

NEW

VICTORY

SCHOOL TOOL

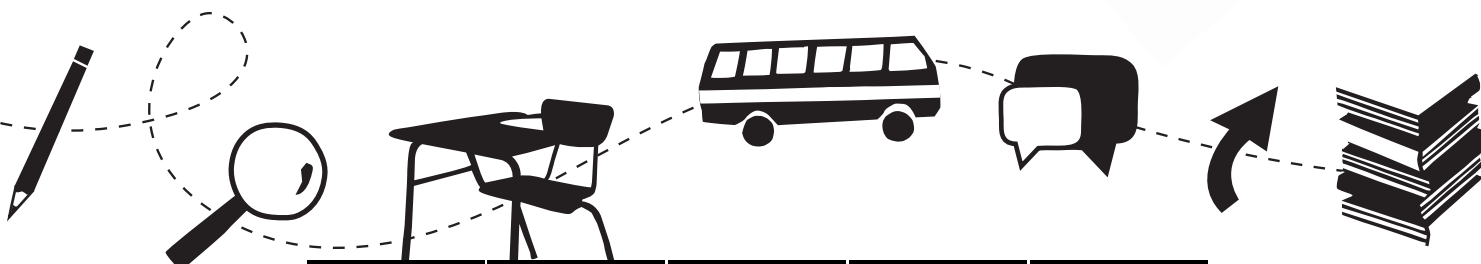
RESOURCE GUIDES



A NEW 42ND STREET® PROJECT



ONYX
PRODUCTIONS



INSIDE

BEFORE

EN ROUTE

AFTER

BEYOND

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SHOW ART: TOM SLAUGHTER, ILLUSTRATIONS: KATIE DIAMOND, PHOTOS: ADAM CALLAC, MARCELO MARAGNI, GENE PETERSON, ANDREY SPEVAKIN, CONAN WHITEHOUSE

NEW VICTORY SCHOOL TOOL RESOURCE GUIDES



INSIDE

BEFORE

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THE NEW VICTORY THEATER

The New Victory Theater is New York City's first full-time performing arts theater for kids, their families and classmates. Since it opened in 1995, The New Victory has quickly become an integral part of the cultural landscape in New York City, presenting a full season of adventurous multidisciplinary works from around the globe and close to home. The New Vic seeks out sophisticated, thought-provoking, professional productions that are as artistically rich as they are entertaining.

The international productions on NEW VICTORY stages inform and inspire the work of the award-winning NEW VICTORY Education Program through a dynamic combination of school and public programs. Our school programs serve over 34,000 Pre-K through 12th grade students and teachers each season at almost no cost to the kids or their schools. Many of our partners are NYC-area Title I schools, with a high percentage of students who would be unable to experience live theater if it weren't for The New Victory. The enthusiastic young people who greet you on your way into the theater are part of the New Vic Usher Corps, a 3-year program that provides 27,000 hours of paid employment for 75-80 high school and college-age youth each season. Families who attend the New Vic together combine their theater-going with NEW VICTORY Family Workshops, as well as free in-theater engagement activities. Together, these nationally-recognized programs exemplify the organization's long-standing commitment to the intrinsic value of cultural participation in the lives of young people and families.

NEW VICTORY EDUCATION PARTNERSHIP

The NEW VICTORY Education Department is committed to building impactful and long-lasting relationships with schools and after-school programs. We believe that creating strong and meaningful partnerships between schools and arts organizations allows school communities to deeply enrich their arts programs and infuse creativity across the curriculum. By annually enrolling in the unique and award-winning NEW VICTORY Education Partnership Program, schools take advantage of \$2 tickets to NEW VICTORY school-time and after-school performances, free classroom workshops led by highly skilled teaching artists, in-depth resources and professional development that allow teachers to incorporate the arts into their classrooms.

NEW VICTORY® SCHOOL TOOL™ RESOURCE GUIDES

Available to Education Partners for every show in our season, NEW VICTORY SCHOOL TOOL Resource Guides provide educators with comprehensive materials that explore the artistry and key themes of each production. Filled with practical, ready-to-implement activities that allow any teacher to incorporate The New Victory into their classroom, the NEW VICTORY SCHOOL TOOL Resource Guides are designed to enrich the performance experience before, during and after the students' trip to the theater.

