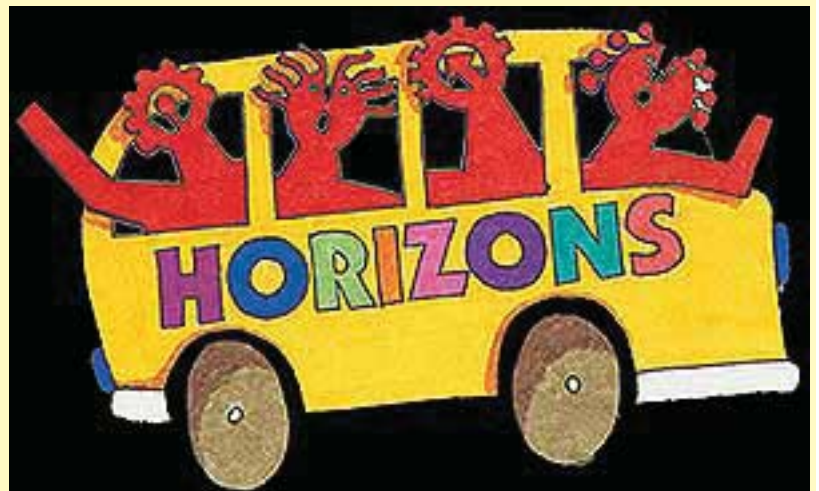


2009-2010
Educator's Resource Guide

Horizons School Matinee Series

Let's Go! Science Show
Tuesday, December 1, 2009
10:00 a.m.

Celebrating 25 Years of
Professional Performing Arts
for K-12 Students



Young Auditorium

Horizons School Matinee Series

Thank you for joining us as we celebrate the 25th anniversary season of the Horizons School Matinee Series. We are proud to announce that over half a million students have experienced a professional performing arts event with us since the inception of this program. This season continues the tradition of providing great performances to enhance learning, fire imaginations, and reinforce school curriculum in meaningful ways. Thank you for expanding children's minds and sharing with them the joy of the performing arts!

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.

Thank you for your support!

Shannon Dozoryst
Education and Outreach Coordinator



Young Auditorium

UNIVERSITY OF WISCONSIN-WHITEWATER

Credits

Editor:
Shannon Dozoryst

Let's Go Science Show
study guide content
prepared by Jest In Time
Educational Programs

Horizons Educator's
Resource Guide content
prepared by Shannon
Dozoryst

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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 hands-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 year.

Let's Go Science Show

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The Let's Go Science Show Goals

- Have fun learning about science.
- Increase your students' science vocabulary.
- Learn several physics concepts.
- Introduce the concept of the scientific method.
- Encourage kids to study science.



FOR THE TEACHER

BEFORE THE SHOW

- Introduce the science vocabulary words provided (50 minutes).
- Name tags are a great help to Professor Smart and Dr. Knowitall (if possible).
- Please remind students about good audience behavior; no talking to their neighbors, hands to themselves, and participate.
- Have fun discovering how things work and get ready for a great show!

ENJOY THE SHOW!

AFTER THE SHOW

- Review Vocabulary. Ask students which words related to each demonstration.
- Review science demos with class and have them pick 3 to do.
- Point your students to the web sites & books listed at the end of this guide then have them report back to their classmates.
- Evaluate the science show and return the attached form.

VOCABULARY

Air: A gas that blankets the earth, made up mostly of nitrogen and oxygen.

Example: We breathe the air's oxygen to stay alive. Did you know that oxygen is everywhere inside our bodies (65% of a bodies elements)?

Atmosphere: The layer of gases that blanket the earth.

Example: The earth's atmosphere is made up of 78% nitrogen, 21% oxygen, and 1% argon, carbon dioxide, and other trace gases.

Attraction: To pull someone or something closer.

Example: A magnet is attracted to objects with iron in them.

Balance: The point where two things are equal in weight or force.

Example: Two teams pulling on a rope with equal force.

