the support necessary to start a youth advocacy group.

**Wisconsin Academic Standards: Social Studies; Family and Consumer Education**

ACTIVITIES CREDIT: <http://humaneeducationteacher.org/>

# PRE-PERFORMANCE ACTIVITIES

## Create Your Own Circus Animal

Early circus audiences had never seen elephants before. Have students draw an imaginary animal that they would like to see. What does their animal eat? What is it called? Describe its behavior.

## Write Your Own Animal Story

- Write a story about owning a circus animal in your house.
- Write a poem about animals performing in the circus.
- Write a story from the point of view of a circus animal.

## Pet or Performer?

Place the names of various animals in a box. Have students take turns pulling animals from the box and acting out their traits while the other students try to identify the animal.

Now go through the animals again, and have students discuss which would make better pets and which would make better circus performers.



Compare the food needs, sounds, and accompanying characteristics of household pets and circus animals. Some animals might be both.

- Why would it be difficult to keep an elephant as a pet?
- Why would it be difficult to have a fish in a circus act?
- Could a dog perform in the circus? A pig? A whale?

## House Pets / Companion Animals

Many children want to have a pet or companion animal. The decision to acquire a companion animal is a serious one. Encourage the students to talk about their pets. As a group, list factors involved in pet ownership including: initial cost, maintenance cost, daily care, vacation care, suitability to human family life, possibility of losing or having to give up.

Discuss providing needs for food, water, shelter, bed, treats, toys, veterinary care, a clean cage, exercise, love, attention, training, tags, collar, grooming, etc. Have the students write a short essay or discuss in small groups what a pet needs and the challenges in providing these needs. What should a person consider prior to making a commitment to an animal?

**Wisconsin Academic Standards: Family and Consumer Education; Social Studies; Art and Design; Language Arts**

# PRE-PERFORMANCE ACTIVITIES

## Acrobatics

Besides featuring acts of animal performances, circus features performances that celebrate the possibilities of the human body. Acrobatics is the artistic performance of gymnastic displays featuring skill, strength, agility, beauty, balance, and grace. The people who perform these feats are called acrobats. The prefix *acro* means height or tip-top, and the word *acrobatics* comes from the Greek word *akrobatos*, meaning to walk on tiptoe.

Acrobatics can be performed on the ground, on special equipment, or “in the air” with the help of rigging and suspended equipment. Acrobatics can be performed solo, in teams, or in groups. Acrobatics may be much more specialized than just tumbling and flipping.

Some very flexible acrobats can twist their bodies into strange shapes and strike poses or fit inside small containers. For example, a contortionist might rest on her (or his) chin and flip her body all the way over so her feet are in front of her face.

- What shapes can you make out of your body? Can you make a circle? A triangle? A square?



## Juggling

Juggling is the skilled manipulation of one or more objects using balance, timing, and control. The most common type of juggling is toss juggling, which involves throwing and catching two or more objects, so one or more objects have to be in the air at any given time. Commonly used objects in toss juggling include balls or beanbags, clubs, rings, knives, and torches. Jugglers refer to the objects as props. Most props can be juggled in many different ways.

Common patterns include the *cascade* (odd number of objects, each follows the same sideways figure 8, or infinity, pattern in the air), the *shower* (even or odd number of objects, one hand throw high, the other throws straight across), and the *fountain* (even number of objects, balls never switch hands, each hand throws balls from the middle of the body to the outside).

- Juggling is often used as a metaphor for other problems of balance in life. What do you think juggling means in that context? What are some issues, ideas, or activities you have to juggle in your life?

**Wisconsin Academic Standards: Social Studies; Art and Design; Theater**

# PRE-PERFORMANCE ACTIVITIES

## Clowns

Contrary to popular belief, clowns were not invented with the circus. They are the inheritors of a long, proud tradition. Their ancestors were the Medieval jesters, who entertained their patrons with wit and skills.

Many other cultures around the world recognize equally long clowning traditions. The common thread connecting all these traditions and defining clowning is the ability to bring a comic twist to everything—to parody everything.



Good clowns show audiences the comic aspect to a particular situation. Audiences laugh with them—not at them. To convey the humor, they may speak, use pantomime, sing, play music, juggle, interact with animals, or perform acrobatics. Clowns are highly skilled actors with a wide variety of skills.

In America, the development of the three-ring circus format drastically changed the nature of clowning. Clowns were forced to exaggerate their features and use broad pantomime and crude slapstick in order to be seen across giant arenas.



## Your Turn to Clown Around

A clown's make up is designed to underline or slightly exaggerate physical features or personality traits.

- Design your own clown face on a piece of cardboard. How does your clown face reflect your personality? Which parts of your personality would you choose to exaggerate? Which parts would you rather hide?

When you're done, punch a hole in each side and use a string or elastic to make it into a mask. Organize a clown parade for each student to show off his or her mask.

Divide into groups of two to four, and write a clown "gag" to perform for the rest of the class. The gag should exaggerate and point out the humor in some aspect of daily life.