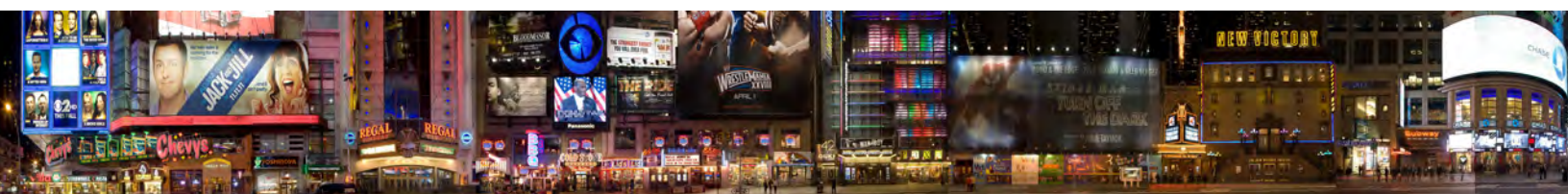
THE NEW VICTORY THEATER
209 W 42ND STREET
NEW YORK, NY 10036

CONTACT INFORMATION
Education@NewVictory.org
646.223.3090

MAKING CONNECTIONS TO LEARNING STANDARDS

NEW VICTORY SCHOOL TOOL Resource Guides align with the Common Core State Standards, New York State Learning Standards and New York City Blueprint for Teaching and Learning in the Arts. We believe that these standards support both the high quality instruction and deep engagement that The New Victory Theater strives to achieve in its arts education practice.

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NEW VICTORY® SCHOOL TOOL™ Resource Guides are made possible by a generous gift in memory of Fr. John R. Scarangelo, OFM whose lifelong passion for the theater was a powerful influence on all who were fortunate to know and love him.

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This section is part of a full New Victory® SCHOOL TOOL™ Resource Guide. For the complete guide, including information about the New Victory Education Department check out: NEWVICTORY.ORG/SCHOOLTOOLS

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inside | 360 ALLSTARS

BEFORE

EN ROUTE

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INSIDE



COMMON CORE STANDARDS

Speaking and Listening: 1; 2; 6
Language: 1; 3; 4; 6

NEW YORK STATE STANDARDS

The Arts: 1; 4
ELA: 1; 4

BLUEPRINT FOR THE ARTS

Theater: Developing Theater Literacy;
Making Connections

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inside | 360 ALLSTARS

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INSIDE

[Urban Circus +
Rotation + Street Art
+ A Cast of World Champions
(no big deal) =
360 ALLSTARS]

Circling the globe and spinning circles around the competition, 360 ALLSTARS showcases seven sensational champions on a single stage. Meet Pete, a professional trick BMX rider from Hungary and check out the acrobatic stylings of Rhys, one of Australia's top cyr wheel artists. Cheer on a breakdance battle between two B-boys that will leave you wide-eyed, and welcome to the stage Basketball Man from the USA! Complex beats from an award-winning musician fuse with the rich harmonies of a chart-topping, live-looping beatboxer to leave you dizzy with Xtreme Xcitement.

.....



CLOSER LOOK AT 360 ALLSTARS

- Every cast member of 360 ALLSTARS is an "Allstar" in their own right. Each one is a champion and a world renowned artist in their art form. They come together from all over the world to combine their skills and create a circus performance unlike any you have seen before!
- Australia's Onyx Productions is dedicated to presenting multi-disciplinary contemporary works that are particularly engaging for young audiences. Their shows have an urban edge and are jam-packed with master performers showing off their talents. 360 ALLSTARS revolutionizes acts like acrobatics and the cyr wheel to create a new style of circus for a new generation.
- "Breakdancing" is a term that was coined in the 1970s when party DJs found that looping the "breakdown" of a song got more dancers on the floor! This production has two B-boys, men who breakdance and challenge each other to a battle of moves on the stage.

WHERE IN THE WORLD IS 360 ALLSTARS FROM?



BRISBANE, AUSTRALIA

- Because of the zig-zaging nature of the Brisbane River, in the heart of the city, the native Turrbal and Jagera people referred to the area as Mian-Jin, meaning "place shaped as a spike."
- Nearly 30% of Brisbane's population were born overseas, creating quite a culturally diverse city. 360 ALLSTARS reflects that diversity by pulling together artists from all over the world!

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INSIDE THE ART FORM

BMX

Also known as Bicycle Motocross, BMX refers to the racing, sport and stunt riding of bicycles. Within Freestyle BMX, there are various disciplines and styles. The style featured in 360 ALLSTARS is called Flatland. In Flatland, tricks are performed on smooth, flat surfaces (such as a stage) and consist of spinning and balancing in a variety of ways.

BREAK-DANCING

A style of dance often seen in hip hop, in which a performer steps away from the group to perform his or her own unique and skillful (sometimes acrobatic) dance moves. When the performer is done, s/he usually ends in a freeze pose.

THE CYR WHEEL

These human spinning acts are a relatively new addition to the circus scene. The cyr wheel has gained popularity in the last 15 years as a new piece of equipment used by acrobats to wow audiences by twirling their way around the stage. Think of it like breakdancing with a giant hula hoop!

FREESTYLE BASKETBALL

An artistic interpretation of basketball handling that consists of tricks, drills and moves that incorporate rhythm, dance and awe. This sport/art form has grown rapidly over the past 10 years and now incorporates elements from soccer, yoga, break-dancing, juggling, popping, locking, martial arts and more.

