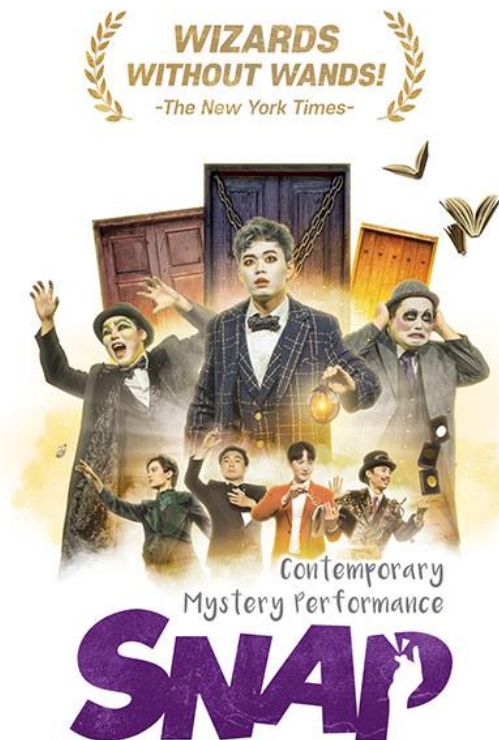


ARTS FOR YOUTH

Education Through the Arts

Grades K-12

A Teacher's Guide to:



Arts for Youth program

Lancaster Performing Arts Center offers many ways to integrate the arts into your lesson plan through our Arts for Youth program. Our school shows, workshops and study guides are aligned with the [California Department of Education's Common Core Standards](#), as well as the [California Arts Standards for Public Schools, Prekindergarten Through Grade Twelve](#) (which includes [Dance, Media Arts, Music, Theatre, and Visual Arts](#)). We emphasize Education through the Arts by utilizing music, theatre and dance as a tool for students to learn such core subjects as math, science, history and literature. Students will receive a high quality, curriculum-based learning experience in an enjoyable setting.

Lancaster Performing Arts Center Foundation



About Us

33 Years of Support

Since its inception in 1989, the Lancaster Performing Arts Center Foundation has, through the generous contributions of their supporters, continued to fulfill their mission by providing enhancements and quality upgrades for the Lancaster Performing Arts Center facility and programming. In doing so, the Lancaster Performing Arts Center has become the premier entertainment venue in the Antelope Valley.

Additionally, the LPAC Foundation, in partnership with the community and the Lancaster Performing Arts Center, has made it possible for thousands of students to experience, many for the first time, educational and inspirational dance, musical and theatrical performances at the Performing Arts Center and in-school outreaches, through the Arts for Youth program. Community Performing Arts Grants are also awarded annually by the Foundation to deserving organizations for their involvement in the performing arts. In 2016 the Foundation developed the Performing Arts Scholarship program, committing to annually award a deserving local high school graduate a \$5,000 performing arts scholarship. The scholarship program is an expression of our commitment to advance the dreams of our talented young people by offering life-changing opportunities toward the pursuit of higher education.

LPAC Foundation donors are valued partners in our ongoing effort to support the arts in our community. Even with the support of our ticket buying audience, the Performing Arts Center relies on generous charitable contributions from our community. This financial support is critical to sustain the artistic excellence of the performances, and to help serve the broadest possible audience with innovative education and community programs.

From sponsoring events to purchasing student tickets and stage equipment, our fundraising efforts address a broad spectrum of needs while affording flexibility to donors.

Lancaster Performing Arts Center Foundation is a 501(c)3 nonprofit organization, Federal Tax ID# 95-4221909.

ENRICHING, INSPIRING *and* UNITING
the diverse community of the Antelope Valley
through the common language and experience of the arts.

Mission

The Lancaster Performing Arts Center Foundation is dedicated to promoting and maintaining the Lancaster Performing Arts Center as the Antelope Valley's epicenter for the arts, by supporting both direct arts engagement and arts education and where the lives of students and the diverse culture of the community are enriched.

Vision

Enriching, Inspiring and Uniting the diverse community of the Antelope Valley through the common language and experience of the arts.

