

New Victory is proud to share this

# NEW VICTORY<sup>®</sup> SCHOOL TOOL<sup>®</sup>

## RESOURCE GUIDE

with...



[NewVictory.org/SchoolTool](http://NewVictory.org/SchoolTool)

# NEW VICTORY® EDUCATION

209 W 42nd Street, New York, NY 10036 • Education\_Tickets@NewVictory.org | 646.223.3090



Bringing kids to the arts and the arts to kids since 1995, New Victory opens new worlds to young people and families through extraordinary performances, education and engagement programs both online and in its historic Times Square theater.

Powered by New 42, a cultural nonprofit dedicated to empowering artists, educators and families through the performing arts, New Victory served 138 schools and 20,000 NYC kids through performances, classroom workshops, teacher professional development and resources in the 2022-23 school year.

Featuring artistic disciplines and traditions from a multitude of cultures, New Victory has become a standard-bearer of quality performing arts for young audiences in the United States with theatrical stories and experiences that spark the imagination and broaden our understanding of the world and our place in it.

## NEW VICTORY® SCHOOL TOOL® Resource Guides

Filled with practical, engaging and ready-to-implement activities that allow any teacher to incorporate performing arts into their curricula, NEW VICTORY SCHOOL TOOL Resource Guides are designed to enrich students' arts skills and creative expression.

## Jobs for Young People

Discover the NEW 42 Youth Corps, a youth development program that pairs life skills training with jobs in the arts for high school and college students. Designed to meet students where they are, New 42 Youth Corps provides flexible paid employment through a mix of on the job experience as well as personal, academic and professional development through a series of workshops, speakers and networking opportunities.



Under the leadership of President & CEO Russell Granet, New 42 is a leading performing arts nonprofit whose mission is to make extraordinary performing arts a vital part of everyone's life from the earliest years onward.

Through our signature projects, New Victory and New 42 Studios, we serve young people, artists and educators with invaluable arts engagement and resources in and beyond the performing arts.



### Support for New Victory Education has been provided by:

Con Edison, Muna & Basem Hishmeh Foundation, Kennedy Center VSA, The Pierre and Tana Matisse, Foundation, New York City Council, New York City Department of Cultural Affairs, New York City Department of Education, New York Community Trust, New York State Council on the Arts with the support of the Office of the Governor and the New York State Legislature, May and Samuel Rudin Family Foundation, Adolph and Ruth Schnurmacher Foundation, Inc.



Council on the Arts

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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The content in this NEW VICTORY® SCHOOL TOOL® Resource Guide aligns with:

## NEXT GENERATION LEARNING STANDARDS

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

## NEW YORK STATE LEARNING STANDARDS FOR THE ARTS

Creating, Performing,  
Responding, Connecting

## BLUEPRINT FOR TEACHING AND LEARNING IN THE ARTS

Dance: Dance Making,  
Developing Dance Literacy,  
Making Connections

Theater: Theater Making,  
Developing Theater Literacy,  
Making Connections

Visual Arts: Art Making,  
Developing Art Literacy,  
Making Connections



inspired by...



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# Learn and Engage



This section is an introduction to the artists, company, art forms and themes of this production. It also contains unit plan brainstorms, inspired by the production, that provide opportunities to begin thinking about the cultural, thematic and artistic elements of the show.



# THE SHOW, THE ART FORMS AND INFO TO KNOW

## What's the Show About?

Spinning circles around the competition, *360 ALLSTARS* showcases a dream team of sensational champs in a supercharged physical performance celebrating street culture! The international hit is back at the New Victory to commemorate its 10th anniversary with world record-holding athletes and artists showing off their mad skills in freestyle basketball, BMX biking, breakdancing, acrobatics and more. Experience the thrill of extreme sports backed by a pulse-pumping, live-looped soundtrack, and featuring feats that will spike your adrenaline and have you rooting for overtime.

## Breakdancing

This is a style of dance that is a cornerstone to hip-hop. Often mixing super-quick footwork with spins, acrobatics, freezes and floorwork, breakdance, or breaking as it is often called, highlights a performer's unique and skillful dance moves. Breakdancing is typically performed in a cypher, or an open circle where people take turns jamming in the middle.

## The Loop Pedal

The loop pedal is a digital recording device that musicians can use to manipulate and control sounds. It enables recorded sounds to be repeated (looped) and allows recorded sounds to be laid over each other (overdubbed).