THE LOOP PEDAL

A digital recording device that musicians can use to manipulate and control sounds. A loop pedal: 1. enables recorded sounds to be repeated (looped) and 2. allows recorded sounds to be laid over each other (overdubbed). Since most musicians use their hands to play instruments, the digital looping device is a foot pedal.

PERCUSSION

The variety of instruments in the percussion family allows for musical flexibility and prowess. To give a show on stage an exciting pace, a drummer would underscore each act with heart-pounding beats.

WHAT DO YOUR STUDENTS KNOW NOW?

Prior to exploring 360 ALLSTARS with your students, find out how much they already know about **urban circus** and **street art**. In addition, allow them to explore the theme of **what makes them unique**.

What do you think of when you hear the word "urban"?

Which acts do you usually see at a circus? What comes to mind when you hear "urban circus"?

What do you usually expect to see on a stage? What do you think of when you hear "street art"? What might "street art" look like if it were on stage?

What's the coolest or most unique thing you've ever seen? Why?

What does the word "allstar" mean to you? Do you have any allstars in your life?

Do you have any special skills or talents? Would you call yourself an "allstar"? Why or why not?

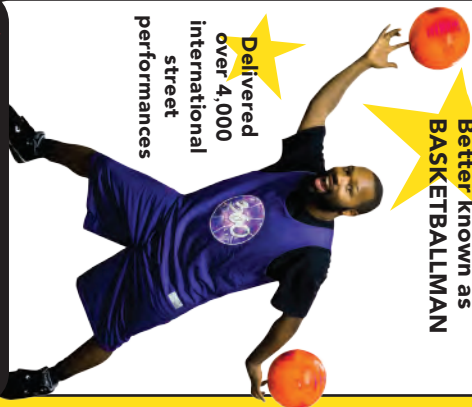
Do you remember a time where you felt proud of yourself? Why were you proud?



RASHAUN DANIELS

Better known as
BASKETBALLMAN

Delivered
over 4,000
international
street
performances



THE NEW VICTORY® THEATER



B-BOY SUPER G

2002 Solo Bboy Champion at
the UK B-Boy Championships

Holds the
official world
record for
the most
headspins
at 137
rotations



THE NEW VICTORY® THEATER



B-BOY LEEROK

Breakdancing
for over
12 years

Won
the 2010
Hip Hop
International
3-on-3 B-Boy
World Battle
in Las Vegas



THE NEW VICTORY® THEATER



GENE PETERSON

A composer at age 14, had his
work "Raindance" performed
by the Darwin Symphony
Orchestra

Named Australia's
Up and Coming
Drummer of the
Year in 2006



THE NEW VICTORY® THEATER



PETER SORE

Crowned world BMX Champion
at the Croatia International
World Cup in 2003

Won a second world
title in 2004 at the
competition
in Germany



THE NEW VICTORY® THEATER



SAM PERRY

Currently nominated for
2 Music Oz Awards

2 time WAMI
(Wisconsin Area
Music Industry)
nominee for
Favourite
New
Comer
& Best
Live Act



THE NEW VICTORY® THEATER



RHYS MILLER

Worked for the
renowned Brisbane
based circus
company, Circa,
as both a
trainer and
performer

Honed his
circus skills for
over 10 years
(he can also
juggle,
skateboard
and more)!



THE NEW VICTORY® THEATER



THE NEW VICTORY® THEATER

What makes YOU an ALLSTAR?



This section is part of a full New Victory® SCHOOL TOOL™ Resource Guide. For the complete guide, including information about the New Victory Education Department check out: NEWVICTORY.ORG/SCHOOLTOOLS

NEW VICTORY SCHOOL TOOL RESOURCE GUIDES



before | 360 ALLSTARS

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COMMON CORE STANDARDS

Writing: 4
Speaking and Listening: 1; 2; 6
Language: 1; 2; 3

NEW YORK STATE STANDARDS

The Arts: 1; 4
ELA: 1; 4

BLUEPRINT FOR THE ARTS

Theater: Theater Making; Developing Theater Literacy; Making Connections
Music: Music Making; Making Connections

NEW VICTORY SCHOOL TOOL RESOURCE GUIDES



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ACTIVITY 1: BUST A RHYME

The 360 ALLSTARS you'll see on stage at The New Victory Theater all make their own exciting entrances accompanied by a rhyming rap. This activity will have your students writing their own rhyming introductions.