Commitment to Racial Equity

The Lancaster Performing Arts Center Foundation (LPACF) is dedicated to enriching, inspiring and uniting the diverse community of the Antelope Valley through the common language and experience of the performing arts and arts education.

Our support of the Lancaster Performing Arts Center and its programming generates opportunities to enhance and improve the quality of life of those in our community, including those historically marginalized based on race, ethnicity, class, age, ability, sexual orientation, gender, gender identity, socio-economic status, national origin, geography, citizenship status, indigenous status, and religion.

The application of LPACF's mission, to support both direct arts engagement and arts education where the lives of all students and the diverse culture of the community are enriched, is evaluated annually by the board of directors, and accomplished through our dedication to the just and equitable distribution of programmatic, financial, and informational resources. LPACF is committed to the intentional implementation of cultural equity and inclusion within all policies, operations, and programs to reduce barriers and increase outcomes for all.



Introduction

Dear Educator,

As you make plans for your students to attend an upcoming presentation of the Arts for Youth program at the Lancaster Performing Arts Center, we invite you to prepare your students by using this guide to assure that from beginning to end; the experience is both memorable and educationally enriching.

The material in this guide is for you, the teacher, and will assist you in preparing your students before the day of the event and extending the educational value to beyond the walls of the theatre. We provide activity and/or discussion ideas, and other resources that will help to prepare your students to better understand and enjoy what they are about to see, and to help them connect what they see on stage to their studies. We also encourage you to discuss with your students the important aspects of the artistic experience, including audience etiquette.

We hope your students find that their imagination comes alive as lights shine, curtains open, and applause rings through Lancaster Performing Arts Center. As importantly, we hope that this curriculum-based Guide helps you to bring the arts alive in your classroom!

Thank you for helping us make a difference in the lives of our youth.

Arts for Youth Program

Lancaster Performing Arts Center, City of Lancaster

What's Inside:

PRE-PERFORMANCE

- [Examples of the California State Standards](#)
- [Theatre Etiquette / Rules](#)
- [Be a Live Theatre Critic](#)
- [About the Show](#)

PERFORMANCE:

- [Perform Your Part](#)

POST-PERFORMANCE:

- [Suggestions for Discussion](#)
- [Lesson Plan Ideas](#)
- [Coloring Pages / References](#)

Pre-performance

Examples of applicable California Standards

Curriculum connections: Visual and Performing Arts, Music, Theatre, and Dance. Math. English.

English Language Arts Standards

SL.K.6 / Grade: K

Subject Area: **English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects (K–5)**

Domain: **Speaking and Listening**

Cluster: **Presentation of Knowledge and Ideas**

Standard: Although this show is silent, you can rewrite it with words! Speak audibly and express thoughts, feelings, and ideas clearly.

L.6.4 / Grade: 6

Subject Area: **English Language Arts (6–12)**

Domain: **Language** / Cluster: **Vocabulary Acquisition and Use**

Standard: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).

c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

California Arts Standards for Theatre

K. TH:Cr1 c. With prompting and supports, use non-representational materials to create props, puppets, and costume pieces for dramatic play or a guided drama experience.

1. TH: Cr1 c. Collaborate with peers to conceptualize costumes and props in a guided drama experience.

4. TH: Cr1 c. Visualize and design technical theatre elements that support the... given circumstances in a... theatre work.

5. TH:Cr1 c. Propose design ideas that support the... given circumstances in a... theatre work.

Adv.TH:Cr1

c. Create a complete design for a drama/theatre work that incorporates all technical theatre elements.

Theatre Etiquette Guide & Rules

Thank you for coming to Lancaster Performing Arts Center! We are glad you are visiting. Please...

Arrive on time: *Plan for possible delays in travel and parking. Arrive 30 minutes prior to show time.*

Students: Leave recording devices of any kind at home or in your backpack at school

Video or audio recording and photography are often prohibited by law and may disrupt the performance. They are not permitted and are considered rude to others around you. Backpacks are not allowed.