Demonstrate: To show something and explain how it works.

Electricity: Electricity is the flow of electrical power.

Example: Lights are powered by electricity. The computers, printers, and video games in your houses use a lot of the electricity in your home (13%).

Energy: The ability to do work or give power.

Example: We use energy to light our houses and cook our food.

Experiment: A test done to learn whether something works or if it is true.

Force: A push or pull that can move an object.

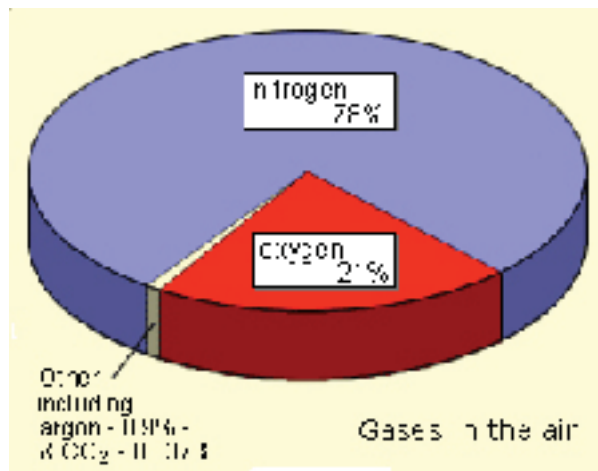
Example: Jet engines use force to move airplanes through the sky.

Gas: A thing that does not have a definite shape or size all on its own.

Examples: Air and helium. When air or helium leaves a balloon, it has no shape or size. Did you know that a cup of helium is lighter then a cup of air? That is why a balloon filled with helium floats in air.

Gravity: A force that attracts objects to one another.

Example: Gravity holds everything to the earth by attraction. Without gravity, everything would float away.



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VOCABULARY

Hypothesis: An explanation for something that has not yet been proven.

Example: A guess as to why or how something happens.

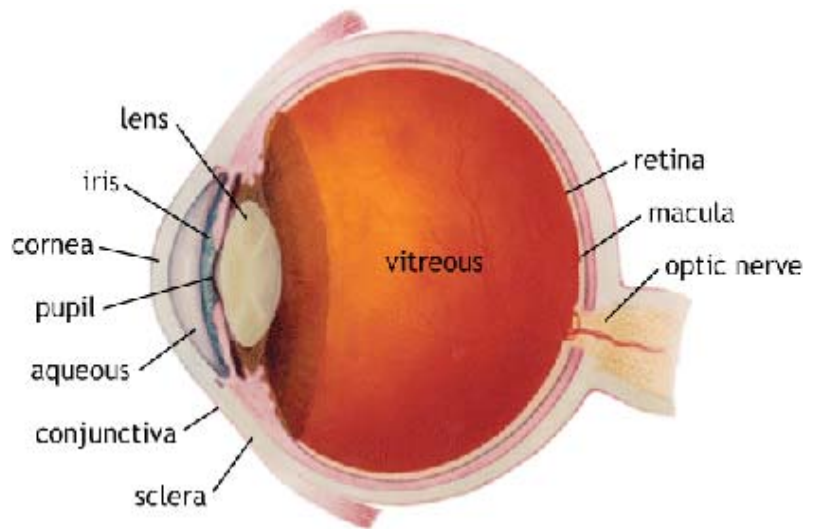
Imagination: The ability to form mental images, or the ability to see things within your own mind.

Invent: To make or create something that no one else has.

Example: To create the first cell phone.

Inventor: A person who has invented something that no one else has.

Example: Thomas Edison invented the light bulbs that we use in our houses.



Lens: A piece of glass or something see-through with curved sides that can bend or focus light.

Examples: A magnifying glass, microscope, or binoculars. Also, the part of the eye that focuses light so you can see.

Lever: A simple machine consisting of a solid material that rocks on a fixed point and is used to move an object or thing.