1. Tell your students that in 360 ALLSTARS, they will see amazing performers with unbelievable skills! All of these performers make an entrance onto stage accompanied by a rhyme that introduces them and their specific skill. Today, your students are going to make their own rhymes to introduce themselves and all the amazing skills that they possess.
2. Ask each student to answer the question: "What skill do I have that makes me an allstar?" Instruct students that this can be a physical skill, an academic skill, a talent, or a personality trait—anything that they are proud of! Tell each student to share their answer with the student next to them.
3. If necessary, remind your students how to make something rhyme. You can use the examples of "boat and goat" or "time and chime."
4. Instruct each student that they will now be writing a 4-line rhyme that will introduce themselves and their special skill (increase the amount of lines if you are working with an older group of students). Their name and special skill should be incorporated somewhere in their rhyme. Tell students to remember that they are ALLSTARS! Their intro rhyme should be exciting and epic! (Hint: If you think they may need a little more guidance, make an intro rhyme as a whole class as an example). **Example: My name is Erika, I like to sing / Come over here, see what I can bring! / I sing a song, I sing "Hallelujah!" / Listen to what my killer voice can do to ya!**
5. Once each student has written down their rhyme, have them practice saying it out loud a few times to the person next to them. Encourage them to find a rhythm and if they would like, they can turn it into a rap.
6. Gather students in a circle and create your allstar intro circle! Give each student a chance to stand in the middle of the circle and introduce themselves and their allstar skill with their rhyme!



REFLECTION QUESTIONS

Did any of your classmates' allstar skills surprise you?

Why is a good introduction important when you're showing off your skills?

What makes an exciting introduction?

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ACTIVITY 2: 360 DEGREE CLASSROOM!

In 360 ALLSTARS you will see all sorts of circles: wheels, loops, basketballs, bicycle tires and all sorts of rotation! Use the following activities to make your classroom a full 360-degree experience!

The following three activities can be done individually or you can do all three. The difficulty increases with each activity.

1. CIRCLE JUMP

Gather your students into a circle. On the count of three, instruct them all to jump simultaneously. Once they have accomplished this, try it without counting. Ask them to try and jump at the exact same time, non-verbally, just by sensing the energy of the group. After they've jumped successfully without counting, you may also try to have them jump at the same time with their eyes closed or with their backs facing the inside of the circle. See how many tries it takes them to do each challenge successfully.

2. PASS THE HOOP

Instruct all students to stand in a circle holding hands. Put a hula hoop over the arm of one of the students right before he or she clasps hands with the person next to him or her. Tell students that they now have to figure out how to pass the hula hoop all the way around the circle without unclasping hands! If time allows, do this a few times and see if the students can pass it faster and more effectively each time.

3. HUMAN KNOT

Have all students stand in a tight circle, shoulder to shoulder. Instruct each student to find someone across the circle to link one hand with. Then, have each student find a different person with which to link their second hand. Now, students must carefully untangle the knot and figure out how to create their circle again without letting go of their partners' hands. Note: This could also be practiced in smaller groups of 7 - 10 people.



REFLECTION QUESTIONS

What strategies helped you achieve success in these activities?

What are some non-verbal ways you can communicate with your classmates or teammates to achieve a task or a goal?

Do you think collaboration and teamwork are important when performing on stage? Why or why not?



SELECT YOUR B-BOY OR B-GIRL

IF YOU WERE TO CREATE A VIDEO GAME VERSION OF AN ALLSTAR B-BOY OR B-GIRL,
WHAT KIND OF QUALITIES WOULD YOU CHOOSE FOR EACH DANCER?
CREATE YOUR B-BOYS AND B-GIRLS BELOW!



NAME:

ACCOLADE:

(EX: WORLD'S BEST BREAKDANCER)

BALANCE	+	+	+	+	+
FOOTWORK	+	+	+	+	+
POWERMoves	+	+	+	+	+
ACROBATICS	+	+	+	+	+
MUSICALITY	+	+	+	+	+

(CIRCLE THE NUMBER OF PLUS SIGNS
EACH ALLSTAR GETS FOR EACH SKILL!)

NAME:

ACCOLADE:

BALANCE	+	+	+	+	+
FOOTWORK	+	+	+	+	+
POWERMoves	+	+	+	+	+
ACROBATICS	+	+	+	+	+
MUSICALITY	+	+	+	+	+

(CIRCLE THE NUMBER OF PLUS SIGNS
EACH ALLSTAR GETS FOR EACH SKILL!)

NAME:

ACCOLADE:

BALANCE	+	+	+	+	+
FOOTWORK	+	+	+	+	+
POWERMoves	+	+	+	+	+
ACROBATICS	+	+	+	+	+
MUSICALITY	+	+	+	+	+

(CIRCLE THE NUMBER OF PLUS SIGNS
EACH ALLSTAR GETS FOR EACH SKILL!)



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NEW VICTORY

SCHOOL TOOL RESOURCE GUIDES



en route | 360 ALLSTARS

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DO NOT PRESS



COMMON CORE STANDARDS

Writing: 4
Speaking and Listening: 1; 2; 3; 4; 6
Language: 1; 2; 3

NEW YORK STATE STANDARDS

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BLUEPRINT FOR THE ARTS

Theater: Developing Theater Literacy; Making Connections
Music: Making Music; Making Connections



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Provide these resources to all teachers and chaperones attending the show.

