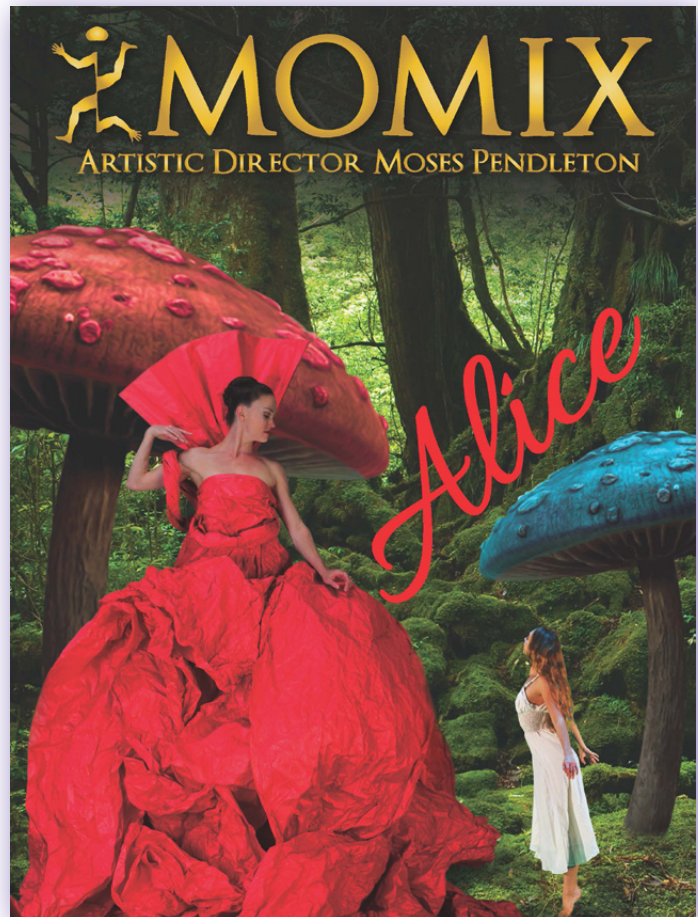
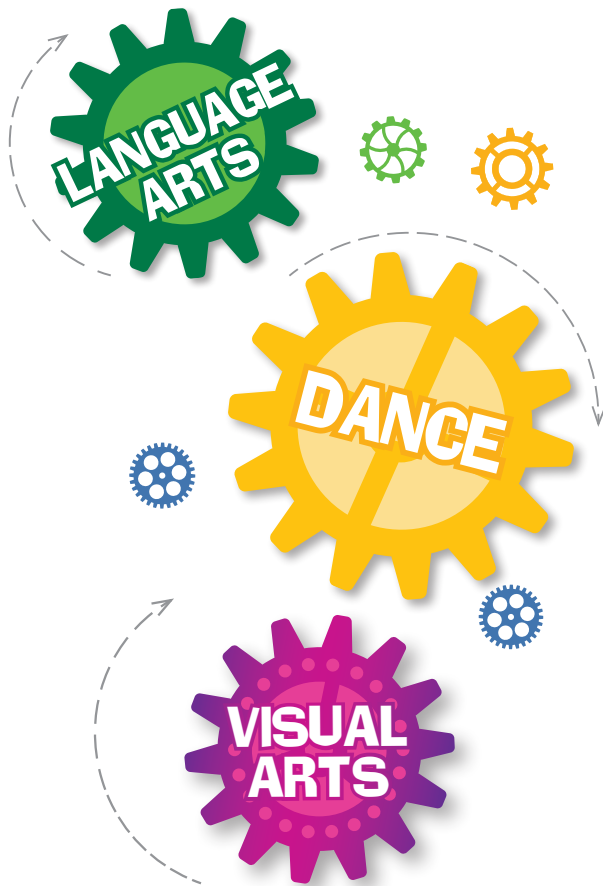




ARTWORKS FOR SCHOOLTIME

2022-23 Learning Module Series 5

to accompany the Van Wezel **Schooltime** Performance of



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Van Wezel Staff: Justin Gornak and Mia Strickland

Additional materials provided by Blumenthal Performing Arts

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DANCE ME A STORY

by Deb Lombard



ELA.4.R.3 Reading Across Genres Interpreting Figurative Language ELA.4.R.3.1: Explain how figurative language contributes to meaning in text(s).

ELA.4. R.3.1: Explain how figurative language contributes to meaning in text(s). Benchmark Clarifications: Clarification 1: Figurative language for the purposes of this benchmark refers to metaphor, simile

ELA.5. R.1.2: Explain the development of stated or implied theme(s) throughout a literary text. Benchmark Clarifications: Clarification 1: Where the development of multiple themes is being explained, the themes may come from the same or multiple literary texts.

DA.4.C.1.1: Create a tableau, theme, or main idea in a dance piece to explore the potential of shapes and space.

DA.5.C.1.3: Demonstrate the use of time, space, effort, and energy to express feelings and ideas through movement.

TH.3.F.3.1 Participate in a collaborative project to create a theatrical performance and reflect on the experience.

STUDENT LEARNING INTENTIONS AND SUCCESS CRITERIA:

Today I will... explore tableau and create my own story from a picture.

I will know I am successful when... I can work with my team to create a short movement phrase using a picture for inspiration.

GUIDING QUESTIONS:

Can you create your own story from a picture?