Teachers: Turn off or silence all personal electronics

Beeps, clicks, tones and buzzes and light pollution emanated by personal electronics such as watches, Bluetooth devices, cell phones, etc. interrupt the performance and spoil the theatre experience.

Observe the instructions of ushers

The ushers are volunteers who are present to help ensure rules are observed and to provide guidance in case of an emergency evacuation. Please show them kindness and consideration. You will be asked to exit to the right of the theatre at the end of the performance.

Be respectful

While entering and exiting the theatre: please fold your arms or put your hands in your pockets or behind your back. Talk very quietly. Once seated: unless invited by the cast to do so, please do not talk. Keep your feet on the ground. Put your hands in your lap or fold your arms unless it is an appropriate time to clap and/or participate in the show (if prompted by the cast).

Abstain from eating or drinking inside the theatre

*Crackling wrappers and containers and food messes in the auditorium are unwelcome. Food, candy, gum, and drinks should not be brought inside the theatre. **This includes water bottles.***

Avoid talking, waving, and shouting during the performance

Laughing and applauding and expressing “ooh” and “ahh” sounds are encouraged at appropriate times. Shouting to actors/friends is disrespectful to others. Save personal conversation for after the show. If you must talk, please whisper very quietly.

Do not exit the auditorium during the performance except in the case of an emergency

If you must leave, wait for an appropriate break in the performance. Teachers- arrive early enough to escort students to the restroom prior to the start of the show.

Do not get onto the stage or place items on the edge of the stage

To ensure the safety and security of performers and audiences, this behavior is strictly prohibited unless expressly permitted by a performer or staff member.

Dispose of garbage in proper receptacles

Help preserve a pleasant environment by depositing all debris in appropriate receptacles.

Extend common courtesy and respect to your fellow audience members

Civility creates a comfortable and welcoming theatre experience for all.

Bring very small children only to age-appropriate performances (strollers and car seats are not allowed)

Small children easily become restless at programs intended for older children and may cause distractions.

Be a Live Theatre Critic

During the performance watch for:

- Facial expressions and actions
- Costumes and Props
- Use of the Stage
- Music, lighting and sound effects
- Vivid stories and word pictures



About the Show

Poof! Presto! Snap! Playing with space, time and the otherworldly, this eclectic ensemble of South Korean illusionists will boggle your mind with their incredible magic. Mixing dexterous sleight of hand, Chaplin-esque vaudevillian comedy and ingenious visual effects, SNAP conjures a marvelous, magical cabaret perfect for any classroom.

Glorious, Rare, Unique, Exciting, Joyful Arts, Rapt Mystery, GRUEJARM, translates from Korean to describe the state in between reality and a dream! The terrifically talented company, formed in 2010, brings together Korea's most illustrious illusionists to produce unbelievable productions and some seriously funny magic.



About GRUEJARM Productions



“Glorious, Rare, Unique, Exciting, Joyful Arts, Rapt, Mystery is what GRUEJARM Production stands for both figuratively and literally. The name also translates from Korean to describe the state in between reality and a dream! The terrifically talented company, which formed in 2010, brings together Korea’s most illustrious illusionists to produce unbelievable productions and make some seriously funny magic.”

– Robin Klinger Entertainment Inc.

Get to Know GRUEJARM Productions!

https://youtu.be/vxv4me-wEbg?si=UBt_srK3rnnvKp9Ef

Based on combination of various genres and technologies, we produce performing arts contents using dramatic narratives, poetic stage languages, and new forms of magic. Through these activities, we are striving for the globalization of Korean culture and arts by creating contents which can share fun, emotion, and artistic inspiration with people around the world.

Synopsis

This is the story about the unintended journey of three mischievous 'Tricksters', Kobe, Ben and Roy. While they are having a good time with people, a door covered with chains appears in front of them.

In a small incident, the door is unsealed, and one of the tricksters, Kobe, disappears into the door as if he is being kidnapped.

After a while, Roy and Ben also jump into the door chasing a red handkerchief and soon lose each other. The three tricksters travel the world of the gate at times alone and together. During their travels, they meet various characters and unintentionally help them to get free.

