

UW-Whitewater  
Young Auditorium

Horizons School  
Matinee Series  
2010-2011



Study Guide

The Very  
Hungry  
Caterpillar &  
Other Eric Carle  
Favorites

Mermaid Theatre of  
Nova Scotia

Mon. March 7, 2011  
10:00 a.m., 12:30 p.m.  
Grades preK-3

# A Note to Teachers

Dear Teachers,

Thank you for choosing to attend a Horizons School Matinee Series performance at Young Auditorium. We strive to provide programs that enhance your curriculum and allow you to explore arts integration in the classroom with your students. To help meet this goal, we offer a resource guide for each performance. This resource guide has been designed to help you prepare your students with before activities that help them engage in the performance and after activities that encourage them to evaluate the performance and make relevant personal and academic connections. Within the guide you will find a variety of activities that can be used to enhance the core subject areas as well as the creative arts. Wisconsin Academic Standards are listed at the end of the guide to help you link the activities to your lesson plans. The materials in this guide reflect the grade range recommended by the performing arts group. As teachers, you know best what the needs and abilities of your students are; therefore, please select and/or adapt any of the material to best meet the needs of your particular group of students.

It is also part of our mission to provide teachers with support in their efforts to integrate arts in their curriculum and bring teaching artists into the classroom to work directly with students. Please visit our website [www.uww.edu/youngauditorium](http://www.uww.edu/youngauditorium) for more information about the Horizons Outreach Program and Reaching New Horizons: Arts Integration in the Classroom, our new professional development series for teachers.

As you prepare for your visit to Young Auditorium, please do not hesitate to contact our staff. We are happy to assist you in making your trip a positive and memorable experience for your students.

Thank you for your support!  
Young Auditorium

# Young Auditorium

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UNIVERSITY OF WISCONSIN–WHITEWATER

## ABOUT YOUNG AUDITORIUM AT UW-WHITEWATER

The Young Auditorium is located on the University of Wisconsin-Whitewater campus and serves both the campus and public communities. The auditorium presents the highest quality arts and entertainment programming in a wide variety of disciplines for diverse audiences. There is something for everyone each season at Young Auditorium, including touring Broadway shows; classical, jazz, rock, pop, and folk music; family entertainment; school matinee performances; world-class ballet and opera; comedy; and lectures. This season marks the Young Auditorium's 15th year of sensational performing arts programs under the big, blue roof.

The ground breaking for the auditorium in June 1991 was made possible through the Irvin L. Young Foundation. The Foundation, along with the auditorium, honors an individual whose name had long been associated with philanthropy and humanitarianism throughout the state of Wisconsin and around the world. From humble beginnings, without the advantages of a high school or college education, Mr. Irvin Young used his time, talents and strong entrepreneurial spirit to establish a variety of successful businesses. Inspired by a business trip to Africa and the commitments he formed there, Mr. Young established the Irvin L. Young Foundation in 1949. Mrs. Fern Young continued her husband's benevolence until her death in January 2002. Thousands of people, both at home and abroad, have been positively affected by their kindness. It is our goal that, by bearing Mr. Young's name, we continue in his path of serving Wisconsin residents for years to come.

## HORIZONS SCHOOL MATINEE SERIES

The mission of the Horizons program is to support the curriculum of schools by providing culturally diverse programs and outreach opportunities for K-12 students. This will be accomplished through: 1) providing performances and hand-on, interactive outreach opportunities that cultivate an appreciation for the performing arts among young people that will last throughout their lives, and 2) supporting teachers through professional development opportunities in the arts. It is our vision that someday every K-12 student in the auditorium's service region will attend a Horizon's performance and/or participate in an outreach event each school year.

### **Credits:**

Editor: Shannon Dozoryst

Resources: Mermaid Theatre of Nova Scotia, The Official Eric Carle Website and Eric Carle Museum of Picture Book Art

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[www.uww.edu/youngauditorium/horizonsSeries.php](http://www.uww.edu/youngauditorium/horizonsSeries.php)