A little about Alice

Alice is a dance adventure which is loosely based on Louis Carroll's *Alice in Wonderland*. Rather than following the story, Moses Pendleton, the choreographer and creator, used it as a taking off point for invention. Be ready to be taken on a journey that is magical, mysterious, fun, peculiar and so much more!



Activity 1 What is a Tableau?

Tableau is a **STILL IMAGE** or **PICTURE** demonstrating an idea, person, or thing. It is as if a moment of action was frozen like a statue.

- ✿ Tableaus are **SILENT**.
- ✿ Tableaus are strong when they use **MULTIPLE** or **DIFFERENT LEVELS** and **STRONG GESTURES**. A gesture is a movement of part of the body, especially a hand or the head, to express an idea or a feeling.

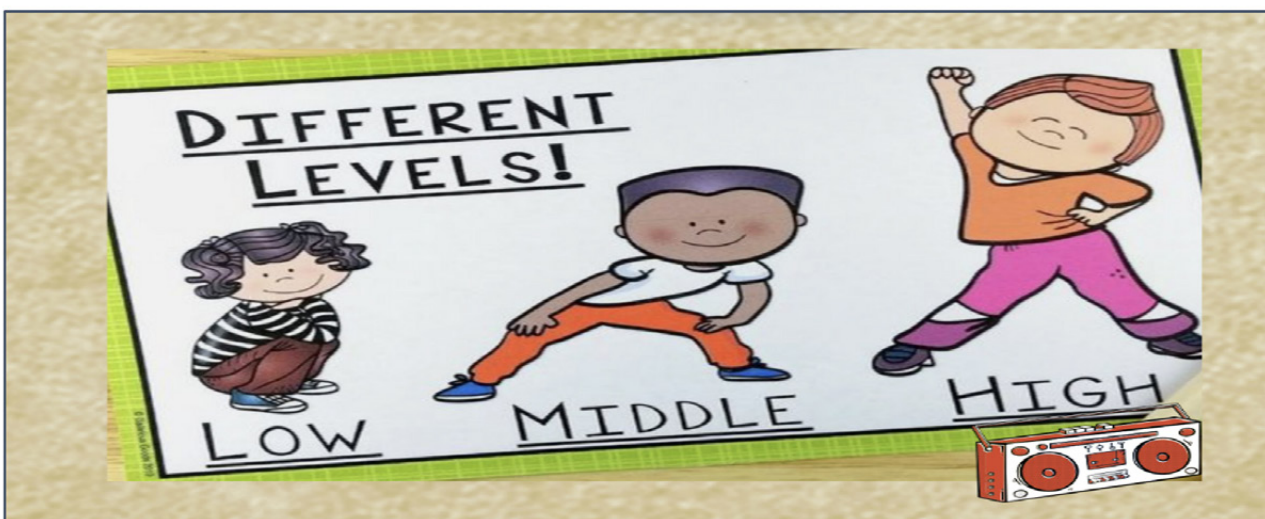


Let's practice making a tableau.

I will call out an action and I want you to freeze in that activity. I will call 1-2-3-Freeze! Use your whole body and that includes facial expressions and strong gestures.

- ✿ Flying a kite
- ✿ Shooting a basketball
- ✿ Receiving a new toy

Repeat this activity, but this time ask them to explore it on a different level-low, medium, or high.



ACTIVITY 2 CREATING A TABLEAU FROM A PICTURE

(Attachment 1)

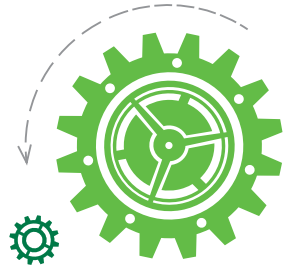
Put the students into groups of 3-5. Tell them that we are going to create a tableau from a picture. Remind them to pay attention to the facial expression, levels, and gestures. Hand out a picture to each group. Give them 3 minutes to recreate the picture. They can add characters if there are not enough characters in the pictures or they can be an inanimate object in the picture.

Share with class.

ASK: What strong gestures did you see? What do you think they were trying to say?

What do you think is happening in this tableau?

How did using facial expression enhance the tableau?



MAIN ACTIVITY “WHAT HAPPENS NEXT?”

(Attachment 2)

Working from the tableau they created in activity 2, tell the students that they will be creating their own story. Hand out and review a copy of attachment 2 to each group. Give them 3-6 minutes to complete step 1-3.

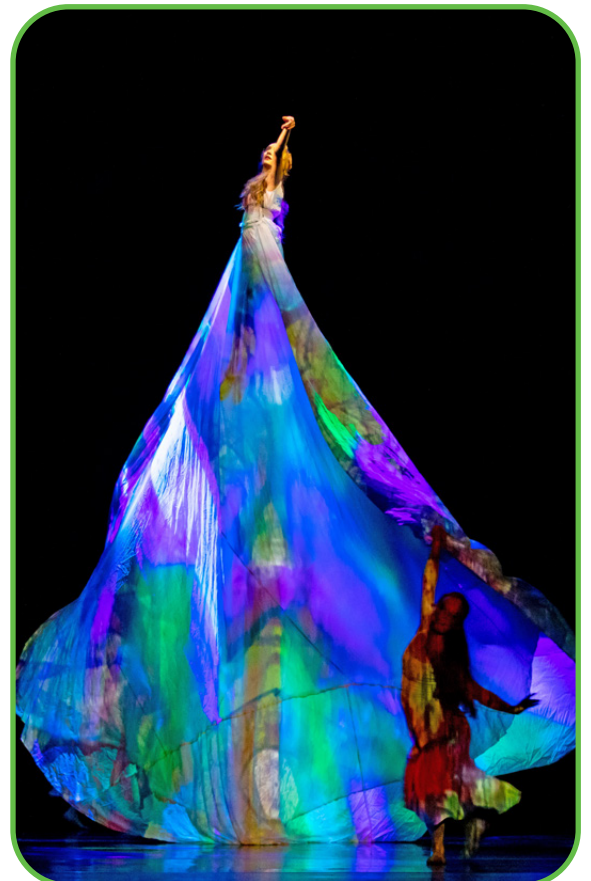
Have each group share with class.