Examples: A teeter-totter. The great pyramid of Giza was built 4000 years ago. It was over 50 stories tall. Levers were used to lift the huge stone blocks. Some blocks weighed 160,000 pounds. That's more weight than 50 cars!

Lift: To raise something up.

Example: The Liebherr LTM 11200-9.1 crane can lift heavy objects 300 feet in the air. That is taller than a 30 story building!

Liquid: Something that has a definite volume but not a definite shape.

Example: Water, milk, and oil are examples of liquids. They spread to fit whatever holds them. Did you know that the earth has over 326 million trillion (326,000,000,000,000,000,000) gallons of water on it?

Microscope: A machine that uses lenses to make small objects look bigger.

Example: A human hair would look like a tree trunk under a microscope.

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VOCABULARY

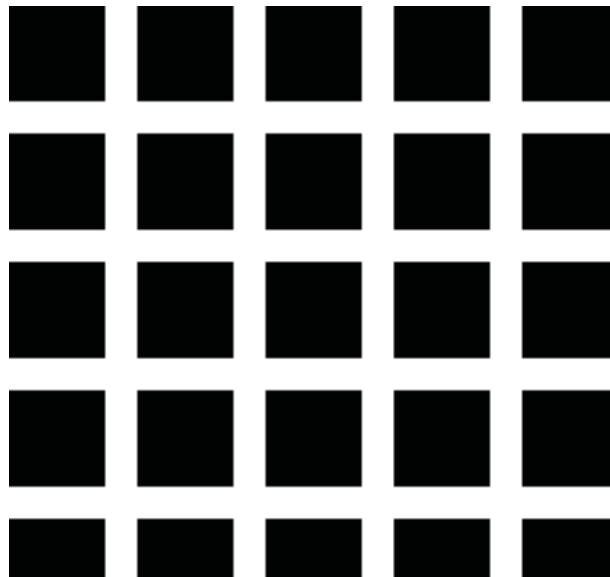
Optical Illusion: Something you think you see, but you really don't.

Example: Look at the image at right. Dark patches appear where the white lines meet, except the ones that you are directly looking at. Cover up some of the black patches and the dark patches disappear.

<http://www.eyetricks.com/illusions.htm>

http://www.exploratorium.edu/exhibits/f_exhibits.html

<http://www.echalk.co.uk/amusements/OpticalIllusions/illusions.htm>



Physics: The study of objects (or matter) and energy and how they act with each other.

Pressure: The force used when something pushes against something else.

Example: Steam engines use the pressure from boiling water to produce energy that can move objects.

Repel: To push someone or something away.

Example: Skunks repel animals by spraying a foul odor from scent glands in their bodies. This keeps them from getting eaten by larger animals. Also, magnets either repel or attract each other depending on how they are turned.

Research: To study or investigate to find out facts and learn new things.

Example: Medical scientists are studying and researching cures for cancer with the hope that someday lives will be saved.

Scientist: A person who studies science.

Example: Albert Einstein, Benjamin Franklin, Aristotle, Galileo, Benjamin Banneker, and Marie Curie are all famous scientists. Their studies and discoveries are still considered the basis of modern science.

Here are some web sites of women in science:

www.iwaswondering.org

www.women-inventors.com

www.astronautix.com/articles/womspace.htm

Skills: Having the ability or expertise to do something well.

Example: Tiger Woods has excellent golfing skills.

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VOCABULARY

Solid: Something that has a definite shape and a definite volume.

Example: Metal, wood, and rocks are examples of solids.

Static: When something is motionless or does not change.

Example: When you pause a movie the image remains static on the screen.

Static Electricity: The electrical charge that collects on the surface of something.

Example: When you rub a balloon on your hair the electrons that are on your hair jump to the balloon and stick, making your hair stand on end.

Submarine: A ship designed to operate under the sea for a long period of time.

Example: U.S. Navy submarines can go deeper than 800 feet and can travel almost 30 miles per hour.