Will they be able to safely return from the world beyond the door? Or have they already returned to the real world?

It's a magic-based performance with stories that people all over the world can enjoy and become inspired by. Under the surrealistic worldview, fairy tale stories are solved through music and physical acts without "lines", and various techniques such as theater, media art, and shadow play are combined with magic to deliver the excitement of going to see an ingenious play.



Performance

Perform Your Part

You have an important role to play; it wouldn't be a **performance** without you! Your part is to pretend the performance or play is real. Part of this includes accepting certain theatre ways, or conventions:

1. Performers tell the story with words (**dialogue**), actions/use of the stage (**blocking**), and songs.
2. Performers may sing songs that tell about the story or their feelings.
3. Performers may speak to the audience.
4. Performers may act or play several different characters (doubling) by changing their voice,
costume or posture.
5. Places are suggested by panels on the set, and by props.

How to play your part:

A performance or play is different from television or a movie. The performers are right in front of you! They can see your reactions, feel your attention, and hear your laughter and applause. Watch and listen carefully to learn everything you can. You may see and hear things that you've never experienced before!

Post-performance

Suggestions for Discussion

Grades K-6

Hold a class discussion when you return from the performance. Ask students the following questions and allow them to write about or draw pictures of their experience.

- What was the first thing you noticed when you entered the theatre?
- What did you notice first on the stage?
- What about the set? Draw, write, and/or talk about the things you remember. Did the set change during the play? How was it moved or changed? What props or equipment was used?
- How did the lights set the mood of the production? How did they change throughout? What do you think the house lights are? How do they differ from the stage lights? Did you notice different areas of lighting?
- What did you think about the costumes? Do you think they fit the performance? What things do you think the costume designers had to consider before creating the costumes?
- Was there music in the performance? How did it add to the performance?
- What was your favorite trick?
- Was there a trick you've seen before or a trick you'd like to try?
- Each magician played a different character. How did their personalities determine what trick they performed?
- If you had a magic door, what kind of magic trick would you perform behind it?

How To Make a Magic Box

Supplies

- Black Construction Paper
- Colored Construction Paper for Decorating
- Measuring Tape
- Cardboard Boxes
- Tape
- Glue

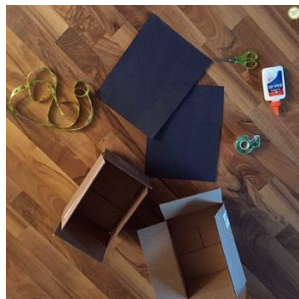
How to make your own Magic Box

1. Take apart your empty Green Kid Crafts box, lay it flat, and measure out seven 3.5" x 3.5" squares. Cut out the squares.
2. Glue black paper on one side of 6 of the squares. Add black paper to both sides of the 7th square.
3. Create a box by taping four of the squares together with the black side facing in.
4. Make a secret compartment! Tape the square with black construction paper on both sides to another square like a hinge as shown. Then, put it inside the box you created in the previous step. The hinged piece should fit snugly in the box.
5. Secure the bottom of the hinged piece with tape at the bottom of the box.
6. Use the last cardboard square to make a lid for your box. Add the colored paper to the inside and outside. Secure one end to the top of the box like a hinge.
7. Decorate the magic box with markers, glitter, or any other art materials you have on hand.

The Magic Trick

Lift the secret compartment part up and hide small items like scarves, toys or stickers. Close the hinged piece of cardboard and show your audience what appears to be an empty box.

Reach your hand in the box and lift the hinge by using your finger to pull up from the hole in the corner. Tuck the hinged piece against the wall to conceal it. Show your audience what magically appeared in the box!



Is Seeing Really Believing?

What is an Optical Illusion?

Optical Illusions can use color, light and patterns to create images that can be deceptive or misleading to our brains. The information gathered by the eye is processed by the brain, creating a perception that, in reality, does not match the true image. Perception refers to the interpretation of what we take in through our eyes. Optical illusions occur because our brain is trying to interpret what we see and make sense of the world around us. Optical illusions simply trick our brains into seeing things which may or may not be real.