ASK: What did you see? What gestures did they use?

What was hard about this activity? Easy?

EXTENSION:

Add music to the tableau story.



ATTACHMENT 1

*"We are Tweedledee and Tweedledum," they said.
"And there isn't any White Rabbit here."
Then Tweedledee and Tweedledum began
reciting a very silly poem to Alice –
"The Walrus and the Carpenter."*



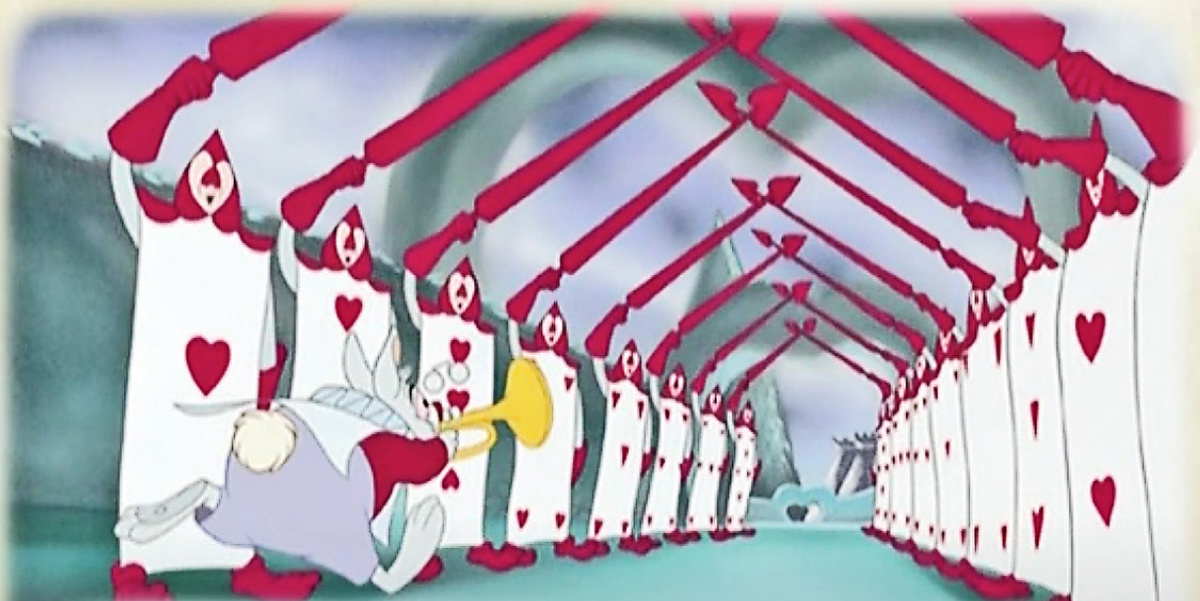
*Just as the Queen was about to win
the game, she raised her arms, while
the flamingo held the hem of her gown.
The Queen toppled over, and all that
could be seen of Her Majesty was her
legs wiggling in the air. The sight
was so silly, everyone laughed!*