## 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.

## Freestyle Basketball

Freestyle basketball is 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 ten years and now incorporates elements from soccer, break dancing, juggling, popping, locking, martial arts and more.

## What do your students already know?

Ask your students questions to find out how much they already know about the art forms and themes of the show. Some questions to start with are:

*How do you show off your talents and skills?*

*Have you ever seen street art? What might street art look like on a stage?*

*What does the term "all star" mean to you? Do you have any all stars in your life?*



# CONTEXT TO CONSIDER

Onyx Productions has fast established itself as a leading Australian production house, with a portfolio of multi-disciplinary contemporary works. Founded in 2011 by producer and performer Gene Peterson, Onyx Productions has achieved significant success both nationally and internationally. To date, the company has delivered over 2500 performances across more than 50 tours to over 1 million people worldwide, including sold-out seasons on Broadway, in Edinburgh, Scotland, and at the Sydney Opera House in Sydney, Australia.

## Fifty Years of Hip-Hop

As an art form, hip-hop encompasses four major elements: breakdancing, MCing (rapping/spoken word), DJing (spinning records on a turntable) and graffiti art; however, the spirit of hip-hop expands beyond these elements. Hip-hop is an expression, culture and protest used to instigate change against the norm and unite communities. Born in the South Bronx in the 1970s, hip-hop was created by Black and Latinx communities that were facing economic hardship and prejudice. At the time, hip-hop was used not only as an outlet of self-expression but also to call out systemic racism and injustice. Its existence fueled change and disruption to the status quo, as well as being a source of racial pride, style and liberation.

In the fifty years since hip-hop was born, this cultural movement has reached communities not only across America, but across the world. Following the mainstream success of rappers like Kurtis Blow and movies like *Wild Style*, hip-hop began to spread to other areas of the United States, notably Los Angeles and Atlanta. Now, hip-hop can be found in almost every country across the globe. From artists like Obrafour in Ghana to groups like DAM in Palestine, hip-hop and rap appeals to many marginalized communities as an outlet for social and political commentary. The globalization of hip-hop has created many variants and subgenres of the genre, each with its own way of uplifting its community and celebrating identity.

## Appropriation vs. Appreciation

When celebrating an art form, fashion or tradition, it's important to understand the difference between appreciating another culture and appropriating it. Cultural appropriation is when a majority group co-opts or adopts something from another culture (this could be language, style, aesthetics, art) in a way that denigrates or harms the original culture. While culture is meant to be experienced by others, commandeering something from another culture without understanding and honoring the context of where something comes from can be hurtful and offensive. In the case of hip-hop, performers and fans alike can help appreciate the art form, as opposed to appropriating it, by respecting and uplifting the Black and Latinx communities that began and continued the movement. Engaging with different traditions and art can be beautiful, but must always be done with understanding, thought and sincerity.

# HIP-HOP ICONS

Fifty years ago, most hip-hop was underground, living in street corners and block parties in the Bronx. Originators of hip-hop culture championed techniques like breakdancing, rapping, beatboxing and MCing, bringing them into the public eye and inspiring future generations. Read below about iconic figures in hip-hop who paved the way for artists today.



## Rock Steady Crew

Founded by Puerto Rican B-Boy Jojo, the Rock Steady Crew is one of the most iconic and influential breakdancing groups of all time. Pioneers of headspins, back spins, headflips and headstands, the crew kept B-Boying alive in the New York club scene with fierce battles and acrobatics. One of the members, Baby Love, was the first B-Girl ever to gain national fame, and four crew members performed in the movie *Flashdance*.

## Doug E. Fresh

One of the first artists to bring beatboxing into mainstream culture was Doug E. Fresh, often referred to as the Original Human Beatbox. Born in Harlem, Fresh gained popularity in the early 1980s through his appearance in the hip-hop movie *Beat Street* and early collaborations with rapper Slick Rick. Fresh is known for both his catchy raps and beatboxing abilities, and his single "La Di Da Di" has been sampled by over 1000 artists.



## Darryl "Cornbread" McCray

Darryl McCray, otherwise known as Cornbread, is the father of modern graffiti art. First tagging his name in 1965 in Philadelphia, Pennsylvania, Cornbread tagged his name anywhere and everywhere. His tags popularized graffiti and made it recognized as art instead of vandalism. Once, after a newspaper incorrectly reported that McCray had passed away, Cornbread spray painted an elephant at the Philadelphia Zoo with the line "CORNBREAD lives."