A good part of making magic come alive is due to **perception**: a way of seeing and interpreting things as they are shown right in front of us.

Each and every one of us has our very own unique sense of perception, or a way of seeing the world. That's what makes us all so cool!

Sometimes magicians will use what's called **illusion** to bend our sense of perception just a little. Illusion helps us to see things a little differently than we would normally. What we're looking at may in fact be different from what is actually there, but magicians help us to believe that it's true!

We've put some cool optical illusions on the next few pages. These are pictures that use light and shadow to play tricks on your eyes – kind of like how a magician would!

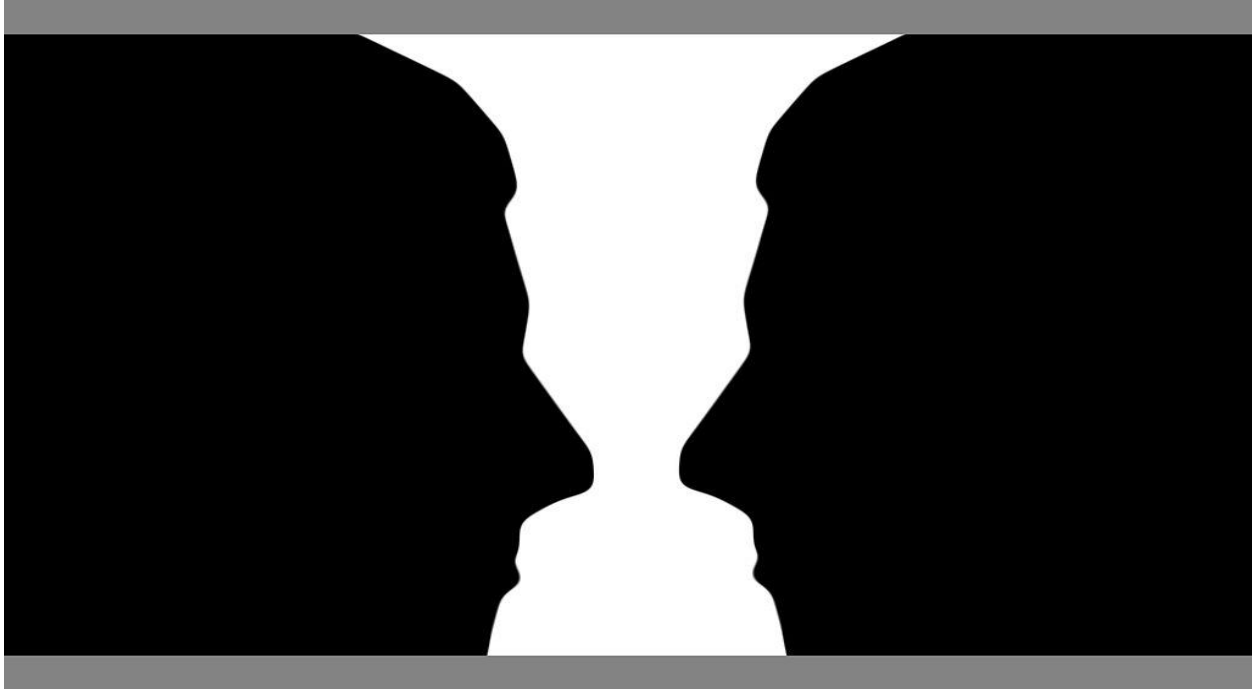
Take some time to carefully study each picture. What do you see? Chat with your friends: do they see what you see? Or do they see something else?



My Wife and My Mother-in-Law

How many figures can you see in the image below?