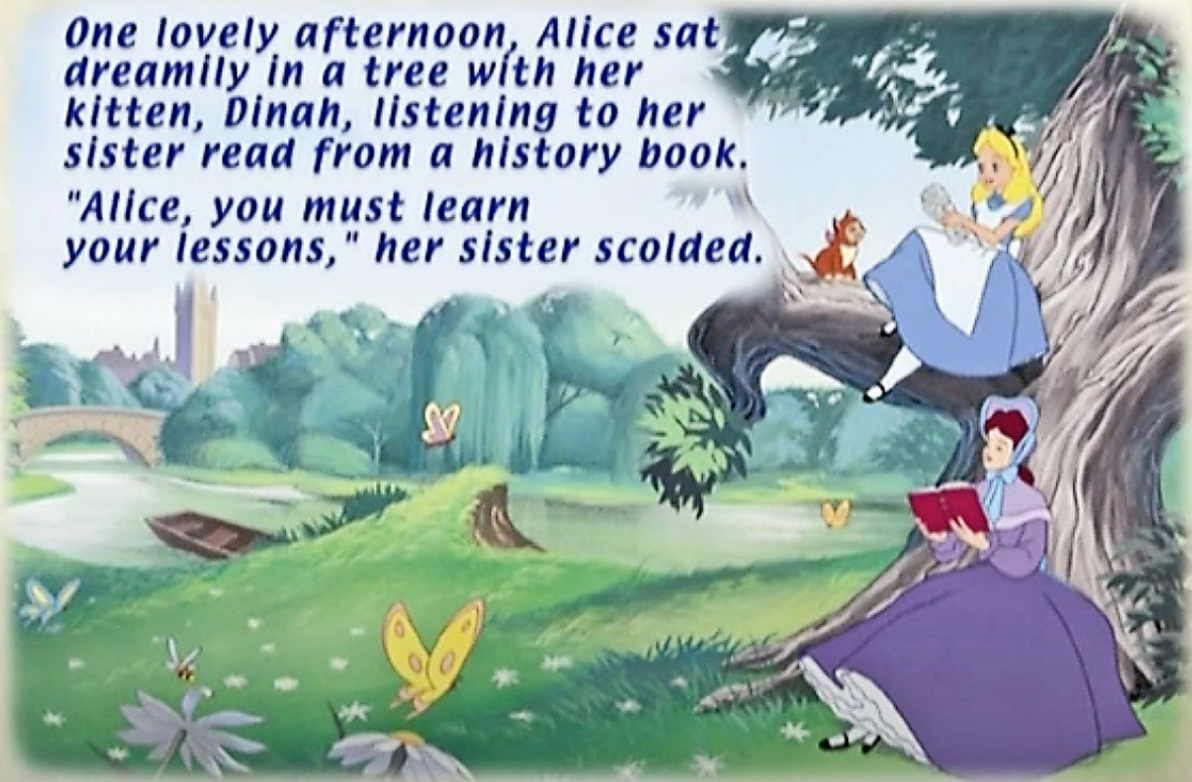
The Queen didn't see the Cheshire Cat appear behind her. The cat playfully tied the hem of the Queen's gown to her flamingo's beak.



Just then, Alice heard the sound of trumpets, and the palace doors opened. A long line of playing card soldiers marched out. Alice stopped to watch the parade of soldiers, and saw the White Rabbit!



One lovely afternoon, Alice sat dreamily in a tree with her kitten, Dinah, listening to her sister read from a history book. "Alice, you must learn your lessons," her sister scolded.



Alice walked into a forest glade, saying, "I wonder where that White Rabbit is!" Suddenly two round, silly little men bounced toward the startled Alice. They looked exactly alike.





Once again, Alice didn't know which way to go. She was hopelessly lost. "Sometimes it's a good idea to stay where you are until someone finds you," Alice told herself.

The Queen invited Alice to play a curious game of croquet, with hedgehogs instead of balls, and flamingos instead of mallets! Alice soon found that the Queen would do anything to win at croquet—even cheat.



ATTACHMENT 2 TABLEAU TO STORY



Your group will create a short story from the tableau you made in Activity 2. But here's the twist, you'll create this short story without talking. Use your bodies and facial expressions to communicate instead. You can choose the Alice story, or something new. Have fun and take us on a fun and imaginative journey!

Step 1 Brainstorm ideas for your tableau story:

- -----
- -----
- -----

Step 2 Story Map Your Adventure

Beginning

Middle

End

Step 3

Tableau to Story

Every good story has three main parts: the beginning, the middle, and the end. Begin your story in your tableau (the frozen shape you created). Then, tell your story through movement. And finish your story frozen once again in a tableau. Remember, instead of talking, use facial expressions, gestures, and levels.

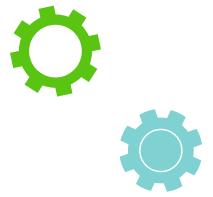
Share with class





CURIOUSER AND CURIOUSER

By Jenna Outerbridge



LESSON:

Using the elements of dance (body, energy, space, time) students will connect mathematical concepts to movement and visual patterns.

GRADES: K through 5th grades

STANDARDS:

MA.GR.1.2 Compare two-dimensional figures based on their similarities, differences, and positions. Sort two-dimensional figures based on their similarities and differences. Figures are limited to circles, triangles, rectangles, and squares.

MA.K.M.1.1 Identify the attributes of a single object that can be measured such as length, volume, or weight.

MA.K.M.1.2 Directly compare two objects that have an attribute which can be measured in common. Express the comparison using language to describe the difference.

MA.K.12.MTR.5.1 Use patterns and structure to help understand and connect mathematical concepts.

MA.K.12.MTR.4.1 Engage in discussions that reflect on the mathematical thinking of self and others.

DA.4.O.1.1 Describe how the elements of dance are used in class and in dance pieces.

DA.1.S.1.1 Discover movement through exploration, creativity, self-discovery, and experimentation in dance.

DA.1.O.3.2 Use accurate dance terminology to describe specified movements and shapes.

DA.2.H.3.1 Create a dance phrase using numbers, shapes, and patterns.



STUDENT LEARNING INTENTIONS AND SUCCESS CRITERIA

Today I will create symmetrical and asymmetrical shapes with my body. I will explore the dance element of space and connect my movement to geometric shapes and pathways.

I will know I am successful when I can work with my partner to create movement using scale, pathways, and geometric shapes.

GUIDING QUESTIONS

How can you use the element of space to create geometric shapes and floor patterns with your body?

How can you create shapes with your body that show symmetry and asymmetry?