# MEET THE ALLSTARS

360 ALLSTARS is named after its talented and awe-inspiring cast of hip-hop and circus artists. Read more below about who these allstars are and their journey to the New Victory stage.



## Heru Anwari

Born in Indonesia, Heru Anwari is an elite BMX Flatland rider. He was awarded “Rider Of The Year” by the Indonesian Ministry of Youth from 2011-2014, and in 2013 he was crowned champion at the Indonesia International Urban Sport Festival. In 2017 he moved to Australia and won the Down Underground Flatland Championship 3 years in a row. Outside of his success as a competitor, he has been featured as an actor in the TV series “GoBMX”, founded his own clothing brand ZTFF, and has collaborated with companies such as Honda, Acer, Intel and Sony.

## B-Boy Sette

B-Boy Sette has been dancing for 20 years and is renowned for his creative style and incredible showmanship. He is a champion break dancer (winner of the Australian BC One Battle in 2013), and has won many other competitions, regularly travelling internationally to battle. Aside from his solo accomplishments, Sette is also a member of 3x time Australian Champion Bboy crew Wicked Force. He is a diverse dancer, and has featured in a number of touring productions in a variety of styles including hip hop, ballet, salsa and contemporary. Sette maintains a strong love for his art and in addition to his heavy touring schedule, regularly teaches classes with the intent of sharing his passion and being a positive role model for the next generation.



## Kid Colombia

Kid Colombia has garnered a strong reputation as a B-Boy with effortless power-moves and explosive acrobatics. Born in Ipiales, Colombia, he was adopted by his parents in the Netherlands, where he began dancing at just 5 years of age. A renowned B-Boy, Kid Colombia has won countless battles, accruing titles in Netherlands, Belgium, France, Austria, and India, and has garnered worldwide fame for his strength and style on the dancefloor. In addition to his impressive collection of titles, he is the two time power-move world champion.

## Pafo

Pafo is one of the world’s leading basketball freestylers. Hailing from Japan, he has travelled the world wowing audiences with his incredible tricks and unparalleled freestyling feats that rival even the best of the Harlem Globetrotters. An experienced and exciting performer, Pafo has been featured in productions, events, basketball games, festivals and televised performances, wowing audiences across the globe with his phenomenal basketball freestyle skills.



# MEET THE ALLSTARS

(Continued)

## Daniel Price

Daniel Price is a seasoned performing artist. A skilled acrobat, with a strong dance background and specialist circus skills, his ability to push the boundaries of his art form has captivated audiences globally. He is a leading Cyr wheel artist and has garnered a reputation for his incredible power, speed and mastery of the wheel. He has toured the globe performing with major productions such as *Cats*, *Cirque Du Soleil*, and *Harry Potter and the Cursed Child*, and is thrilled to be returning to the cast of 360 ALLSTARS.



## Gene Peterson

Gene Peterson has fast established himself as one of Australia's leading musicians. He is a phenomenal percussionist, a prolific composer, and an exceptional pianist. As a drummer he has toured extensively across Australia, Europe, Asia, America and The Middle East, and has won numerous awards and competitions including "The Billy Hyde's National Drum Play Offs". Aside from his successes as a touring artist, Gene is also a renowned producer and composer, having been commissioned to create the scores for symphony orchestras right through to productions on Broadway, and is the creator and director of the 360 ALLSTARS show.



## Mirrah

Mirrah is a passionate LA-Sydney based hip hop and soul artist, with a strong message of self-empowerment, positivity and unity. Armed with a microphone, she is able to amaze crowds with her incredibly versatile vocal skillset and sensational stage presence. Combining intricate wordplay with soulful vocals and a comprehensive mastery of her craft as a captivating performer, Mirrah's unique and uplifting approach to live performance has taken international stages by storm. She has featured in film clips of artists including Christina Aguilera, Destiny's Child, Snoop Dogg, Jay Z, 50 Cent and many more. Bringing world class talent to the stage, and with her endearing personality, Mirrah is able to seamlessly draw you in and blow you away, all at once!