Suspend: To hang an object or thing.

Example: A suspension bridge hangs the road from huge cables that go from one end of the bridge to the other. The Golden Gate Bridge in San Francisco is a suspension bridge.

Theory: An explanation of how things work that is proved by science.

Example: Sir Isaac Newton came up with a theory of how gravity works.

Weight: The measure of the force that the earth has on something.

Example: The scale in your bathroom measures the force of the earth's gravity on your body.

Gravity that pulls you to the earth gives you your weight.

Wings: The part of an object used for flying.

Example: Insects flap their wings to fly. Mosquitoes beat their wings 450 to 600 times per second to stay in the air. Aircraft wings have air pushed over and under them by propellers and jet engines that give the aircraft lift.

IN-CLASS SCIENCE DEMOS

1 - SOLID, LIQUID, OR GAS? (20 minutes)

Description: Students learn how to identify objects as either a Solid, Liquid and Gas.

Materials: balloon full of air, wooden block, a cup of water (or even better, water in a ziploc bag)

Procedure:

1. Write on the chalkboard the properties of solids, liquids and gases. Example:

<u>Solid</u>	<u>Liquid</u>	<u>Gas</u>
Feels hard	Can you feel it	Can't see it
Shape stays the same	Moves easily	Moves easily
Doesn't float away	Changes shape	Can't feel it

2. Have the students determine which category the block, water, and air inside the balloon would fit under.

3. Looking around the room, find other things to classify into solids, liquids, or gas.

Discussion:

- Can an object change from a solid to a liquid to a gas? Name an object that can do this. Why do you think this happens?
- Is sand a liquid because you can pour it? Or is sand a solid because it is made of solid pieces?



#2 - DOES AIR HAVE MASS? (30 minutes)

Description: Discover the properties of air using balloons and a yardstick!

Materials: 1 yardstick, 2 balloons, tape, string

Procedure:

- Inflate the balloons to equal size. Tie and knot securely.
- Tape the balloons by the knot, to each end of the yardstick.
- Locate the point on the yardstick where the two balloons balance. Wrap string two or three times around this point and tape.
- Have a student balance the yardstick by suspending it out in front of them.
- Have students predict what will happen if the air in one balloon is released.

Discussion:

- Before puncturing the balloon ask the class the following questions:
- Is there something inside the balloon? (Yes) What? (Air)
- Does air take up space? (Yes)

Procedure:

- Have a student stick a pin into one balloon at its base so the air escapes slowly.
- Have students describe their observations.

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IN-CLASS SCIENCE DEMOS

#2 - DOES AIR HAVE MASS? (Continued)

Discussion:

- A. After puncturing the balloon ask the class the following questions:
- B. Why is one end of the yardstick lower? (One balloon has less air in it.)

#3 - BENDING WATER WITH A COMB (15 minutes)

Description: Is it possible to bend water using only a hair comb? Try this experiment and see the effects of static electricity on water!

Materials: 1 plastic comb or balloon, sink with a water faucet

Procedure:

1. Turn on the faucet so that the water runs out in a small steady stream.
2. Run the comb through long dry hair several times. If using a balloon, rub the balloon against long dry hair for 30-40 seconds.
3. Slowly move the comb or balloon toward the stream of water. As you get closer, the stream the water will bend toward the comb or balloon.

Discussion:

Water has a neutral charge. The water is attracted to the comb (or balloon) which has a positive electrical charge, which makes the water bend toward the comb (or balloon)

#4 - SOLAR AIR BAG (40 minutes)

Description: As the temperature of air changes, watch as its properties change.

Materials: solar air bag (or lightweight large black trash bags), kite string

The Solar Air Bag can be purchased for \$17.95 at:

<http://www.google.com/products?hl=en&resnum=0&q=Solar+Air+Bag&um=1&ie=UTF-8>

Procedure:

1. Unfold the bag and have students run with the opening of the bag facing forward so that the bag fills with air.
2. Once filled with air, tie the end of the bag so the air cannot escape.
3. Tie kite string to the end of the bag and put it in the warm sun.
4. Watch the bag slowly rise and float in the air like a balloon.