DEFINING TERMS

Kinesphere the space within the body's reach without stepping out of place

Symmetry similar or exact parts facing one another

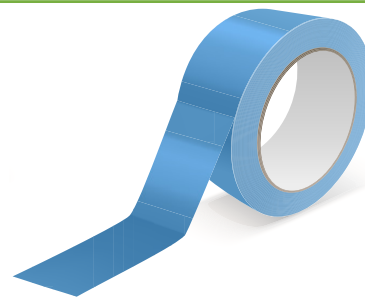
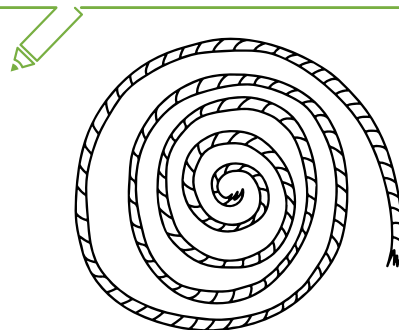
Asymmetry imbalance between two parts; two parts not being the same

In Momix Alice, the dancers create different shapes with their bodies using levels (high/low), scale (big/small), and distance (near/far). In dance, this element is referred to as space.



MATERIALS

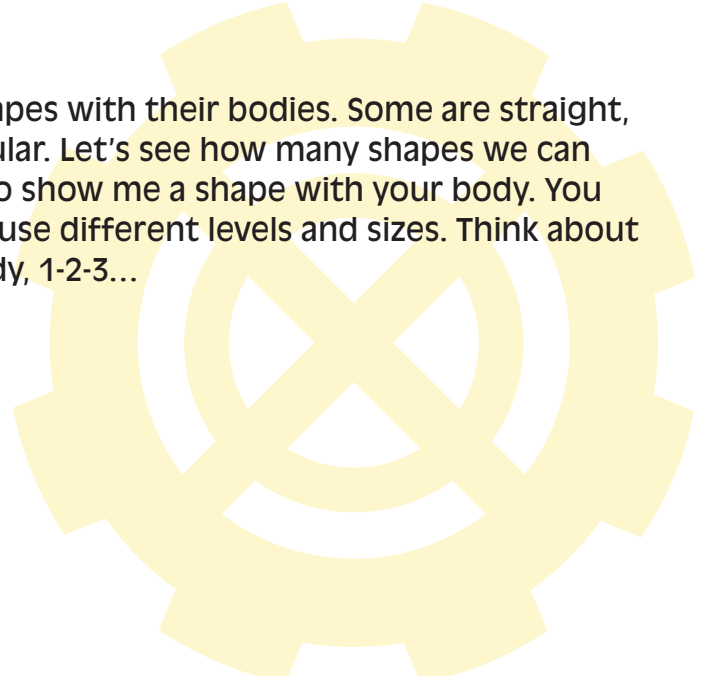
- ✿ Long rope or jump rope
- ✿ Painter's tape



WARM-UP

Let's create some different shapes with our bodies. Find your own space and plant your feet firmly on the ground. Don't move your feet! Reach your arms high to the sky, then low to the ground. Reach your arms out to the side and trace an imaginary bubble around your body. This space around you is called your kinesphere and you will stay within your kinesphere while we warm up.

In Alice, we see the dancers use many different shapes with their bodies. Some are straight, some are curved. Some are twisted, some are angular. Let's see how many shapes we can create together. I will count to three and ask you to show me a shape with your body. You may use one body part or your whole body. Try to use different levels and sizes. Think about making your shape small or large, high or low. Ready, 1-2-3...



- * Circle
- * Square
- * Triangle
- * Rectangle
- * Diamond
- * Star



Next, let's try creating shapes with a partner. (Assist younger students in finding a partner or pairing in a trio). When I call out a shape, work together with your partner or group to create the shape, each of you using a part of your body or your whole body. Ready, 1-2-3...

- * Circle
- * Square
- * Triangle
- * Rectangle
- * Diamond
- * Star



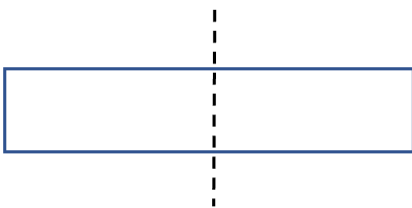
This time we will form a single file line. Rather than creating individual shapes, we will collectively create a shape or pathway across the room, in follow the leader fashion. Remember to stay in your own personal space and follow the person in front of you. Your movement can change, you don't have to do what the person in front of you does, but try to follow the same floor pattern. Students can take turns leading.

- ✿ Straight "like an arrow"
- ✿ Curve "like a rainbow"
- ✿ Spiral "like a snail"
- ✿ Zig Zag "like lightning"
- ✿ Twist "like a snake"

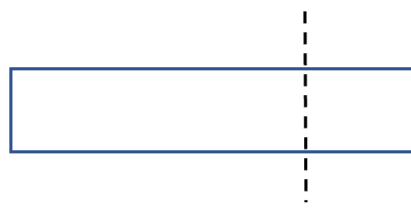


MAIN ACTIVITY

When an object is divided evenly down the middle both sides are the same or symmetrical. A rectangle cut in half creates two equal parts, or two equal squares. When the parts are uneven or unbalanced, it is called asymmetrical.