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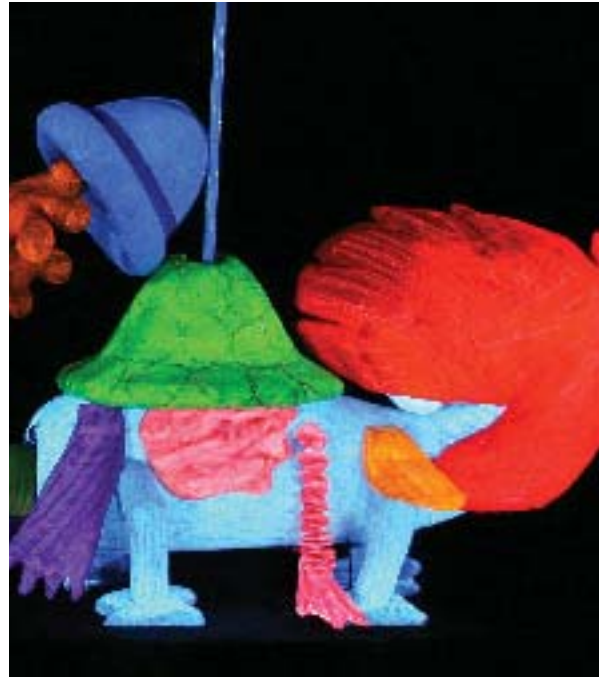
# About Mermaid Theatre

Mermaid Theatre of Nova Scotia ranks among North America's most respected theatres for the young, and plays an important ambassadorial role for Nova Scotia and Canada. The company regularly crosses the continent, and has represented Canada in the United States, Japan, Mexico, Australia, England, Ireland, Scotland, Wales, Holland, Hong Kong, Macau, Singapore, Vietnam and Taiwan. Mermaid Theatre has earned Export Excellence awards from both Governments of Canada and Nova Scotia.



Mermaid Theatre

Mermaid Theatre draws upon the magic of black light to capture the charm of three Eric Carle stories.



## About the show

Running time: 1 hr. w/ a brief Q&A following

Following upon the international success of *The Very Quiet Cricket*, Mermaid Theatre draws upon the magic of black light to capture the charm of three favorite Eric Carle stories. The triple-bill includes the wonderful story of *The Very Hungry Caterpillar's* metamorphosis into a beautiful butterfly; the fanciful account of *Little Cloud's* travels through the sky; and the *Mixed-Up Chameleon's* discovery of his own unique nature. These whimsical tales have enchanted several generations, and have been translated into twenty languages.

# Meet Eric Carle

Eric Carle is the author and illustrator of over seventy children's books and has become one of the most loved and celebrated writers for young children of our time. Born in Syracuse, New York in 1929, Carle returned to Germany where he spent much of his youth with his immigrant parents. There he studied fine art until he returned to the United States in 1952 to work as a graphic designer for The New York Times. He also worked for a short time as the art director of an international advertising agency. Carle was invited by renowned children's author Bill Martin, Jr. to illustrate his book *Brown Bear, Brown Bear, What Do You See?* Carle enjoyed this experience so much that he decided to write and illustrate his own books. His books, best known for their amazing collage art work, have sold more than 25 million copies worldwide. Eric Carle now lives in Northampton, Massachusetts.



In 2002 The Eric Carle Museum of Picture Book Art opened its doors. This museum, devoted to the art of the picture book, showcases the work of internationally noted authors and illustrators with exhibitions, studio classes, and demonstrations and presentations by visiting artists.

## Frequently Asked Questions...

**Many people ask, “Why does the butterfly in *The Very Hungry Caterpillar* comes from a cocoon, not a chrysalis?”**

Eric Carles says, “That’s a good question. **Here’s the scientific explanation:** In most cases a butterfly does come from a chrysalis, but not all. There’s a rare genus called Parnassian that pupates in a cocoon. This butterfly lives in the Pacific Northwest, in Siberia, and as far away as North Korea and the northern islands of Japan. **Here’s my unscientific explanation:** My caterpillar is very unusual. As you know, caterpillars don’t eat lollipops and ice-cream, so you won’t find my caterpillar in any field guides. Also, when I was a small boy, my father would say, ‘Eric, come out of your cocoon.’ He meant that I should open up and be receptive to the world around me. For me, it would not sound right to say, ‘Come out of your chrysalis.’ So poetry won over science!”

**How did you come up with the idea for the story?**

“One day I was punching holes into a stack of papers. Looking at the holes, I thought of a bookworm, but the bookworm did not work into an idea. So I changed the bookworm to a green worm. When I presented a book about the hungry green worm to Ann Beneduce, my editor, she liked the concept, but not the worm. ‘How about a caterpillar?’ asked Ann. ‘How about a butterfly?’ I exclaimed. That’s how *The Very Hungry Caterpillar* was born.” Since then, the book has been translated into thirty languages and sold over fourteen million copies worldwide in many different formats, making the book a childhood favorite.