DESTINATION

Seven sensational champions from around the world share a single stage to showcase a spectrum of street arts, including breakdancing, basketball juggling, trick-riding on a BMX bike and incredible spins from an award-winning cyr wheel artist.

.....

INFO TO GO

- Every cast member of 360 ALLSTARS is an “allstar” in their own right. Each one is a champion and a world renowned artist in their art form. They come together from all over the world to combine their skills and create a circus performance unlike any you have seen before!
- Australia's Onyx Productions is dedicated to presenting multi-disciplinary contemporary works that are particularly engaging for young audiences. Their shows have an urban edge and are jam-packed with master performers showing off their talents. 360 ALLSTARS revolutionizes acts like acrobatics or the cyr wheel to create a new style of circus for a new generation.

.....

GET THE WHEELS TURNING

QUESTIONS TO ASK STUDENTS ON THE WAY TO THE THEATER

Which acts do you usually see at a circus? What do you think of when you hear “urban circus”?

What do you usually expect to see on a stage? What do you think of when you hear “street art”? What might “street art” look like on stage?

Do you have any special skills or talents? Would you call yourself an allstar? Why or why not?

HEADS UP

There are strobe lights and loud sounds throughout the show. Please check in to make sure your students do not require extra supervision due to sensitivity.

FAMILY ACTIVITY

Distribute the following page in this section to your students’ families with the field trip permission slips! This page contains information and pre and post-show activities that will enable families to further enrich their kid’s New Vic experience.

**PHOTOCOPY THIS PAGE AND SEND IT HOME TO YOUR STUDENTS' FAMILY
WITH THE PERMISSION FORM BEFORE THE TRIP!**

On _____, your child will see

360 ALLSTARS

at The New Victory Theater on 42nd Street.

The New Victory Theater is dedicated to bringing extraordinary performing artists from around the globe to kids and families in New York City.



Seven sensational champions from around the world share a single stage to showcase a spectrum of street arts, including breakdancing, basketball juggling, trick riding on a BMX bike and incredible spins from an award-winning cyr wheel artist.

Enhance your kid's experience of going to the theater:



EXPLORE

Explore the show and the theater together. Watch the video trailer and learn more about the artists who created 360 ALLSTARS at www.NewVictory.org.

Ask your kid before the show:

- What are some acts you think you'll see on stage?
- What are you most excited about for your trip to 42nd Street?



PLAY

Play together using the Family Activity created for the show. You can find it at NewVictory.org/FamilyActivities



ASK

Ask your kid about the trip to The New Victory Theater:

- What was your favorite part of seeing 360 ALLSTARS?
- Which act were you most impressed by in the show?
- How was 360 ALLSTARS different from other circuses you've seen?

VISIT



The New Vic is New York City's only performing arts theater exclusively devoted to kids, their families and classmates—bringing exhilarating stories, innovative art forms and unparalleled performers from around the world to our historic stage in Times Square. For a full list shows in the New Vic's 2014-15 season, visit NewVictory.org.

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TRIP GUIDE

Provide this resource to the School Trip Leader and all teachers/chaperones attending the performance.

BEFORE YOU LEAVE SCHOOL

We advise you to LEAVE ALL BAGS AND LUNCHES at school, if possible. If not, bags will be collected by New VICTORY staff and stored during the performance.

Plan to arrive at the NEW VICTORY® venue at least 30 - 45 minutes before curtain time. The building opens one hour prior to curtain (i.e. 10:00am for an 11:00am performance). If you realize that your group is running late, please contact the theater DIRECTLY at 646.223.3020. If you will be arriving by bus, please ensure that your driver drops your group off on the **north side** of 42nd Street between 7th and 8th Avenues.

ARRIVAL

- When you reach 42nd Street, a member of the New Victory Front of House staff wearing a green vest will check in with the school trip leader.
- If you arrive by bus, they will direct your bus to a location on the street where it is safest to unload the students.
 - It is important to wait until our staff checks in the School Trip Leader and Bus Driver, before unloading the students.
 - They will record the bus number and give the School Trip Leader and the Bus correlating tags.
 - Please remember to exchange cell numbers between the School Trip Leader and the Bus Driver.
 - The Front of House staff will give a time for the bus to return to pick up your school group.

THE QUESTION OF LUNCH

NEW VICTORY venues are not equipped to host lunch/snacks. In the early autumn and spring months, nearby Bryant Park (42nd Street at 6th Avenue) offers a pleasant place for lunching, and there are also public restroom facilities.

SEATING

In order to make your experience at the theater as efficient and safe as possible, you will not be issued tickets. Your group will be assigned seats in advance by the Education Department. Your seating assignment will not be available prior to the performance. If you have any questions, please contact the Education Department at:

Education@NewVictory.org.