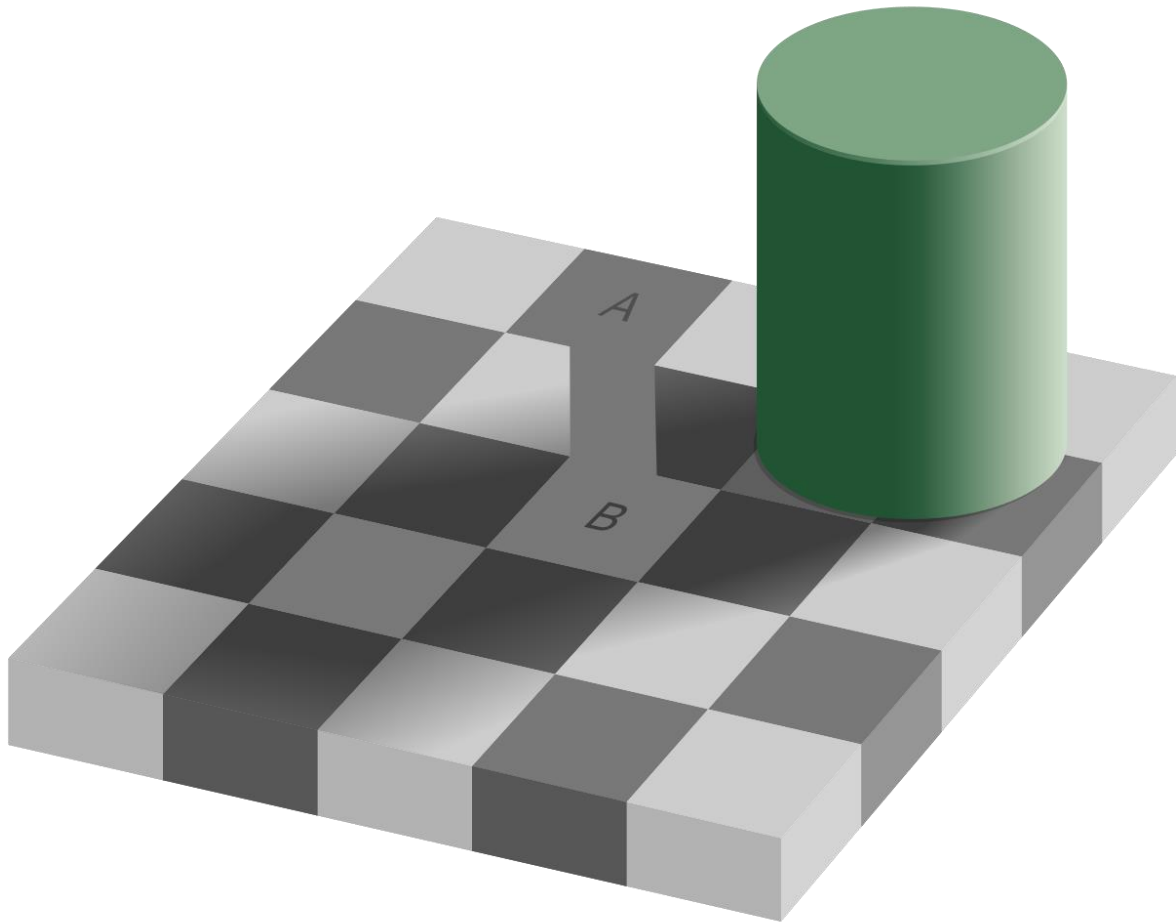
Answer: If you look closely, you can see both a young and an elderly woman. The picture, *My Wife and My Mother-in-Law*, is a good example of two images existing in one and was published in 1915 by the cartoonist W.E. Hill.