# Caterpillar, Cloud, Chameleon

## The Very Hungry Caterpillar

Follow the adventures of a small caterpillar with an enormous appetite as he dines on a variety of foods that mark his transformation into a beautiful butterfly.

**Watch** how the puppet moves like a real caterpillar and eats holes in the fruit and then kicks it away

**Listen** for how the music repeats each time Caterpillar eats the food

**Think** about how you are like the very hungry Caterpillar as you eat and grow



## Little Cloud

Have you ever looked up into the clouds and imagined a whole other world of shapes and activity? Little Cloud will take you to this place, where he transforms himself into the shapes of things he sees, including a sheep, airplane, and shark!

**Watch** for all the things that Little Cloud becomes; flat, painted cloud shapes; how the head, legs, and tail fold out of the sheep cloud

**Think** about what shapes you would become if you were a cloud

## The Mixed-Up Chameleon

Bored with his day-to-day routine of changing colors, a little chameleon adventures to the zoo. There he finds many splendid animals and tries to change in order to look like each one of them.

**Watch** how the chameleon moves; how it stretches its tongue to catch the fly; how it gets a giraffe neck

**Listen** for how the sound repeats each time the fly appears

**Think** about what lesson Chameleon learns



# Before and After Activities

## Art Activities

### Collage

After reading *The Very Hungry Caterpillar* and looking at *The Art of Eric Carle*, discuss the concept of paper collages with your students and then allow them to explore this medium on their own. Provide a variety of colors of tissue paper, paint, scissors, and heavy-weight paper.

### Collaborative Caterpillar

Provide each student with a white paper plate. Allow them to decorate the plates using any materials that you have available: fabric swatches, paint, buttons, sequins, glitter, etc. When they have finished their creations, punch holes in the paper plates and string them together. Use pipe cleaners and round black dots cut out of construction paper for antennae and eyes. Hang your giant caterpillar from the ceiling of your classroom.

### Classroom Chameleons

Take full-length pictures of your students with a digital camera. After printing them, mount them onto sturdy paper and cut them into three sections: head, body, legs. Punch holes into each section and bind this together into a book. During group time, allow the kids to mix up their friends and describe the new people they have created.

### Chameleon Design

Encourage students to create their own mixed-up chameleons. Allow them to experiment with different colors, textures, weights, and patterns. They can add patterns to different types of paper (tissue, textured, foil, etc.) by stamping designs with rubber stamps or sponges. Once they have designed their papers, have them cut out shapes which they will later assemble as their chameleons. The effect of the artwork will be similar to Eric Carle's.

### Little Clouds

Provide students with colored construction paper. Squirt a drop of white tempera paint into the center. Instruct students to fold the paper in half while rubbing their hands along the length of the paper (to spread the paint). When they open the paper, they will be surprised to see a little cloud! After the paint has dried, you can ask students to interpret the shape of their own cloud or those that their classmates created.

# Activities Continued...

## Math Activities

### Caterpillar Graphing

After reading *The Very Hungry Caterpillar*, work with your students to graph the amounts of food that the caterpillar ate on each day of the week. This could be done simply using a marker and chart paper, or you could cut out food shapes to place in a bar graph for a more elaborate visual presentation. To extend this work, create a set of addition and subtraction word problems (using caterpillars and food) for your students to solve.

### Counting, Sorting, Categorizing

Create a *Very Hungry Caterpillar* bulletin board to help your students practice counting, sorting, and categorizing skills. Make foods out of construction paper and attach adhesive Velcro backing. List the days of the week at the top of the bulletin board, so students can count out the number and type of foods for each day of the week. At the bottom of the board, list categories such as fruit, meat, sweets, etc. Attach Velcro patches to these areas so that students can place food items in the correct categories once they are finished counting. (Felt also works fairly well in place of Velcro.)

## Science Activities

### Life Cycle Role Play

Discuss the life cycle of a butterfly with your students and use body movement to help them understand. For the egg stage, have students hold their ankles, bend down, and round their bodies like the shape of an egg. For the larva stage, have them lie down on the floor and squirm like a worm. For the pupa stage, have them take turns crawling into a sleeping bag or pillow case with a colorful kerchief inside. For the butterfly stage, have them pop out of the bag and wave the kerchief in the air.

### Life Cycle Collage

After discussing the life cycle of a butterfly, provide students with a circular piece of construction paper or paper plate divided into four sections. Allow them to use yarn, Q-tips, tissue paper, and scraps of construction paper to make a 3-D collage of a butterfly's life cycle.