ACCESSIBILITY



Wheelchair accessibility: Wheelchair seating must be requested in advance, at the time of the ticket request, and is subject to availability. Assisted listening devices are available for patrons who have hearing impairments.

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TRIP GUIDE

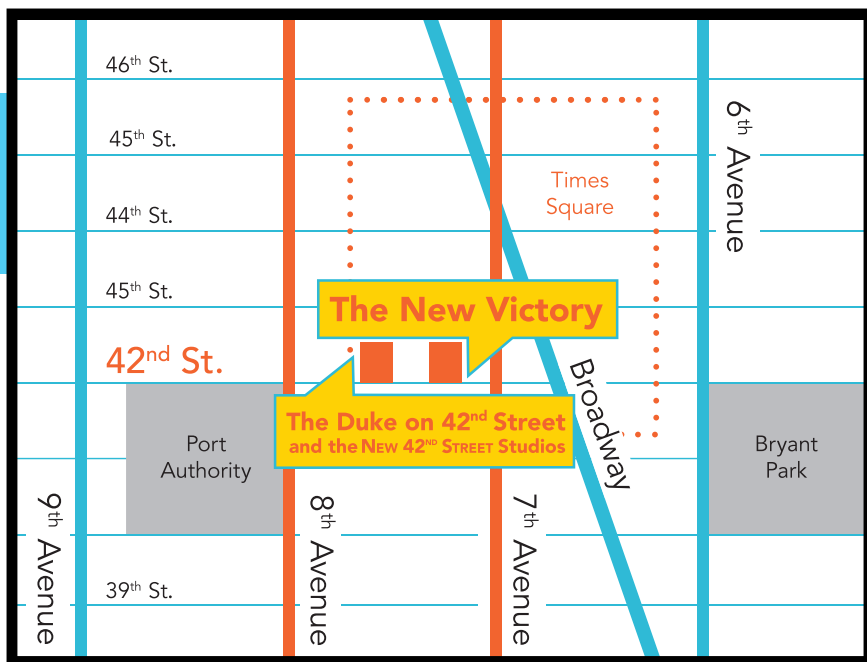
Provide this resource to the School Trip Leader and all teachers/chaperones attending the performance. If you are traveling by bus, please also share this important information with the bus driver.

DIRECTIONS

The New Victory Theater is located at 209 West 42nd Street. The Duke on 42nd Street and the NEW 42ND STREET[®] Studios are both at 229 West 42nd Street.

BY SCHOOL BUS

It is safest to drop off and pick up your school group on the north side of the street in front of the venue. Turn onto 42nd Street from 7th Avenue so students can unload in front of the theater space.



DURING THE SHOW

42nd Street is extremely congested and has a high volume of traffic. According to the New York City Department of Transportation, vehicles are not allowed to sit idle or park on the street without special permission. Once your bus is empty, it is important that the bus driver find parking at a nearby location. Below is a list of possible places to park.

If a driver chooses to park on 42nd Street, they do so at their own risk of being ticketed by the police. The New Victory Theater is not responsible for bus drivers who receive parking tickets.

POSSIBLE PARKING LOCATIONS

8th Avenue (both sides) between 38th and 39th Streets
11th Avenue (both sides) between 39th and 40th Streets

West 44th Street (north side) between 10th and 12th Avenues
West 45th Street (south side) between 11th and 12th avenues

PICK UP

Taking Midtown traffic into consideration, bus drivers should leave their waiting location approximately 10 minutes prior to the return time given by the Front of House staff. Front of House staff will also help find a spot on 42nd Street to safely load your student group after the show has ended.

BY MTA, SUBWAY OR BUS

1/2/3, N/R/Q/7

Exit the station at 42nd Street/7th Avenue. When you come out of the turnstile, take the stairs to your right. All NEW VICTORY venues are directly to the west of the subway station.

A/C/E to Port Authority

Exit at 42nd Street/8th Avenue. Walk to 42nd Street, turn east, and continue walking until you arrive at NEW VICTORY venues.

B/D/F/M

Exit at 42nd Street/6th Avenue. Walk west on 42nd Street until you come to 7th Avenue. The venues are on the north side of the street at 7th Avenue, next to the subway station.

The M10, M16, M27, M42, M104 buses all stop within one block of the venues.



A MAD LIBS RAP

IT'S _____ IN THE MORNING AND I WOKE UP LATE.
(TIME)

I PICK UP MY _____ AND EAT THE _____ ON MY PLATE.
(NOUN) (FOOD)

I GOT A _____ AND _____ TEST TO TAKE.
(SCHOOL SUBJECT) (SCHOOL SUBJECT)

AND I JUST REMEMBERED I HAVE A _____ TO MAKE!
(ADJECTIVE) (NOUN)

I'M ON THE _____ AND IT'S RUNNIN' REAL SLOW.
(TRANSPORTATION)

_____ AROUND ME AND THEY JUST WON'T GO.
(PLURL NOUN)

I'VE GOT _____ MINUTES LEFT, THE TIME RUNNING REAL LOW.
(NUMBER)

AND I KNOW WE'RE OFF TO THE NEW VIC TODAY TO SEE THE SHOW.