# UNIT PLAN BRAINSTORM



## **Hip-Hop Hooray!** (Social Studies, Music, Theater)

It's hip-hop's fiftieth birthday! Celebrate this huge cultural milestone by teaching your class what hip-hop is and where it came from. With your class, research the Black communities that started the cultural movement, what it stood for and why it was born. After talking about the history of hip-hop in the classroom, have your students observe and appreciate where they may see hip-hop in the world around them. Maybe this is a rap song they listen to with their friends, graffiti they see on their way to school or breakdancing they see on television. After a week, reconvene to engage in a discussion about where hip-hop lives and how it may have evolved over time. Some questions to get you started are: *What is the subject matter of hip-hop today? Who is creating this art? Is it similar or different to hip-hop made fifty years ago? Why or why not?* Then, have your students pick one aspect of hip-hop they saw in their communities (graffiti, rap, DJing, etc.) and research a famous hip-hop artist who engaged in that art form. In their research, have them create a presentation that honors the artist and their work. As a bonus, invite students to create or perform a bit of hip-hop inspired by their chosen artist! Finally, have everyone share their presentation with the class to honor the past fifty years of hip-hop tradition and artmaking.

**To support this unit, use the *My Pride Rap Creativity Page* in the Respond and Connect section.**

## **Gym Jam** (Physical Education, Dance)

Dance isn't just an art form—it can also be a workout! Use the basics of dance and acrobatics to get your class moving and energized in a lesson in physical education. Begin by teaching your class a few basic movements, such as a grapevine, a pivot, a spin or a jump. Write down these terms as you explore each movement to create a “movement vocabulary bank” for the whole class to reference. Then, you can add to this word bank by sourcing different dance movements from your students. These can be silly, like the running man; pedestrian, like running in place; or more technical, like toprock. After you have created a vocabulary of movements, split your class into small groups and assign each group a song. Have each group choreograph a combination to their song using the movement bank as inspiration. When you reconvene, ask each group to teach their dance moves to the rest of the class. Then, turn each dance into a workout by having your students repeat movements, speed up or slow down, do it in pairs or even try to do it backwards! Throughout the rest of the year, use your students' dances as a way to start the day and warm up your bodies, or to get your blood flowing after sitting down for a lesson. Once everyone has the moves down, perform your dance workout for another class!

**To support this unit, use the *The Way You Move Activity* in the Respond and Connect section.**

\*For clarification on these steps or to find more moves to inspire your class's movement, Youtube channels like Howcast provide a wide array of dance tutorial videos.

## **Circusology** (Science, Theater)

While it may seem that skills like BMX biking, juggling and breakdancing are superhuman, all of these stunts are made possible by the laws of physics! Let the tricks of an urban circus inspire a research project about physics and how it can relate to the motion of a performer. Start by introducing your class to a few fundamental concepts of physics like gravity, velocity, inertia and centripetal force. Over the course of a week, have your students research one essential law surrounding one of these concepts. They can investigate what their law is, how it was discovered, how it functions and how it applies to the real world. Once they've completed their research, have each student demonstrate their chosen physics concept to the rest of the class using only classroom objects. After everyone has presented and gained a basic understanding of the laws of physics, choose a video together of an urban circus stunt or breakdancing trick. As a class, break down how science makes this feat possible and how what they've learned applies to the performance. If possible, your class can even try to replicate the trick in your classroom (safely, of course)!

**To support this unit, use the *Doin' the Newton Dance Activity* in the Discover and Create section.**



# Discover and Create



In this section are ready-to-facilitate activities and kid-centered creativity pages which provide opportunities to delve a bit deeper into the themes and artistry of the show!



## Doin' the Newton Dance

Use the activity below to explore the connection between science and art.

**Materials Needed:** One small object per student

1. To begin, offer students the following context: "The famous scientist Sir Isaac Newton authored a set of laws centered on the relation between an object and motion. In fact, Newton's first law of motion says 'objects at rest stay at rest unless a force acts on them.'
2. Next, tell them they're going to explore a blend of science and art—specifically dance. To start the exploration, ask students to find a small object, such as a ball or toy, and then find a partner.
3. First, ask students to hold their object in their hand and do the following:
  - Toss it gently in the air, catching it when it comes down. Ask them: *What happens when you toss it gently upward? How does the object move?* and invite them to share their responses with their partners.
  - Give their object a spin on a solid surface. Do this a few times at different speeds. Ask them: *In what different ways did the object move at varying speeds? How did it act when coming to a stop? How would you describe its movement?* and invite them to have a discussion in pairs about the different ways their objects move.
4. Next, invite students to create a short sequence of four movements inspired by the motion of their objects. Then, invite them to share their moves with their partner.
5. Ask students to combine their moves and their partner's moves to create a dance. Ask them to consider this question: *How do your dance moves reflect Newton's law?*
6. Finally, invite volunteers to step into the spotlight by sharing their dance moves with the class and celebrate the fusion of science and dance!