Discussion:

The black color of the bag absorbs the energy from the sun and heats the air inside the bag. As the air in the bag heats, it expands and becomes less dense than the cooler air outside the bag. Once the air trapped inside the bag heats up, it acts as a hot air balloon and floats!

IN-CLASS SCIENCE DEMOS

#5 - MENTOS® AND DIET COKE® (30 minutes)

Description: Discover how potential (stored) energy in Diet Coke is transformed into kinetic energy using Mentos mints.

Materials: 2-liter bottle of diet coke, pack of Mentos mints (soft or hard can be used), two pieces of paper

Procedure:

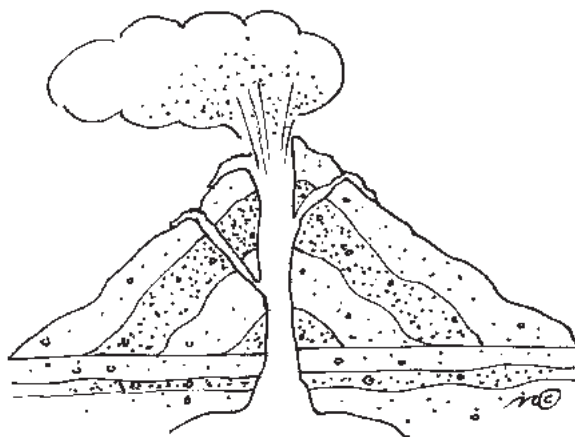
1. Take one piece of paper and make a roll. The roll should be small enough to fit in the mouth of the Diet Coke bottle, but big enough for the Mentos to pass through.
2. Fold the other piece of paper into fourths.
3. Place the bottle of Diet Coke in an open area outside
4. Carefully open the bottle of Diet Coke.
5. Place the piece of paper folded in fourths over the open mouth of the Diet Coke bottle.
6. Position the roll on top of the folded paper.
7. Drop the whole roll of loose Mentos into the paper roll.
8. Slide the folded piece of paper allowing the Mentos to be dropped into the Diet Coke, all at the same time and then STAND BACK quickly!

Discussion:

Is this reaction physical or chemical? It could be a combination of both, but most scientists are saying that the reaction is physical due to something called nucleation sites. A nucleation site is simply a place where a gas is able form a bubble. Diet Coke is pumped full of CO₂ gas to make it fizzy. When the CO₂ is mixed with the water or the liquid in Diet Coke it becomes stable because there are no nucleation sites on the liquid. When you drop the Mentos into the Diet Coke you are providing the CO₂ with thousands of nucleation sites to form bubbles that rise and cause the explosion. Why? Because the surface of a Mentos is made up of lots of pits and microscopic nooks and crannies, all of which act as nucleation sites for the CO₂ to form bubbles. The more Mentos you use, the more nucleation sites available for the CO₂ to form bubbles; therefore, the bigger the explosion. See:

<http://www.youtube.com/watch?v=kMXPOqovSBs>

You can also look at it this way. When the CO₂ is in the bottle with the coke, it is has the characteristics of potential (or stored energy). Dropping the Mentos in the Diet Coke causes the energy state of the CO₂ to change from potential energy to kinetic (active) energy resulting in the explosion.



IN-CLASS SCIENCE DEMOS

#6 - MAGIC BOTTLE (30 minutes)

Description: Discover how air pressure can control the flow of water through a hole in a bottle.

Materials: 2-liter soda bottle-empty, small nail or straight pin, pliers, water

Procedure:

1. Fill the bottle with water and screw the cap on tightly.
2. Using the pliers and the small nail or pin, make a hole about halfway down on the side of bottle. Plug the hole with your finger.
3. Hold the bottle over a sink and remove your finger. What happens?
4. Still holding the bottle over the sink, unscrew the cap. What happens?
5. Tighten the cap again. What happens?