SYMMETRY

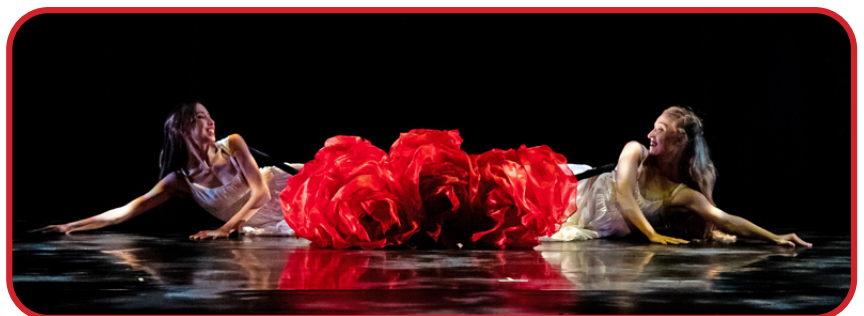


ASSYMETRY

In Alice, The Tweedles dance together using symmetry and synchronicity. The shape and size of their movement is the same, and the timing of their movement is the same. Their movements mirror one another, just like a reflection in the mirror. When you look in a mirror, the mirror acts as the line of symmetry, and your reflection copies everything you do; your reflection mirrors your movement.

PART 1

Ask students to create low level shapes that are symmetrical, then high level shapes that are symmetrical. Encourage them to make sure the shape is even and balanced on both sides.



PART 2

Take turns calling on students in groups of three. Ask one student to choose a shape that is symmetrical; ask the other two students to divide the shape in half using a long rope. Allow the other students to observe and point out the symmetry. Take turns until every student has had a chance to participate.

PART 3

Mirror Movement

Pair students facing one another. "Imagine your partner is your mirror image or reflection". Together you will create a symmetrical image.

Partner A begin to move a body part very slowly so that Partner B can copy you. The goal is to keep the image symmetrical, so both partners will have their arm/leg/head in the exact same position at the same time. Continue to move slowly, exploring the space, low/medium/high and big/small shapes. This exercise requires focus and eye contact. Remember to face your partner the entire time. After a couple of minutes, ask partners to switch their roles as leader and follower.

PART 4

Symmetrical pathways

Place a long piece of painter's tape on the floor. Split the students into two groups on either side of the tape. Explain that they will create symmetrical pathways as they move along their side of the tape, copying what their partner does. Students will take turns being the leader and the follower. They should maintain eye contact and focus the entire time. Have them move down the line, one pair at a time. When they finish, they can line up again and switch roles. The goal is to keep the movement symmetrical. If Partner A gallops, Partner B gallops. If Partner A jumps, Partner B jumps.



ENCOURAGING SIDENOTES

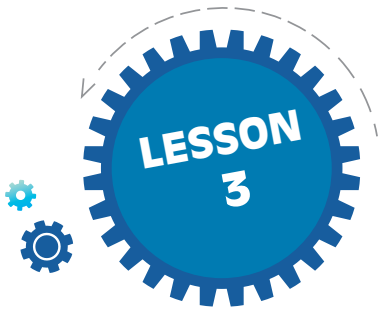
Remind the students to pay close attention to the element of space. Is the shape small/big, high/low, near/far? Maintain eye contact and move slow.

Offer suggestions for shapes or movement if a student seems stuck. Encourage them by varying the scale, level and distance when calling out a shape, such as "a symmetrical star on the floor."

REFLECTION QUESTIONS

- ⚙ Return to the guiding questions
- ⚙ What shapes were the easiest to make symmetrical?
- ⚙ What shapes were the hardest?
- ⚙ Was symmetry easier to create when you were moving or still?





LESSON 3



DANCING ALICE by Connie Cuadrado

DESCRIPTION:

Inspired by the grace and movement of MOMIX Alice, with this guide, your imagination, and a few materials you can find at home, you can create your own "Dancing Alice" puppet. If you make more than one you can create a magical choreography with your favorite characters.

RECOMMENDED AGE(S):


5-10

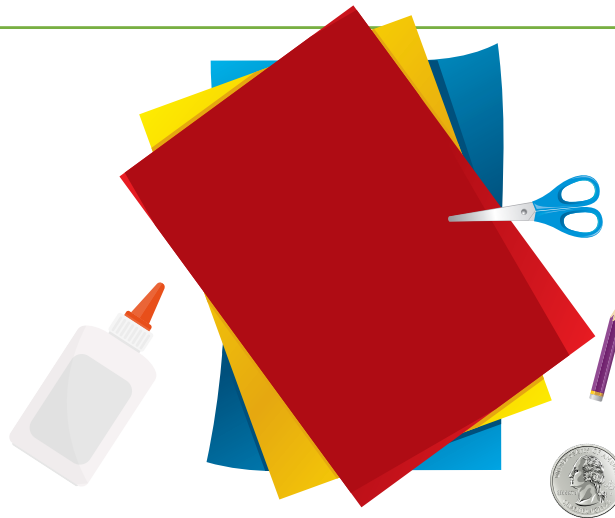
TIME TO COMPLETE:

8-12 mins. Per puppet



MATERIALS:

- 
- * Construction paper
 - * Card stock
 - * Pencil
 - * Scissors
 - * Glue
 - * Skewer
 - * 1 quarter



WHAT YOU DO:

- * Use the quarter to trace 2 circles on card stock and cut them out.
- * With the pointy tip of the skewer make a pinhole at the center of both circles.
- * Cut 6 to 8 stripes of paper 0.5 inches wide.
- * Put glue around the pinhole and place the tip of the stripes fanning out in a radial way
- * With the flat tip of the skewer push through the pinhole with the stripes facing down
- * Push through the second circle from the bottom and use glue to stick the loose end of the paper stripes to the circle. This will result in a "cage" of stripes, see the example photo.