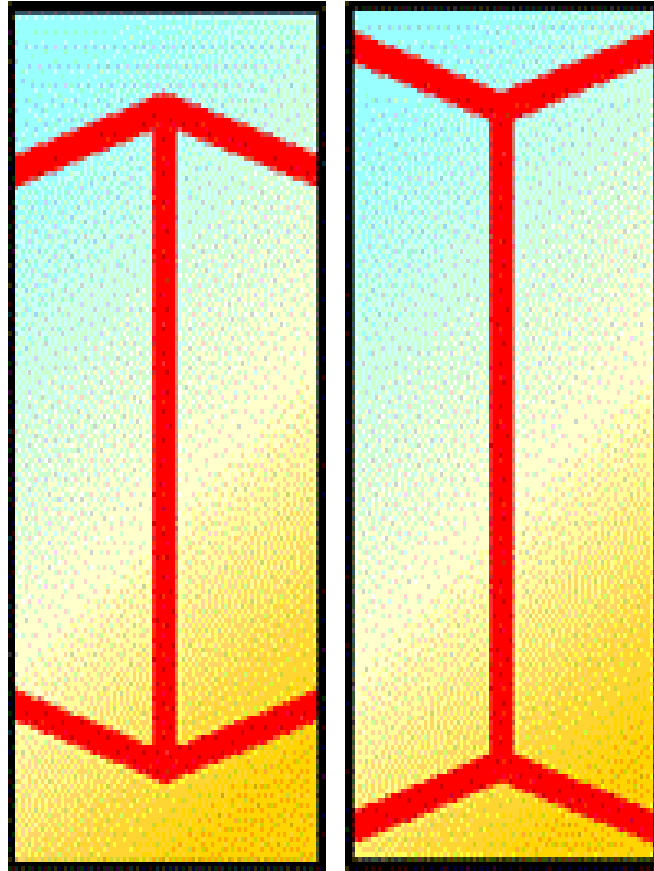
Developed by Edgar Rubin in 1915, Rubin's Vase illusion is one of the most famous **optical illusions** in the world. The image depicts what can be perceived as either an ornamental vase or two faces in side profiles facing one another.

The key to this illusion is explained through the principle of figure-ground organization. This is what allows us to perceive objects as both figures and backgrounds. However, Rubin's Vase illusion alters the figure with a perspective shift.

The vase becomes the figure when viewing the black area as the background. When viewing the white area as the background, the faces become the figure.



Developed in 1995 by Edward H. Adelson, the Checker Shadow Illusion will have you doubting your vision. The image shows a checkerboard and an object resting upon it, casting a shadow. Two squares on the board are titled A and B. Though A and B appear to be different tones, they are identical.



Muller-Lyer Illusion

Take a very close look at the 2 vertical lines. Do you think one line is longer than the other?

Answer: They are the same size! Hard to believe; get out your ruler to measure the lines and see for yourself!

Make Your Own Optical Illusion!

Here is an example of a fun optical illusion activity that you can do at home!

From: <https://www.howweelearn.com/optical-illusions-for-kids-to-make/>

You Will Need:

- Paper
- Pencil
- A Ruler
- Your Favorite Colored Marker or Pencil Crayon
- Your Hand!

1. Trace your hand onto a piece of paper with a pencil:



2. Take your ruler, and draw straight, horizontal lines all around the tracing of your hand. Be careful not to draw in the tracing of your hand:



3. Next, draw curvy lines in the tracing of your hand, and connect those lines to the horizontal lines outside of the tracing of your hand:



4. Take your favorite-colored marker, pencil or crayon, and fill in every other line on the page. Does it look like your hand is popping off of the page?:



Character Activity: Gesturing & Gibberish

From: <https://www.childdrama.com/gibberish.html>

Teachers: Record a simple sentence on an index card, one for each student in your class. Have your class sit in a circle and distribute one card to each student.

Examples of sentences that work well include:

I have a toothache.
I like your new haircut.
That is a very beautiful hat.
I've missed my bus.
Please don't shout.
Are you my mother?
Is this your hat?
May I take your order?
I can't find my shoes.
Stop, in the name of the law!
I'm thirsty/hungry.
It looks like rain.
What a beautiful day!
We're going to be late!

Students: Study the index card your teacher gave you. Then, when your teacher says it's your turn, stand in the center of the circle and try to communicate your message using anything BUT the actual sentence! You can use body language, facial expressions, and even gibberish to get your point across. How did you do?

Take-Aways: Non-verbal communication can be just as effective as using words to get a message across.

Teacher Next Steps: Assign each student a particular stock character trait. Have them try to relay their message in the manner of that character. If you want to increase the difficulty of the activity, make this a dialogue! This helps to not only bolster strong communication skills, but also gets them thinking about their relationships to other characters.