Discussion:

When the cap is tight and does not let air in the bottle, water will initially flow from the hole until the air pressure and weight of the water inside the bottle have the same force as the air pressure outside of the bottle. The water will then stop flowing. When you squeeze the bottle, the pressure inside the bottle increases and becomes greater than the pressure outside the bottle, so water flows out of the hole. Likewise, if you remove the cap from the bottle, air enters the bottle. Then the weight of the water and the air pressure inside the bottle is greater than the air pressure outside of the bottle. The water will flow easily through the hole.

#7 - REACTION TIME (20 minutes)

Description: How good is your reaction time?

Materials: yard stick, two people, piece of paper, pen

Procedure:

1. One person holds the yard stick upright from the end with the highest numbers.
2. The second person places their hand at the below of the yardstick, with their forefinger on one side and thumb on the other, but not touching the yardstick.
3. At an unexpected moment, the person holding the yardstick drops it. Try not to anticipate when the yardstick will fall.
4. On a piece of paper note the measurement where the yardstick was caught (reaction time).
5. Repeat steps 2-4 ten more times, trying to catch the yardstick quicker and quicker. Remember, the point of this experiment is to test your reaction time. Try not to anticipate when the yardstick will be dropped, this will skew the results.
6. Switch places with your partner and repeat steps 1-5.

Discussion:

This experiment tests your reaction time, the lower the inches on the yard stick, the faster your reaction time. Reaction time is the time it takes for you to see, hear, or feel something and for you to respond physically to it. In this experiment, you see the yardstick fall then you grab it with your thumb and forefinger. The time it takes for you to catch the yardstick is your "reaction time". Look at the reaction time measurements you recorded. Are all ten of your reaction times similar? Different? What do you think makes them the same or different? What do you think would cause someone's reaction time to be faster than someone else's?

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Reflecting on 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.

Write a Review - Create an idea map on the board by asking students to brainstorm everything they remember from the performance. The first part of this activity should be objective; remind students that they will be able to express their opinions when they write the review. Prompt students with the following questions: Was there music involved? If so, what kinds of songs did they sing? In what different ways did the actors use their voices? What costumes did the actors wear? How did the different characters move? What did the set on the stage look like? What else can you remember?

- Instruct students to write a review that includes the following components:

- 1) A rating, out of five stars
- 2) One paragraph that objectively describes what you saw and heard at the performance
- 3) For each star in your rating, explain one thing you liked about the performance (e.g. a four star rating equals four things you liked about the show)
- 4) For each star under five, explain one thing you didn't like about the performance (e.g. a three star rating equal two things you didn't like about the show)
- 5) Use at least two of the new vocabulary words from this study guide in your review
- 6) Use the stages of the writing process to produce your review: pre-writing, draft, review, revise, edit
- 7) Publish your work by sending it to Young Auditorium! (Use the address on the letter template on the next page.) We would love to hear from you, and our education coordinator will write back!

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 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.



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

Dear Horizons:

My name is _____

I attend _____ School in _____ (city or town).

I just saw _____ (name of show).

I liked the performance because

My favorite part was when

One question that I have is

Signed

Related Resources

READING LIST

101 Physics Tricks
Cash, Terry

Fascinating
Experiments in
Physics
Cherrier,
Francois

Physics Lab in the
Home
Friedhoffer, Robert

Science Lab in a Supermarket
Friedhoffer, Robert

Famous Experiments You Can Do
Gardner, Robert

Measuring Weight and Time
King, Andrew

Science School
Manning, Mick

A Physics Lab of Your Own
Mark, Steven

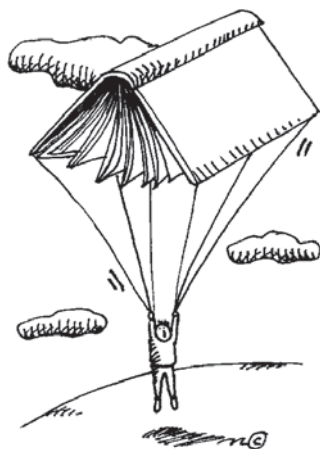
Adventures With a Cardboard Tube
Milgram, Harry