### Picnic

Plan a *Very Hungry Caterpillar* picnic. Invite parents to bring food items that the caterpillar eats in the book: chocolate cake, strawberry ice-cream, lollipops, pickles, apples, pears, etc. make sure that the kids only get a taste of each so they don't get tummy-aches and be sure to check for food allergies ahead of time! If the kids are still hungry, they can fill up on healthier fruit snacks. This is a great opportunity to discuss nutrition with your students and help them figure out which foods at the picnic are better for them than others.

### Cloud Identification

Discuss the different types of clouds with your students: cumulus, stratus, cirrus, and nimbus. Then take a trip outside and ask them to try and identify the clouds they see.

# Activities Continued...

## Language Arts Activities

### “C” is for Caterpillar

Help your students to learn the letter Cc by having them make their own caterpillar. Provide each student with a circular piece of construction paper and ask each of them to draw a picture of something that starts with the letter “C” on it. Each circle will represent a segment of the caterpillar’s body. This activity can be used to assess a student’s ability to identify words beginning with the letter “C”. The caterpillar can be displayed in the classroom or hallway.

### Retelling of the Story

Create felt board shapes for the caterpillar and the foods found in the book. After reading, ask your students to help you retell the story by using the props as visual cues.

### Animal Features

After reading *The Mixed-Up Chameleon*, ask students to think of an animal that they would like to be and provide a reason why. Provide each student with a sheet of paper that has “I wish I had \_\_\_\_\_ like a \_\_\_\_\_.” In the first blank space, help them fill in a feature, and in the second blank space help them fill in the name of the animal. Then invite each student to draw a picture of him/herself with that animal’s feature. These pages can be bound into a classroom book for all to enjoy.

### Idioms

For advanced students, introduce the concept of idioms after reading *Little Cloud*. Discuss the sayings, “My head was in the clouds,” and “I’m floating on cloud nine.” Invite students to create visual representations of what these idioms mean.

## Word Knowledge

***The Very Hungry Caterpillar:*** egg, larvae, pupa, butterfly, cocoon, metamorphosis

Use the movement activity (listed in the science section) to help students learn the words for each of the stages in the life cycle of a butterfly.

***The Mixed-Up Chameleon:*** camouflage

Illustrate the idea of camouflage by creating a transparency of a chameleon, cutting it out, and gluing it to a popsicle stick. Have the students take turns placing the chameleon against their clothing and objects in the room to watch it “disappear.”

***Little Cloud:*** cumulus, stratus, cirrus, nimbus, transform

Have students use cotton balls to illustrate and discuss the shapes of the different types of clouds.

# Problems to Solve

## How do they make the puppets?

Mermaid Theatre's designers create several chameleons of different sizes for the show. The chameleons are made from blocks of foam that are glued together. Scissors are used to carve away parts of the foam to make the shapes for the body and head and then to smooth out the shapes. A stretchy fabric is used to cover the foam so that it is protected. The chameleons are painted with glow-in-the-dark (fluorescent) paint so that they are visible in the dark theatre under **black light**. Rods are inserted into the head and body of the chameleon puppets so that the performers can move them around the set.

## Why is the theatre so dark?

When the performance begins, the theatre will get very dark. Don't be afraid! The reason why the theatre has to be dark is so that the puppets, painted with special fluorescent paint, will glow in the dark under the **black light** that is used on stage.

## How does black light work?

A simple explanation is that black light allows us to see things that are normally invisible. Some materials contain substances called phosphors. Fluorescent paint, like the kind that is used on the puppets, invisible ink, like the kind that is used to stamp your hand at an amusement park, some laundry detergents, and marker highlighters are all examples of materials that contain phosphors. Even some natural materials, like your teeth and fingernails, contain phosphors. When these materials are in a very dark room, it is difficult to see them. However, when black light is shined on them, the phosphors emit visible light which makes the objects glow in the dark.

The puppets in *The Very Hungry Caterpillar* will seem to leap and float about the stage all on their own because they are painted in fluorescent colors that glow in the black light. The puppeteers are almost invisible because they wear black from head to toe and blend into the black drapes that are the background for the set.

## Look carefully for...

- actors/puppeteers dressed in black clothing so they blend into the background
- puppets painted in fluorescent or glow-in-the-dark paint

# Courtesy Counts

Please share this information with your students . . . most children are unfamiliar with proper theatre behavior. Make sure you share these courtesies as a part of their experience, and be sure to select shows appropriate for their age & attention span. Have them use the restroom before the performance begins.