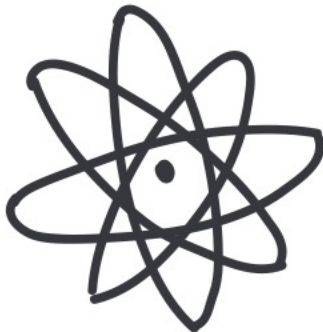


### Reflection Questions:

*How did your object's movements reflect Newton's laws?*

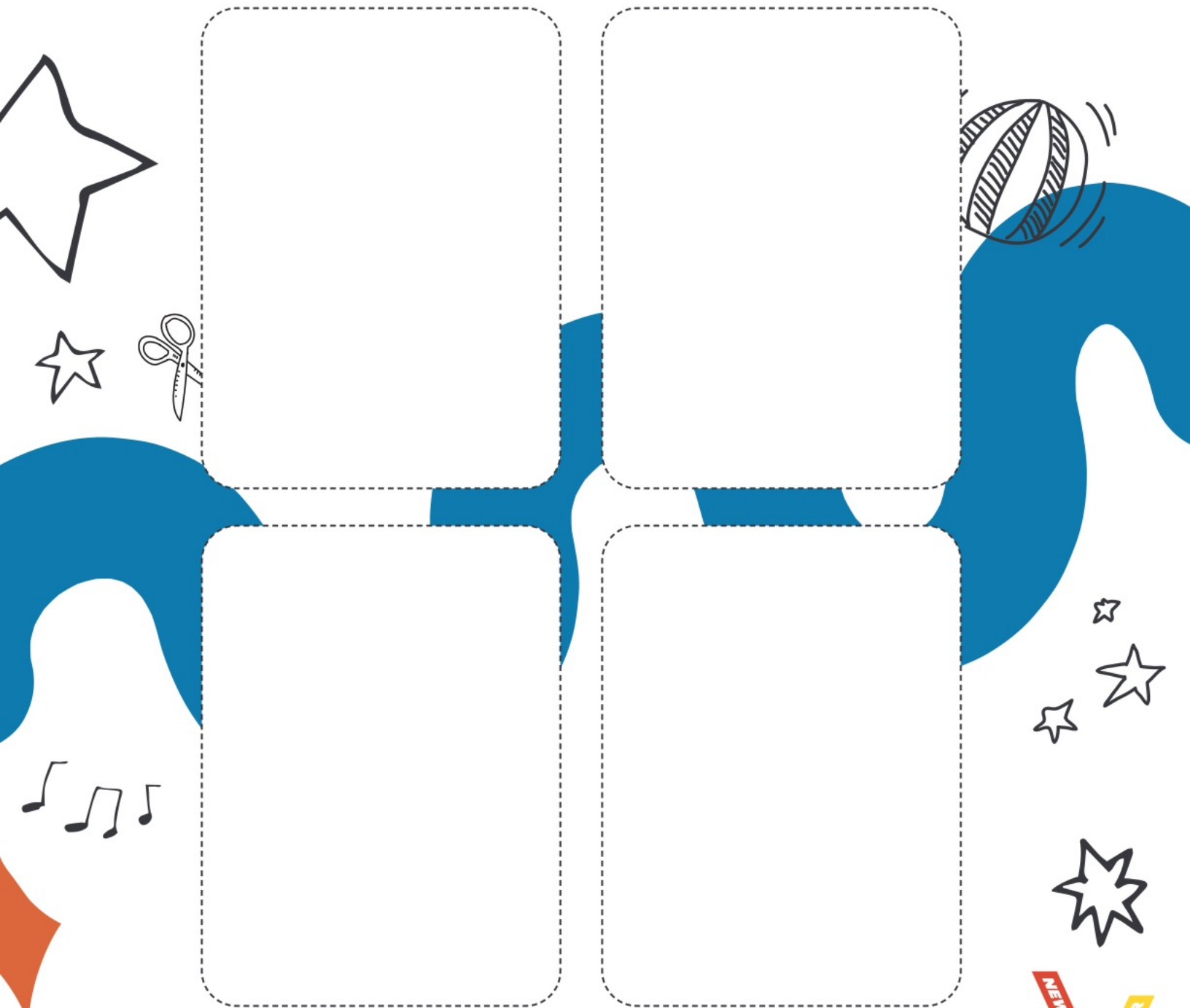
*What surprised you during the dance exploration?*