To add your character:

- ✿ Use a piece of paper not bigger than 3x3 and fold it in half.
- ✿ Use the folded part as the top for your drawing and outline your character and cut it out leaving a folded part connected to have a front and a back for your character. See the example.
- ✿ Fold the loose bottoms inward making 0.5-inch flaps.
- ✿ Glue the flaps to the top circle and start dancing and twirling with Alice!



HOW YOU CAN SHARE:

You can take a picture or make a video of your twirling puppets and share it with us via our Facebook page and remember to tag it, **#artworksanywhere**.



About the Company



MOMIX: 40 Years of Endless Innovation

Known internationally for presenting work of exceptional inventiveness and physical beauty, MOMIX is a company of dancer-illusionists under the direction of Moses Pendleton. In addition to stage performances worldwide, MOMIX has worked in film and television, recently appearing in a national commercial for Hanes underwear and a Target ad that premiered during the airing of the 67th Annual Golden Globe Awards. With performances on PBS's "Dance in America" series, France's Antenne II, and Italian RAI television, the company's repertory has been broadcast to 55 countries. Joining the Montreal Symphony in the Rhombus Media film of Mussorgsky's Pictures at an Exhibition, winner of an International Emmy for Best Performing Arts Special, the company's performance was distributed on laser disc by Decca Records.

MOMIX was also featured in IMAGINE, one of the first 3-D IMAX films to be released in IMAX theaters world-wide. MOMIX dancers Cynthia Quinn and Karl Baumann, under Moses Pendleton's direction, played the role of "Bluey" in the feature film FX2; and White Widow, co-choreographed by Moses Pendleton and Cynthia Quinn, was featured in Robert Altman's movie, The Company. Participating in the Homage a Picasso in Paris, MOMIX was also selected to represent the US at the European Cultural Center at Delphi.



With the support of the Scottsdale Cultural Council Scottsdale Center for the Arts in Scottsdale, Arizona, Mr. Pendleton created Bat Habits to celebrate the opening of the San Francisco Giants' new spring training park in Scottsdale. MOMIX has been commissioned by corporations such as Fiat and Mercedes Benz, performing at Fiat's month long 100th Anniversary Celebration in Torino, Italy and Mercedes Benz's International Auto Show in Frankfurt, Germany. With nothing more than light, shadow, props, and the human body, MOMIX has astonished audiences on five continents for more than 40 years.

How did MOMIX get its name?

Moses Pendleton, as one of five artistic directors of the company Pilobolus, was invited in 1980 to choreograph the closing ceremonies of the Winter Olympics at Lake Placid, NY. At the Games, he performed a solo, called MOMIX, shortened for Moses Mix. The next year, he founded a dance company called MOMIX. MOMIX is also the trade name for a milk supplement that the farm-bred Moses used to feed his veal calves. MOMIX emerged as a five-member dance company in 1980. Everyone has a personal story to tell. We are all born with something special that makes us unique.

About the upcoming performance of MOMIX ALICE

Travel down the rabbit hole MOMIX-style with Moses Pendleton's newest creation, ALICE, inspired by Alice in Wonderland. As Alice's body grows and shrinks and grows again, Pendleton's dancers extend themselves by means of props, ropes, and other dancers.



"I don't intend to retell the whole Alice story" he says, "but to use it as a taking off point for invention. I'm curious to see what will emerge, and I'm getting curiouser and curiouser the more I learn about Lewis Carroll, who like me was a devoted photographer."

The Alice story is full of imagery and absurd logic – before there was surrealism there was Alice. Alice is an invitation to invent, to let imagination run and play outside. "Ask Alice," sang Grace Slick in "White Rabbit" – she also said "feed your head."

Pendleton continues, "You can see why I think Alice is a natural fit for MOMIX and an opportunity for us to extend our reach. I want to take this show into places we haven't been before in terms of the fusion of dancing, lighting, music, costumes, and projected imagery." As with every MOMIX production, you never quite know what you are going to get. Audiences will be taken on a journey that is both magical, mysterious, fun, eccentric, and much more. As Alice falls down the rabbit hole and experiences every kind of transformation, so will you.

Watch the MOMIX ALICE Trailer

<https://www.youtube.com/watch?v=uwqNyozwG0o>

History – The Original Story

Alice in Wonderland, a widely beloved British children's book by Lewis Carroll, published in 1865. With its fantastical tales and riddles, it became one of the most popular works of English-language fiction. It was notably illustrated by British artist John Tenniel.

The story centers on Alice, a young girl who falls asleep in a meadow and dreams that she follows the White Rabbit down a rabbit hole. She has many wondrous, often bizarre adventures with thoroughly illogical and strange creatures, often changing size unexpectedly (she grows as tall as a house and shrinks to 3 inches). To name a few, she encounters the Caterpillar, the Duchess (with a baby that becomes a pig), and the Cheshire Cat, and she attends a strange endless tea party with the Mad Hatter and the March Hare. She plays a game of croquet with a flamingo for a croquet mallet and uncooperative hedgehogs for croquet balls while the Queen calls for the execution of almost everyone present. Later, at the Queen's request, the Gryphon takes Alice to meet the sobbing Mock Turtle, who describes his education. Alice is then called as a witness in the trial of the Knave of Hearts, who is accused of having stolen the Queen's tarts. However, when the Queen demands that Alice be beheaded, Alice realizes that the characters are only a pack of cards. She stands up against the queen in act of defiance. As the cards assemble to attack her at the Queen's command, Alice awakens from her dream and recalls her tale to her who sister, who daydreams about these adventures on her own. She pictures Alice retelling this story to countless other little children to "make their eyes bright and eager with many a strange tale."