**Produce positive energy**...Watching a live theatre performance is very different from watching a movie or television show. A live presentation has not been pre-recorded with the mistakes edited out. The audience's behavior and reactions can either add or detract from a performance. Each audience member affects those around him/her as well as the performers. Concentrate on helping the performers by producing only positive energy!

**Find your seat**...An usher will show you where to sit. Walk slowly and talk quietly as you are seated.

**Keep it clean**...Gum, food, and beverages are not allowed in the theatre!

**Quiet on the set** . . . Young Auditorium is known for its excellent acoustics, so if you make a noise others will hear you (including the performers)! Please no talking, humming, unwrapping cough drops, candy, or foot tapping during the performance. Exceptions to this rule include shows that ask for audience participation. Applause and laughter are appreciated and appropriate.

**Unplug** . . . Turn off pagers, cell phones, cameras, and watch alarms during performances. Better yet, leave them at home or school!

**Only use your memory as a recording device** . . . Flash photography and video recording is not allowed during performances because the bursts of light are dangerous to the performers on stage and distracting to other patrons. Please keep recording equipment at home or school or conceal it in a jacket pocket or purse.

**Respect personal space** . . . Please keep feet on the floor, not on the seat or balcony rail in front of you. Shifting in your seat, wearing hats, or wandering in the aisles is extremely distracting to those around you; please stay in your seat until intermission or the final curtain.

# After the Performance

**Write a friendly letter** - As a way to reflect on the play, ask your students to write the Young Auditorium staff a letter. Our staff would love to hear what your students think about the Horizons productions they experience. For your convenience there is a letter template on the next page that is ready for you to reproduce for your students. This activity will provide your students with the opportunity to practice their writing skills by writing a critical evaluation of the Horizons performance for an authentic audience.

**Create a Theatre Journal** - Download and reproduce the four *Theatre Journal* pages available on the Young Auditorium web site. [www.uww.edu/youngauditorium/HorizonsSeries.php](http://www.uww.edu/youngauditorium/HorizonsSeries.php) Copy the pages back-to-back and fold them down the middle into a booklet. There are a variety of writing and drawing activities to stimulate your students' imaginations before and after the play.

**Draw What You Saw** - Print copies of the "stage page" (page 11) and ask your students to draw something that they saw on the stage at Young Auditorium. Ask students to describe their pictures to the class. Hang their pictures up in your classroom or a school hallway.



Young Auditorium  
Horizons School Matinee Series  
930 W. Main Street  
Whitewater, WI 53190

Dear Horizons:

My name is

I liked the play because

My favorite part was when

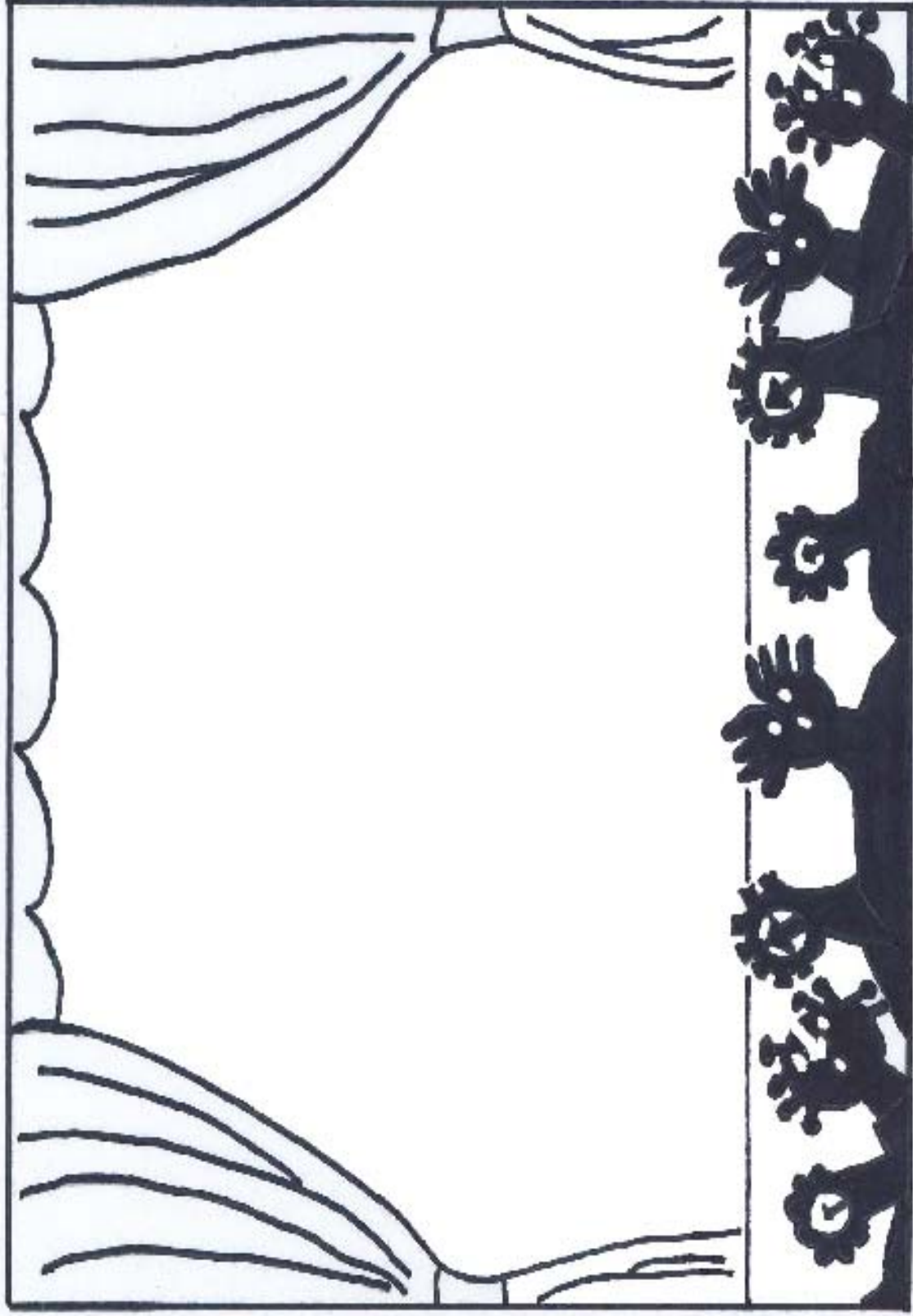
One question that I have is:

Signed:

---

(your signature)

## Young Auditorium



What did you see at Young Auditorium?

# After the Performance

## Discussion Questions

Use the information in this study guide to answer these questions:

1. What foods does Caterpillar eat (in the book and play)? Which of these foods are nutritious (good for you), which are not? What do real Caterpillars eat?
2. What are the stages in the life cycle of a butterfly?
3. Why did Eric Carle use a “cocoon” in the story instead of “chrysalis?”
4. How did Eric Carle think of the idea for The Very Hungry Caterpillar story?
5. If you were a cloud what shapes would you like to change into?
6. What are the scientific names for the different types of clouds? (Show students pictures and ask them to identify.)
7. What lesson does Chameleon learn?
8. How do other animals or reptiles use camouflage to protect themselves? (Show students pictures as examples.)
9. Why does the theatre have to be very dark during the performance?
10. Why is it possible for the audience to see the puppets in the dark?
11. Why do the performers dress in black clothing from head to toe?

## Write to Eric Carle

You may send letters by mail to:

Eric Carle, P.O. Box 485, Northampton, MA 10160

or you may e-mail him at [www.eric-carle.com](http://www.eric-carle.com)

You are also welcome to leave a message in his guest book on his website at

<http://www.eric-carle.com/guest.html>

If you are writing as a class, send one mailing of all the letters instead of sending them individually. This saves postage and time opening the mail.



# Resources

## **Books:**

Pancakes, Pancakes (1970)

The Tiny Seed (1970)

Do You Want to be My Friend? (1971)

The Grouchy Ladybug (1977)

The Very Quiet Cricket (1990)

The Very Lonely Firefly (1995)

Does Kangaroo Have a Mother, Too? (2000)

10 Little Rubber Ducks (2005)

The Art of Eric Carle (1996), all ages

## **Web Resources:**

Eric Carle's Official Website - <http://www.eric-carle.com>

The Mermaid Theatre of Nova Scotia Website -  
<http://www.mermaidtheatre.ns.ca>

# WI Academic Standards

The following WI Academic Standards are addressed by the performance and the activities in this study guide.

## **ENGLISH/ LANGUAGE ARTS**

A.4.3 Read and discuss literary and nonliterary texts in order to understand human experience.

B.4.1 Create or produce writing to communicate with different audiences for a variety of purposes.

C.4.1 Orally communicate information, opinions, and ideas effectively to different audiences for a variety of purposes.

C.4.2 Listen to and comprehend oral communications.

C.4.3 Participate effectively in discussion.