*How can you apply the science of motion to improve your dance moves in the future?*



# A Fair Trade

Have you ever interacted with trading cards, like character cards or baseball cards? Well, it's time to create your own mini-pack of them! The theme of these cards? All stars! Who in your world do you think is an all star and why? Take time to think about your trading cards' unique tricked-out look! Then, using the outlines below, draw one all star on each card and design the card to showcase your all stars' unique talents and abilities! Once your cards are created, cut them out and share them with your fellow classmates. Talk about why you picked your all stars and trade cards with your classmates who have all stars you admire.



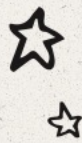
Four large, rounded rectangular boxes with dashed borders, arranged in a 2x2 grid, intended for drawing trading cards. The boxes are connected by a blue graphic of a person's head and shoulders.



# Arts Break @ Home



To bring the arts home, share this section with families. Arts Break supports family engagement with exciting activities for the whole family!



# Be a part of your kid's viewing experience!



## Ask

Ask your kid **BEFORE** they see the show:

- ▶ *How do you think the performers discovered their various talents?*

Ask your kid **AFTER** they see the show:

- ▶ *What emotions did you feel during the show?*



## Watch

Now, watch the trailer for 360 ALLSTARS. Then, utilize the next page to engage even more!

## Engage

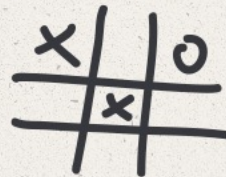
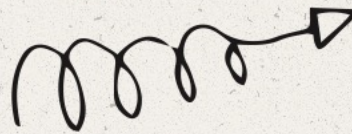
Visit **NEW VICTORY Arts Break** to bring exciting art-making experiences into your home!



# About the New Victory



Provide this section, which has information about how to get to the theater and New Victory's style of theater etiquette, to anyone attending a live performance.



# Trip Guide

Provide this resource to the school trip Leader and all teachers/chaperones attending the performance.

**360 ALLSTARS** will be performed  
at the New Victory Theater,  
209 West 42nd Street, New York, NY

## Before you leave school

Bags will be collected by NEW VICTORY staff and stored during the performance when you arrive. We advise you to **leave all bags and lunches at school** if possible.

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

## Arrival

When you reach the venue, a member of the NEW VICTORY Front of House (FOH) 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 with 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 Driver correlating tags. If you are unable to be dropped off near the theater, please record the bus number for our FOH staff. Please remember to have the School Trip Leader and the Bus Driver exchange cell numbers. The FOH staff will give a time for the bus to return to pick up your school group. If you are arriving by subway or other public transportation, please form a line outside the theater when you arrive, and wait to check in with a FOH staff member before entering the theater.

## The question of lunch

The New Victory Theater is not equipped to host lunch/snacks.

## Seating

In order to make your experience at the theater as efficient and safe as possible, you will not be issued tickets. NEW VICTORY Education staff carefully assign seats in advance of each performance, factoring in grade, group size and special circumstances. We are not able to honor specific seating requests with the exception of requests required for accessibility. For safety and group traffic flow, we ask that your group remain seated after the show. As soon as we are able to escort you to your bus or the subway, a NEW VICTORY Usher will come to you. If you have any questions, please contact the Education Department at [Education\\_Tickets@NewVictory.org](mailto:Education_Tickets@NewVictory.org).

## Accessibility

**Wheelchair accessibility:** Wheelchair seating must be requested in advance, at the time of the ticket reservation, and is subject to availability.

**Assistive listening devices:** Assistive listening devices are available for patrons who have hearing impairments. We suggest you request this service in advance.

**Sign Interpretation and Audio Description:** A sign interpreted and/or audio described performance is available for each education production at New Victory. We suggest you reserve tickets to these performances to have this service and request it during your order. Please contact [Education\\_Tickets@NewVictory.org](mailto:Education_Tickets@NewVictory.org) if you are not able to reserve tickets and need this service.