What defines a clown? Could a person be a clown without wearing make up? What was the funniest thing that happened to you this week? Why?

**Wisconsin Academic Standards: Social Studies; Art and Design; Theater**

# LANGUAGE ARTS ACTIVITIES

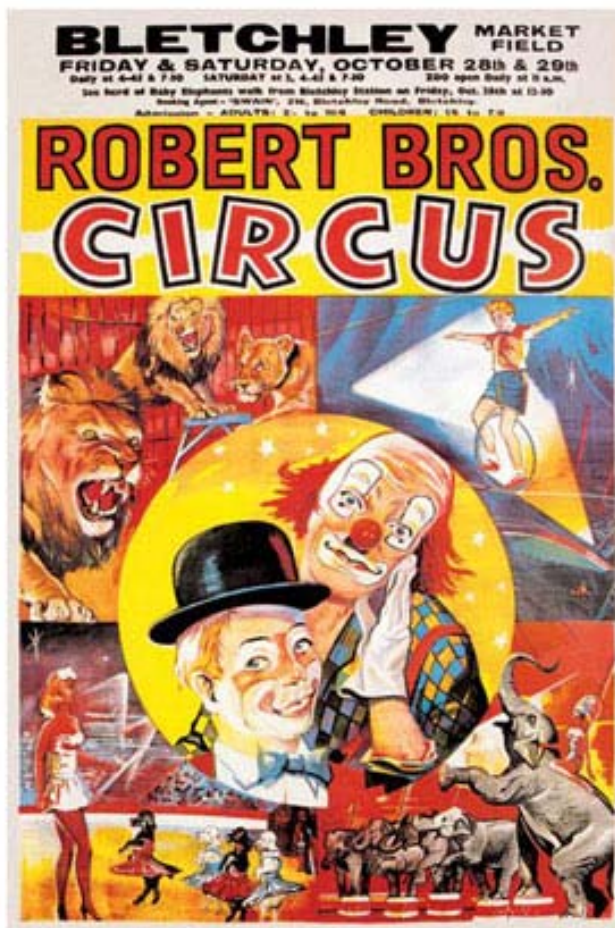
## Circus Storytelling

Throughout its history, circus has inspired artists to create poems, music compositions, novels and stories, plays, and movies. Now that you have learned about the circus, you can use it as a theme to create your own art. Write a story using one of the following as your opening line.

- I had always dreamed of running away to join the circus, and now my dream was about to come true . . .
- The ringmaster blew his whistle, and it was my turn to enter the ring . . .
- The circus performers were about to begin the show, when . . .
- A dark figure was lurking outside the big top. Quietly, he moved toward the elephants with a handful of peanuts . . .

## Circus Poetry

Watching a circus performance is likely to stir up many emotions, including joy, excitement, wonder, fear, and amusement. Performing circus arts also stirs up many emotions. One way to convey powerful emotions in writing is through poetry. Write a poem about watching a circus act or performing your own.



## Circus Advertising

If you owned a circus, what would you name it? Design a poster for your show that piques interest and tells your potential audience everything they would need to know to attend—

- What is the name of the show?
- Where is it performing?
- What is the date of the performance?
- What time does it begin?
- How much do tickets cost?
- What type of circus acts does your show feature?

*Wisconsin Academic Standards: Language Arts;  
Art and Design*

# POST-PERFORMANCE ACTIVITIES



## Performance Review

Ask students to describe with as much detail as possible what they remember about the performance.

After your visit to the Comedy Pet Theater, write a review of the performance. Your review should contain enough information and opinion that a reader who hasn't seen the show would be able to decide if she wanted to go even if her taste was different from yours. How observant were you at the performance? Your review may include your opinions on the following aspects of the show?

**Acts**—Describe the different acts. What emotions did they make you feel? Which did you like best and why?

**Sets and scenery**—Were they realistic or imaginative? What mood did they convey?

**Costumes**—Were they unusual or traditional? What colors and materials were used?

**Music**—How did the music or rhythms relate to the action? How did it make you feel?

**Lighting**—Did the lighting change throughout the show? How did light or darkness affect the action? Did the lighting affect your enjoyment of the show?

**Overall feeling**—How does this show compare to others you've seen? How did the audience seem to respond?

- Have the class present their reviews as though they were on a television show.
- Have the class take turns interviewing each other on their opinions about the show. What questions would they ask? Can different opinions all be right?

## Draw or Paint your Impression of the Performance

Draw or paint a picture that expresses how the performance made you feel. Or draw or paint your impression using shapes, lines, colors, patterns and other elements from your imagination that convey qualities of the show.

## Performance Feedback

We love to hear from you. Send you performance reviews and/or drawings to:

**Education Department  
Overture Center for the Arts  
201 State Street, Madison, WI 53703**

*Wisconsin Academic Standards: Language Arts ;Art and Design; Theater*

# ADDITIONAL RESOURCES

## **Save an Animal Links**

[The Humane Society of the United States](#)

[American Humane](#)

[1-800-SAVE-A-PET](#)

[The American Society for the Prevention of Cruelty to Animals](#)

[Best Friends Animal Society](#)

[Petfinder](#)

[Pets 911](#)

## **Circus Links**

### **Circus World**

Circus World is a thrill for all ages — a chance to see how the circus has entertained people for generations. Located on the original Ringling Bros. Circus Winter Quarters — a National Historic Landmark in Baraboo, Wisconsin.