D.4.1 Develop their vocabulary of words, phrases, and idioms as a means of improving communication.

## **MATH**

A.4.2 Communicate mathematical ideas in a variety of ways, including words, numbers, symbols, pictures, charts, graphs, tables, diagrams, and models\*

## **SCIENCE**

D.4.6 Observe and describe physical events in objects at rest or in motion

E.4.5 Describe the weather commonly found in Wisconsin in terms of clouds, temperature, humidity, and forms of precipitation, and the changes that occur over time, including seasonal changes

## **ART**

H.4.3 Show differences among colors, shapes, textures, and other qualities of objects in their artwork

H.4.4 Create three-dimensional forms with paper, clay, and other materials

## **THEATRE**

A.4.1 Attend a live theatre performance and discuss the experience

- explain 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

# Teacher/Chaperone Info.

**PLACE:** All Horizons School Matinee Series performances will be held in Young Auditorium, on the UW-W campus. Musical Encounters concerts are held in the Light Recital Hall in the Greenhill Center of the Arts. You will be escorted from the auditorium to the recital hall if you are attending a concert.

**TIME:** The doors of the auditorium will be opened 30 minutes prior to curtain time. Please arrange your schedule so the buses will arrive with time for seating and a bathroom stop. Late arrivals will not be seated until there is an appropriate pause in the production.

**BUSES:** The east side of Lot 1 is reserved for buses that are staying for the duration of the Horizon's performance. Buses that are not staying will pull into Lot 2 and line up along the curb to drop off and pick up students. Please make sure that your bus driver receives the Bus Driver's Memo available on our website.

**WHEELCHAIR:** All entrances are wheelchair accessible. If you have upper level seats, use the elevator. Main floor seats are on the same level as the lobby. Please inform us at least 4 weeks in advance if you need wheelchair seating or any other special accommodations.

**RESTROOM:** Main floor men's and women's restrooms are located on each side of the auditorium. On the upper level, the women's restroom is on the south side and the men's restroom is on the north side of the building. Please try to limit your restroom visits to before or after the show.

**SEATING:** An auditorium escort has been assigned to your school. The escort will direct you to your seats. All seats are reserved; thus each group must adhere to the seating assignment and may use only the number of seats reserved. Please plan to have chaperones seated with the students under their supervision. Chaperones - please do not bring infants/babies to the school matinee performance.

After all the students and respective chaperones have been seated, please settle in and remain seated during the entire show. No one should leave the hall until after the final curtain, except in the case of emergency. Leaving during the performance is exceedingly distracting for both the performers and members of the audience. If students must leave during the performance for any reason, re-entry into the auditorium will be allowed only when there is an appropriate pause in the program.

**CAMERAS/ RECORDERS AND CELL PHONES:** The use of cameras or recorders during any performance is strictly forbidden. Please do not bring them to the program. Cell phones must be turned off for the duration of the program. We encourage you to ask your students not to bring cell phones with them to the theatre.

Additional Information

FOOD, drinks, and chewing gum are not permitted in the auditorium.

EMERGENCY: Please contact the nearest usher in case of emergency.

LOST ARTICLES: Report lost articles to the house manager, or call 262-472-4444.

EXITING: Please disperse in an orderly manner. Teachers and chaperones have the responsibility of keeping their group together. Ushers are not assigned to oversee your exit from the building.

BUS PICK-UP: Your bus pick-up will be the same place as the drop-off.

LUNCH: Local fast food establishments and restaurants, as well as UW-W campus dining (262-472-1161) are happy to accommodate your group for lunch. Please make advanced arrangements to promote efficient service.

LUNCH SPACE: Schools may request a place to eat their bag lunches. Young Auditorium can accommodate a very limited number of people eating lunch picnic-style seated on the floor. This must be scheduled in advance. You will receive an admission slip in the mail confirming lunch space, which you must bring along with your lunches.

We thank you, in advance, for cooperating in implementing these procedures, giving all audience members the opportunity to sit back, relax, and enjoy the show.

Thank you for coming – we appreciate having you as a part of the Horizons program!

SPECIAL NOTE: Please print the Bus Driver Memo/ Map from our website and give it to your driver on the day of the show!

## Policies

Please note the following policies are in place to ensure enjoyment for all!

The house opens at least one-half hour before the curtain.

A seat must be purchased for everyone attending an event, including teachers, chaperones, and bus drivers.

Timing is everything . . . so don't be late! Performances begin at 10:00 a.m. and 12:30 p.m. so plan to arrive at the theater 30 minutes early.