I RUN UP TO THE SCHOOL, MY CLASS IS GETTING ON THE BUS.

MY TEACHER SEES ME AND SAYS, " _____ ".
(WHAT MIGHT S/HE SAY?)

WE'RE IN A RUSH!

DOWN _____ TRAVELS THE WHOLE GROUP OF US
(STREET NAME)

AND SOON WE'RE IN OUR _____ THEATER SEATS AND
(ADJECTIVE)

THE CURTAIN GOES UP.

ADD YOUR OWN LAST VERSE!



This section is part of a full New Victory® SCHOOL TOOL™ Resource Guide. For the complete guide, including information about the New Victory Education Department check out: NEWVICTORY.ORG/SCHOOLTOOLS



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COMMON CORE STANDARDS

Writing: 1; 2; 4
Speaking and Listening: 1; 2; 3; 4; 5; 6
Language: 1; 2; 3

NEW YORK STATE STANDARDS

The Arts: 1; 2; 3; 4
ELA: 1; 3; 4

BLUEPRINT FOR THE ARTS

Theater: Theater Making; Developing Theater Literacy; Making Connections
Dance: Dance Making; Making Connections

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PERFORMANCE REFLECTION

Following your trip to the New Victory, you may find that your students want to discuss the performance and their own opinions. Reflecting on the show and voicing an aesthetic response is an important part of the theater-going experience. Allowing your students the opportunity to articulate their own thoughts and hear the ideas of their classmates will increase the impact of the theater experience.

TEACHER TIP

Engaging in dialogue, asking questions and recalling observations are skills that we believe should be fostered and encouraged. When leading a performance reflection discussion, try the following model of critical response:

Describe (I saw...)

Analyze (I wonder...)

Interpret (I think/feel...)

Evaluate (I believe...)





VICTORY THEATER

PERFORMANCE REFLECTION

Be a theater critic and write your own review of 360 ALLSTARS. Your review should include the following elements: An eye catching headline, an opening that clearly states your opinion on the production and how you came to have that opinion, a brief summary of what you saw, and what made this production unique. Don't forget to think about the set, costumes, lighting, music and performing choices.

HEADLINE:

WHAT I SAW:

WHAT SURPRISED ME:

HOW THE SHOW MADE ME FEEL (*What mood were you in after the show? What about the show made you feel that way?*):

MY OPINION (consider the music, set, costumes and lighting):

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IN-CLASSROOM WORKSHOP EXTENTION: 360 DEGREES OF TALENT

Materials: Music

Following the pre-show workshop, hold a dance battle in your classroom! Allow your kids to explore teamwork and their alternative skills to make it an epically fun battle for all.

1. Inform your class that they will be participating in a dance battle! Let them know that this will not be a traditional dance battle, but a creative one, that they'll all need to be thinking outside the box.
2. Divide your class into two dance crews. Have each crew come up with a name for their group.
3. Ask each crew to take the time to find out what everyone in their crew is good at. This talent doesn't have to be dancing (although it could be), but might be something like math, video games, public speaking or soccer.
4. Once everyone has named their talent, give each crew member a few minutes to figure out how to transform that talent into a short 10-second dance move. Whatever that looks like to them! This becomes the person's "signature move."
5. Turn on some music and let the battle begin! Have each crew name an "MC" to call out the name of the person in their group approaching the ring and their special talent. This person then "faces off" by using their signature move against someone from the opposing group for 10 seconds. Encourage your students to cheer one another on!
6. After everyone has had a chance to participate, invite an outside party (an administrator or another teacher) to come in and judge the battle.
7. Praise your students and all their talents!

? REFLECTION QUESTIONS
*Did you learn something today about one or more of your classmates that you didn't know before?
If we were to program a show that demonstrated all of our talents, what would the show look like? What would the style be?
What would be the title of the show?*

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CLASSROOM CONNECTIONS: AN ALLSTAR IN MOTION STAYS IN MOTION

Materials: A bucket with a handle: a penny, other small objects

How do the performers spin the way they do without falling? What's the science behind it? Do a lesson on centripetal force and Newton's first law, which states that an object in motion stays in motion. Do the fun activity below!