**Sensory-Friendly:** NEW VICTORY Education offers sensory-friendly performances for certain shows. There are additional staff members onsite to support audience members. The sound will be adjusted to lower levels and the house lights will be left at half. Fidgets are available as needed at every New Victory performance; please ask a staff member if you need one during your next visit.



# Trip Guide

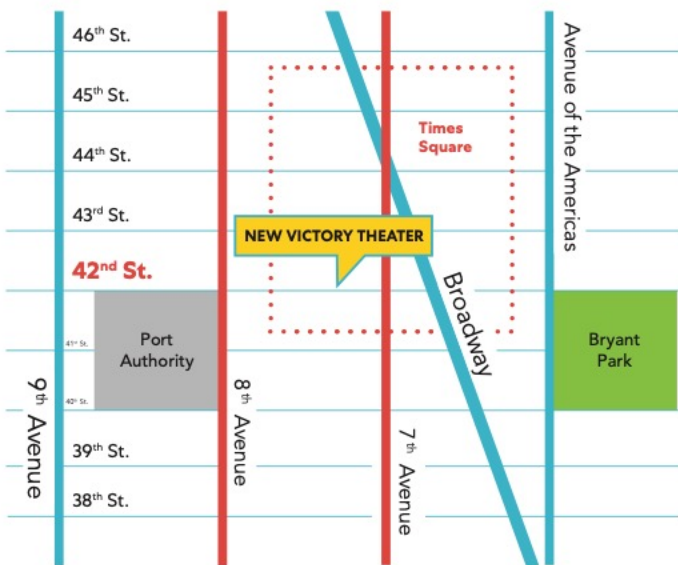
If you are traveling by bus, please also share this important information with the bus driver.

## Directions

### THE NEW VICTORY THEATER 209 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.



#### BY MTA, SUBWAY OR BUS

##### 1/2/3 N/R/Q/W/7

Exit the station at 42nd Street/7th Avenue. When you come out of the turnstile, take the stairs to your right. New 42 Studios is 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 the New 42 Studios.

##### B/D/F/M

Exit at 42nd Street/6th Avenue. Walk west on 42nd Street until you come to 7th Avenue. The venue is 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 venue.

#### 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— see possible parking locations below.

*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

#### Pick up

Taking Midtown traffic into consideration, bus drivers should leave their waiting location approximately 15 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. For safety purposes, once FOH staff have verified that your bus is in a secure location for pickup your school group will be escorted to load up.



# Etiquette



## NO-HUSH ZONE: OOHS, AAHS AND APPLAUSE

Thank you for being our partner and making the performing arts a priority for your students! New Victory prides itself on presenting performing arts that make kids (and adults) exclaim, dance, scream, laugh and giggle! We love when kids vocally and physically respond to what they're seeing on stage. In fact, many of the visiting artists tell us that their favorite part of performing at the New Victory is the real-time, honest reactions from the kids in the audience. Therefore, we ask you and your fellow teachers to help us by making the New Victory a "no-hush zone." Of course, we ask for your help in managing respectful behavior to avoid distractions that are not directly related to the action on stage. Additionally, please ensure that you, your colleagues and students follow the directions of the NEW VICTORY Ushers and other theater guidelines such as no electronic devices or eating and drinking in the theater.



LOVE





# Respond and Connect



The activities and creativity pages invite young people to reflect on the experience of seeing a live show (if applicable), and provide opportunities to make connections to themselves, each other and the world around them.



# Reflection

Engage in a conversation with your students to help them process their thoughts and feelings about the show. On a large piece of chart paper, draw the outline of a person. On the outside of the outline, have students write or draw their favorite moments from the show. On the inside of the outline, have students write or draw their own feelings about the show and what emotions they felt during the show. Then, use some of the questions below to lead students in a discussion:



*What unique skills did each performer have?*

*What were your favorite parts of the show?*

*How did the show make you feel?*



## 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 noticed...*)

**Analyze** (*I wonder...*)

**Interpret** (*I think/feel...*)

**Evaluate** (*I believe...*)



# Critic's Notebook



Headline: \_\_\_\_\_

What I noticed and 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?

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My Opinion:

Consider the performance, music, set, costumes and lighting:

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## THE WAY YOU MOVE

Use the activity below to get students thinking about the different ways they can move!