### **Ringling Brothers Circus Fun Zone**

Online circus related activities for all ages.

### **Zor Shriners Circus**

# WISCONSIN ACADEMIC STANDARDS

## **FAMILY AND CONSUMER EDUCATION**

- A.1 Identify several contributions the family makes in meeting family members' needs for food, clothing, shelter, and economic resources; encouraging development of all family members throughout life; and taking action to improve conditions in the home, workplace, neighborhood, community, and world
- A.2 Describe and give examples of continuing concerns of the family, such as what should be done to
- learn ways to interact and communicate with others
  - cultivate feelings of respect about oneself and others
  - provide adequately for the family's food, clothing, health, and safety
  - relate to others within and outside the family
  - maintain cooperative attitudes and ways of working within the family
  - learn ways to think for oneself and make decisions
  - conserve natural resources
- A.3 Analyze a variety of resources individuals and families use for addressing continuing concerns of the family

## **ART AND DESIGN**

### **Visual Communication and Expression**

- E.1 Communicate basic ideas by producing studio art forms, such as drawings, paintings, prints, sculpture, jewelry, fibers, and ceramics
- E.5 Use the visual arts to express ideas that cannot be expressed by words alone

### **Personal and Social Development**

- I.1-3 Use art to understand how they feel. Talk or write about feelings in a work of art
- I.4 Recognize their own feelings when they look at work of art
- I.7 Work alone and with others to develop visual ideas and objects

### **Visual Imagination and Creativity**

- L.1 Use their knowledge, intuition, and personal experiences to develop ideas for artwork
- L.7 Exhibit imagination by interpreting situations from more than one point of view

## **SOCIAL STUDIES**

### **The Behavioral Sciences**

- E.7 Explain the reasons why individuals respond in different ways to a particular event and the ways in which interactions among individuals influence behavior

## **LANGUAGE ARTS**

### **Writing**

- B.1 Write expressive pieces in response to reading, viewing, and life experiences (narratives, poetry, reflections, and letters) employing descriptive detail and a personal voice

### **Oral Language**

- C.1 Orally communicate information, opinions, and ideas effectively to different audiences for a variety of purposes

## **THEATER**

### **Play Reading and Analysis**

- A.1 Attend a live theatre performance and discuss the experience, including: what happened in the play, identify and describe the characters, say what they liked and didn't like, describe the scenery, lighting and/or costumes

### **Performance**

- B.1-2 Pretend to be someone else, creating a character through physical movement with sounds and/or speech, using facial expressions

# THEATER ETIQUETTE AND EXPERIENCES

We have a wonderful opportunity at this performance to help youth learn about attending live performances.

Please discuss the following with your students:

1. Sometimes young people do not realize how a live performance differs from watching a movie or television show. A live presentation has not been pre-recorded with the mistakes edited out. This makes it riskier for the performer and more exciting for the audience. It also means the audience has a real contribution to make to the overall event. Each audience member affects those around him/her as well as the performer. Concentrate to help the performers. The audience gives energy to the performer who uses that energy to give life to the performance.
2. An usher will show you where to sit. Walk slowly and talk quietly as you enter the theater.
3. For safety's sake, do not lean over or sit on the balcony railings or box ledges. Please be careful on the stairs. Avoid horseplay and running throughout the building.
4. If necessary, use the restroom before the performance begins. Adults need to accompany young students.
5. You may talk quietly to the people next to you until the performance begins.
6. When the lights in the theater begin to dim, it is the signal that the performance is about to begin. Stop talking and turn your attention to the stage.
7. Stay in your seat throughout the entire performance.
8. During the performance, listen quietly and watch closely. Talking during the performance will distract other audience members and performers. Try not to wiggle too much and don't kick the seat in front of you. These disruptions make it hard for others around you to concentrate on the show.
9. Sometimes during a performance you may respond by laughing, crying, or sighing. By all means feel free to do so! **LAUGHING IS APPROPRIATE.** (Teachers, please do not hush the students while they are laughing.) If something is funny, it's good to laugh. If you like something a lot, applaud. This will let the performers know that you are enjoying the show.
10. At the end of the show, applaud to say thank you to the performers. The performers will bow to acknowledge your appreciation and thank you for coming.
11. When the lights get brighter in the theater, the show is over. Stay in your seats until the OnStage Coordinator dismisses your school.
12. Please remember:
  - Taking photographs or using recording devices is strictly prohibited.
  - Beverages and food, including gum and candy are not allowed in the theater.
  - You are only one person among several hundred in the audience.
  - Please respect the performers and your fellow audience members.

Please inform your adult chaperones that ushers will be available throughout the performance if there are any difficulties.

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