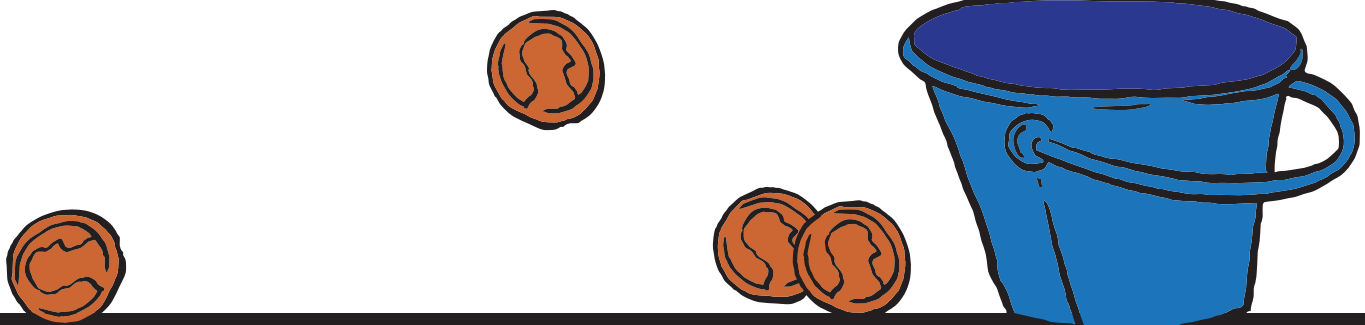
1. To understand the concept of centripetal force, have your students recall the last time they were at the amusement park, and saw a ride in which people remained standing against a wall while spinning. Even though the ride tilts, the people stay in place. Ask your students why they think this is. Also ask them to recall what happens to the body when they are in a moving vehicle, such as a car, that suddenly stops. Why is this?
2. Explain the concept of an object in motion wanting to stay in motion, unless something changes it.
3. Put the penny into the bucket and spin the bucket. Ask your students, "What happens to the penny?" and "Why doesn't the penny fall out?"
4. As a class, see what happens when you put different (non-breakable) objects into the bucket and spin them. Notice what happens to these objects.
5. Discuss as a class how centripetal force and Newton's first law come into play in 360 ALLSTARS.

? REFLECTION QUESTIONS

How does momentum also play a part in 360 ALLSTARS?

Why is gravity also important to consider when doing physical tricks such as those you saw in 360 ALLSTARS?

Based on what you learned today, do you now think that certain acts in 360 ALLSTARS were more impressive than others? Why?





Art+LETICS

The performers of 360 ALLSTARS took things that we normally consider sports (basketball and BMX) and turned them into a performing art. Conversely, they also took an art form (music and drumming) and made it into sport. Can you take a different sport and make it into a performing art? And can you take something that's an art and make it into a sport? Try it out below!

What's something that might be considered an artform?

1 _____

2 _____

How might it be transformed into a sport?

1 _____

2 _____

How might it be transformed into an artform?

1 _____

2 _____

What's something that might be considered a sport?

1 _____

2 _____

Art+

SPORT

Art+

SPORTS



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EXTENDING THE EXPERIENCE: AN ALLSTAR TALENT SHOW!

Create your own class talent show in the style of 360 ALLSTARS! Perform for your classmates, your principal, a neighboring class, or invite the whole school! To make sure it's a 360-degree hit, include the following:

1. What makes each of your students an allstar? Have each student come up with a special skill they want to perform. Tell them to think outside the box and be creative about what their skill might be.
2. Make sure there's a moment of group collaboration and celebration during the talent show. Is there a fun way that you can all enter or exit together? Is there a student who wants to choreograph a group dance? Have fun with it!
3. Incorporate a DJ into your performance or have each student act as a DJ for another student. Come up with a fun intro for each act (if you did the "Bust a Rhyme" activity in the BEFORE section of the School Tool, you can incorporate your rhyming intros).
4. Incorporate video elements into your performance. Film interesting things in your neighborhood or school to act as a backdrop to your acts.
5. Incorporate music into your performance. Ask students what music they would like to perform their acts to and create a playlist. Come up with an opening song and a closing song. Use traditional or nontraditional instruments.
6. Have fun and be ALLSTARS!



REFLECTION QUESTIONS

What was it like to put together a whole show?

How did we honor everyone's unique talents in one show?

How did our show compare to 360 ALLSTARS at the New Vic?

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SOURCES:

[HTTP://WWW.ROYALICC.COM.AU/ATTENDING-AN-EVENT/BRISBANE-FACTS](http://www.royalicc.com.au/attending-an-event/brisbane-facts)

[HTTP://WWW.BMXTRICKSNOW.COM/WHAT_IS_BMX.HTML](http://www.bmxtricksnow.com/what_is_bmx.html)

[HTTP://SNAKEBASKETBALL.COM/FREESTYLE-BASKETBALL/](http://snakebasketball.com/freestyle-basketball/)

[HTTP://WWW.ORSYMPHONY.ORG/EDU/INSTRUMENTS/PERCUSSION.ASPX](http://www.orsymphony.org/edu/instruments/percussion.aspx)

[HTTP://WWW.CIRQUE-ELOIZE.COM/EN/WHO-ARE-WE/THE-CYR-WHEEL](http://www.cirque-eloize.com/en/who-are-we/the-cyr-wheel)