Patrons arriving late are seated only when there is a suitable pause in the performance.

# Theatre Vocabulary A-Z

**Act:** 1. To perform a role on stage; 2. One of the main divisions of a play or opera, i.e. Act I, Act II

**Actor:** Someone who performs a role on stage

**Applause:** To show approval by clapping the hands

**Apron:** The part of the stage that extends in front of the main curtain

**Audience:** Spectators that listen to or watch a performance

**Backstage:** The part of the stage and theater that is out of sight to the audience

**Balcony:** A platform inside of a building extending out over part of the main floor, as in a theatre

**Blackout:** A fast shutdown of lights to darkness

**Bow:** To bend the head, body or knee in acknowledgement

**Box Office:** Refers to the ticket office where people can buy tickets for a show

**Cast:** The group of actors or performers in a show

**Catwalk:** A walkway above the stage used to gain access to equipment

**Choreographer:** A person who arranges dances or other movements

**Company:** The cast, crew, and other staff associated with a show

**Costumes:** Clothes worn by the actors on stage

**Crew:** People that perform the technical tasks for a show

**Cue:** The signal for an actor or crew member to do an action

**Curtain Call:** At the end of a performance, the acknowledgement of applause by actors taking bows

**Dialogue:** The spoke text of a play, conversations between characters

**Director:** Person who guides the making of a show

**Downstage:** The part of the stage nearest to the audience

**Dress Rehearsals:** A full rehearsal in costume, to practice the show as it will be on show night

Dressing Rooms: Room in which actors change into their costumes and apply make-up

Equity: Short for American Actor's Equity Association, the trade union of actors, directors, designers and stage managers ([www.actorsequity.org](http://www.actorsequity.org))

Follow Spot: A hand operated lighting instrument that emits a high intensity beam of light used to follow an actor on stage

Front of House: Areas of the theatre in front of the proscenium arch, includes lobby areas open to the general public

Gel: Thin, transparent sheet of colored plastic used to color stage lights

Ghost Light: A light on a pole that is left on stage when nobody is there so the last person out and the first person in won't fall off the end of the stage in the dark

Green Room: Room close to the stage for the actors to meet and relax

House: 1. The audience inside the theatre; 2. The seating area inside the theatre

Intermission: A brief break between acts of a performance, usually ten to twenty minutes long

Load In/ Load Out: Process of moving a production in or out of the theatre

Matinee: A performance held in the daytime, especially in the afternoon

Musical: A play whose action and dialogue is interspersed with singing and dancing

Orchestra Pit: Sunken area immediately in front of the stage, intended to accommodate an orchestra

Props: Something other than scenery or costumes that is used in a performance, short for "properties"

Proscenium: The frame separating the stage from the audience

Rehearsal: A practice session in preparation for a public performance

Script: The text of a musical or play

Set: The complete stage setting for a scene or act

Sound Check: A thorough test of the sound system before a performance

Stage: the part of the theatre on which performances take place

Stage Manager: A person who is in charge of the stage and the related details of a performance

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● Stage Right/ Stage Left: The left and right of the stage from the point of view of the actor on stage looking at the audience ●

Theatre: A building or area for dramatic performances

● Understudy: Someone who studies another actor's part in order to be his or her substitute in an emergency ●

Upstage: The part of the stage furthest from the audience

Usher: A person who guides audience members to their seats

● Wardrobe: The general name for the costume department ●

Wings: The out of view area to the left and right sides of the stage

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### A Lesson in Theatre Etiquette

A fun way to review theatre etiquette with your students is to have them compare appropriate dress and behavior for the theatre with other activities such as attending a concert, going to a movie, swimming at the beach, going to a sports game, or going to the mall with family or friends. Divide the class into groups and assign each group a different activity. Have the groups list the appropriate dress and behavior for their activity and why. The groups can then briefly role play their activity and present their ideas to the rest of the class. After all groups have presented, discuss how we behave differently for a live theater performance than we do for other activities (such as watching TV or a movie).

Print copies and review the "Courtesy Counts" sheet in this guide with your students.

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#### **John F. Kennedy Center Partners in Education Program**

The Young Auditorium and School District of Janesville are members of the Partners in Education program of the John F. Kennedy Center for the Performing Arts, Washington D.C. Selected because of their demonstrated commitment to the improvement of education in and through the arts, the Partnership Team participates in collaborative efforts to make the arts integral to education. For more information, please visit <http://www.kennedy-center.org/education/partners/>.



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