**Materials Needed:** Found objects in your classroom, masking tape, music

1. To begin, set up desks, chairs and other similar items in an interesting way to create an obstacle course in the classroom. If possible, there should be at least 8 to 10 feet between each object.
2. Next, tape arrows on the floor that clearly mark the direction of the obstacle course.
3. Walk students through the course and encourage them to safely explore the following with the objects:
  - Going around
  - Leaping over
  - Ducking under objects
4. Play some interesting music and, one by one, a few steps behind the person in front of them, challenge students to walk through the course to the music, choosing how to get past each object.
5. Change the music and have your students explore the course again, but this time encourage everyone to change the way they travel. They can:
  - Skip
  - Go in slow motion
  - Gallop
  - Combine all of the above
  - Generate ideas as a group about other ways to move and dance through the course
6. As a final challenge, remove the objects and invite volunteers to show off their dance without the obstacles!



### Reflection Questions:

*Do you think what we did today was dancing?  
Why or why not?*

*What would be the name of these new dance moves?*

*What other kinds of dances could be inspired  
by this activity?*

## My Pride Rap

Think back on your life thus far, or choose to focus on your lived experiences during the past year. Visualize the significant events you experienced during that time—the ones that really stand out in your memory as truly proud moments. What were they? How did they affect you? In what ways did they make you feel proud? Now, use the first space below to write about that proud memory in your own words. Then, using the six lines below, turn that pride into your very own six-line, rhyming rap song! Use the example in the lower right corner of this page as inspiration!

### My Proud Memory

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### My Pride Rap

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### PRIDE RAP EXAMPLE

*(Verse 1)*

I'm proud of who I am, I stand tall,  
No matter what, I give my all.  
Unique and special, like a shining star,  
I embrace myself, I've come so far.

*(Chorus)*

I'm proud, yes, I'm proud, you see,  
Being me is the way to be!



# Sources

## COMPANY

360 ALLSTARS

## CONTENT & THEMES

USC Music in America: Globalization of Rap and Hip Hop

LA County Library: 50 Years of Hip Hop

Trinity College Commons: Historical Change in Hip-Hop and its Journey to a Successful Development

Icon Collective: Hip Hop History: From the Streets to the Mainstream

Kennedy Center: Hip Hop: A Culture of Vision and Voice

PBS: Cultural Appropriation vs Appreciation

Britannica: What is Cultural Appropriation?

Hip Hop Scriptures: Doug E. Fresh Biography

Doug E. Fresh: Biography

Hip Hop History: Rock Steady Crew

Mass Appeal: CORNBREAD Lives

## PRODUCTION PHOTOS

Darren Thomas

Matt Loncar



# Our Guiding Pillars



*The Guiding Pillars on this page are the foundation of the ways in which NEW VICTORY Education strives to cultivate collaboration and creativity for everyone. As we continue to grow and evolve, so do our pillars, and we continue to rethink their meaning and overall impact. We hope these values offer inspiration as you engage in creative art-making through the unit plan brainstorms, activities and creativity pages in this NEW VICTORY® SCHOOL TOOL® Resource Guide!*

## Arts for All

Invite everyone to create art in ways that are accessible to and inclusive of everyone.

## Art Form

Honor and explore the technique of the art forms represented in the works we present.

## Community

Encourage ensemble and collaboration within the communities with which we engage.

## Create

Activate art-making and creativity to explore the art form in each production and beyond.

## Discovery

Employ methods and ask questions that encourage opportunities for curiosity, risk-taking, inquiry, meaning-making, deepening understanding, and learning about oneself, one's peers and the world around us.

## Play

Spark imagination, encourage joy in learning and evoke laughter.

# A Land Acknowledgement

The New Victory Theater is on the island known as Mannahatta, now called Manhattan, in Lenapehoking, the homeland of the Lenape people. These lands are intertribal trade lands under the stewardship of many Nations, and New Victory acknowledges the systematic erasure of their true history.

The land of the five boroughs that make up New York City was and still is inhabited by the Lenape, Merrick, Canarsie, Rockaway and Matinecock Nations. We celebrate and pay deep respect to the Peoples of these Nations, their cultures, their communities, their elders past and present, those with us today, and all their future generations.

We recognize that seized lands are historically inhabited by people who are racialized, marginalized and displaced by those in power, and we offer this land acknowledgement as a step in reexamining our relationship to that history. We offer our gratitude to the Indigenous peoples of many the Nations who continue to act as stewards of the land, and we encourage you to learn more about these vibrant communities.



Photo: Mark LaRosa