Story Context Questions

See if you can remember each of these details from the story of Alice in Wonderland.

1. Who is the first character that Alice sees in Wonderland?

2. What does Alice use to grow or shrink to be the right size to enter the garden?

3. Name 3 characters that Alice meets before she gets to the royal palace. Which do you find most odd and why?

4. One of the main themes in the book is growing up. The confusing characters in Wonderland are believed to represent the confusion of entering adulthood. Select a character that Alice meets and explain what they might represent as a symbol of adulthood.

5. Another theme in the book is managing emotions. Is there a particular character or two that comes to mind who can't keep his or her temper? What happens when they can't keep it together?

6. Does Alice do a good job at keeping her emotions at ease during the book? How would you feel if you were in her situation?

Who's Who?

Briefly describe each character from Alice's adventures in Wonderland, what they might symbolize, and list a character trait or two that makes them unique. Keep in mind that not all these characters will be in the adaptation on stage.

Alice _____

White Rabbit _____

Queen of Hearts _____

King of Hearts _____

Cheshire Cat _____

Duchess _____

Mad Hatter _____

Caterpillar _____

March Hare _____

Dormouse _____

Mock Turtle _____

Quotable Quotes

Identify who said the following quotes below and describe in detail what was happening at this point in the story.

"Oh dear! Oh dear! I shall be late!"

Character: _____

Description: _____

"I'm afraid I can't put it more clearly for I can't understand it myself to begin with; and being so many different sizes in a day is very confusing."

Character: _____

Description: _____

"Oh, you can't help that. We're all made here. I'm mad. You're mad."

Character: _____

Description: _____

"Hold your tongue!...Off with her head!"

Character: _____

Description: _____

"Well, then, if you don't know what to uglify this, then you are a simpleton!"

Character: _____

Description: _____

"Who cares for you? You're nothing but a pack of cards!"

Character: _____

Description: _____

Post Show Discussion Questions

We hope you enjoyed the show! Here are some questions you can talk through as a class so students can think critically about the performance.

1. After reading the book, were you surprised by anything that you saw in the show's interpretation? What was different from the book?
2. The choreographer worked with the scenic designer and the costume designer to create the visuals seen in the performance. How do you think the costumes helped the dancers create the character and the audience understand the character? If you were going to design the costumes for this show, what would you change from what you saw today?
3. Name an example of when the dancers worked together to create or build an image that you remember.
4. How does the music and sounds heard help tell the story? Fast music, sad music, animal sounds, etc.
5. After seeing the show, which character was your favorite? Was it the same character as when we read the book together? Why or why not?
6. What was the most surprising stunt or illusion seen in the show? Alice falling down the rabbit hole, the caterpillar, or something else?
7. Who do you think Alice admires the most? Who does she admire the least? Why do you think that?
8. Do you know that what you saw was only Act I of the show? What do you think happens in Act II?
9. Would you be brave enough to go onstage and perform like the dancers did in the show? Why or why not?
10. There are lots of other team members working on this show behind the scenes (choreographer, lighting designer, stage manager, costume designer, etc.). What backstage roles might interest you and be in your skillset?

Newspaper Article

You are a journalist for the local newspaper. Starting with a catchy headline, write a review about MOMIX ALICE performance you attended.

MAD HATTER MAD-LIB

On Alice's adventure in Wonderland, she was _____ along and came upon
(-ing verb)

a _____ tree with _____
(adjective) (adjective) (Plural Noun)

_____ the tree was the _____ table she had ever seen.
(preposition) (-est adjective)

There were _____ chairs and only the March Hare, the Hatter, and
(a large number)

_____ were sitting there. "There is no room for you!" They _____
(name of person in the room) (past tense verb)

"But of course, there is plenty of room," Alice responded.

She _____ down in a large _____. "Have some
(past tense verb) (noun - thing)

_____ "said the March Hare. Alice looked down the very _____ table
(food or drink) (adjective)

and saw nothing but _____, _____, & _____,
(adjective) (adjective) (adjective)

_____. "What a very _____ tea party," thought Alice. They
(noun) (adjective)

all began to drink _____ and play _____ around the
(noun) (title of a game)

_____ table. Suddenly, the Hatter _____ up and pulled a
(adjective) (past tense verb)

_____ out of his _____ coat pocket and asked, "oh my it's nearly
(noun) (adjective)

_____!" "Does your _____ tell you what time it is?" He asked Alice.
(time of Day) (noun)

"What a _____ way to tell time," Alice thought. "Could you please pass
(adjective)

the _____," asked the March Hare. But as soon as
(adjective) (food)

Alice picked it up, it turned into a _____ that began to _____.
(noun) (verb)

She was _____ (adjective) and decided that it was time for her to leave.
(adjective)

She _____ up and said, "Goodbye to you all. I won't be back. This is the
(verb)

_____ tea-party I ever been at!"
(adjective)

THE END