Have a Ball
Stone, A Harris

The Heat's On
Stone, A. Harris

Science on a Shoestring
Strongin, Herb

Be a Kid Scientist



WAY COOL WEB SITES

Strange Matter
<http://www.strangematterexhibit.com>
Play online with the strange matter of material science.

University of Maryland
<http://www.physics.umd.edu/deptinfo/facilities/lecdem/services/demos/mainindex.htm>
The BEST index of hundreds of science demonstrations with pictures and brief explanations.

Brain Pop
<http://www.brainpop.com/>
BrainPOP is an educational web site with Flashbased movies about mathematics, technology, health science, and social studies.

NASA Kids Club Page
<http://www.nasa.gov/audience/forstudents/k-4/index.html>

NASA-(National Aeronautics and Space Administration) web site just for kids.
Science Monster.com
<http://sciencemonster.com>
Free online Science games and puzzles.

The Science Explorer
http://www.exploratorium.edu/science_explorer/
Many easy to do experiments, from creating volcanoes to tiny sparks.

Let's Go Science Show
<http://www.letsgoscienceshow.com>
Professor Smart's and Dr. Knowitall's home page.



The Let's Go Science Show Evaluation Sheet

Your chance to grade the Professor and Dr. Knowitall:

School name: _____ Time of Show: _____ Grade: _____

1= Poor 5= Average 10 =Outstanding

1) Did you and your students enjoy the show?

1 2 3 4 5 6 7 8 9 10

2) Were there direct correlations between your school's science curriculum and the subjects covered in the show?

1 2 3 4 5 6 7 8 9 10

3) Could you and your students see and hear the show clearly?

1 2 3 4 5 6 7 8 9 10

4) Was the material presented in a clear and understandable manner?

1 2 3 4 5 6 7 8 9 10

5) Was the show age appropriate?

1 2 3 4 5 6 7 8 9 10

6) Were the study materials helpful?

1 2 3 4 5 6 7 8 9 10

7) Was the vocabulary used during the show grade level appropriate?

1 2 3 4 5 6 7 8 9 10

8) How many hours a week do you spend on science in your class?

0 1 2 3 4 5 6 7 8 9 10

9) Is there anything that you think the show could add?

10) Was there anything the show could have left out?

Additional Comments: _____

Please mail to:

Jest In Time Educational Programs

115 Coronation Dr.

Santa Rosa, CA 95401

For Information: (800) 829-9360 or todd@jestintime.com

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)

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 ●

● 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.

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 rest room 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 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.

FOR YOUR INFORMATION

(teachers & chaperones)

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 web site.

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 rest room is on the south side and the men's rest room is on the north side of the building. Please try to limit your rest room 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.

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 web site 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.

UW-Whitewater/ Young Auditorium
930 W. Main Street
Whitewater, WI 53190
262-472-4444 (main office)
262-472-4400 (fax)
www.uww.edu/youngauditorium

Shannon Dozoryst
Education and Outreach Coordinator
262-472-1432 (office)
262-472-4400 (fax)
dozoryss@uww.edu
www.uww.edu/youngauditorium/horizonsSeries.php

Staff:

Ken Kohberger, Director

Shannon Dozoryst, Education and Outreach Coordinator
Malinda Hunter, Office Manager
Leslie LaMuro, Marketing Director
Michael Morrissey, Audience Services Coordinator
David Nees, Technical Director
Ben Strand, Development Director

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NATIONAL
ENDOWMENT
FOR THE ARTS

A great nation
deserves great art.



The Dorothy Remp Elmer
Children's Arts Outreach Endowment