Adaptability: This activity is recommended for students in Grade 4 and up but can be adapted to suit your desired learning outcomes for your particular unit of study.

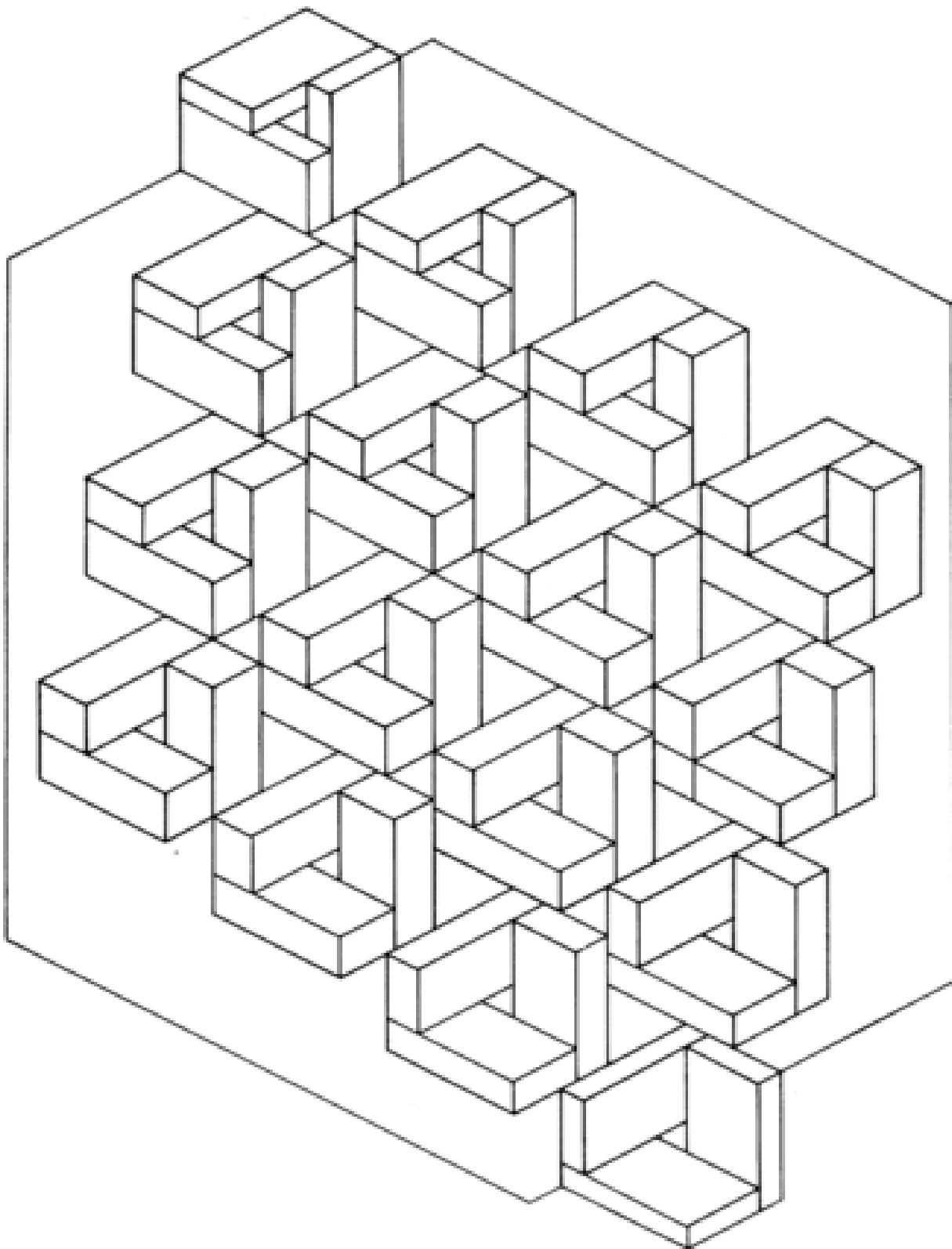
Lukey Magic Word Search

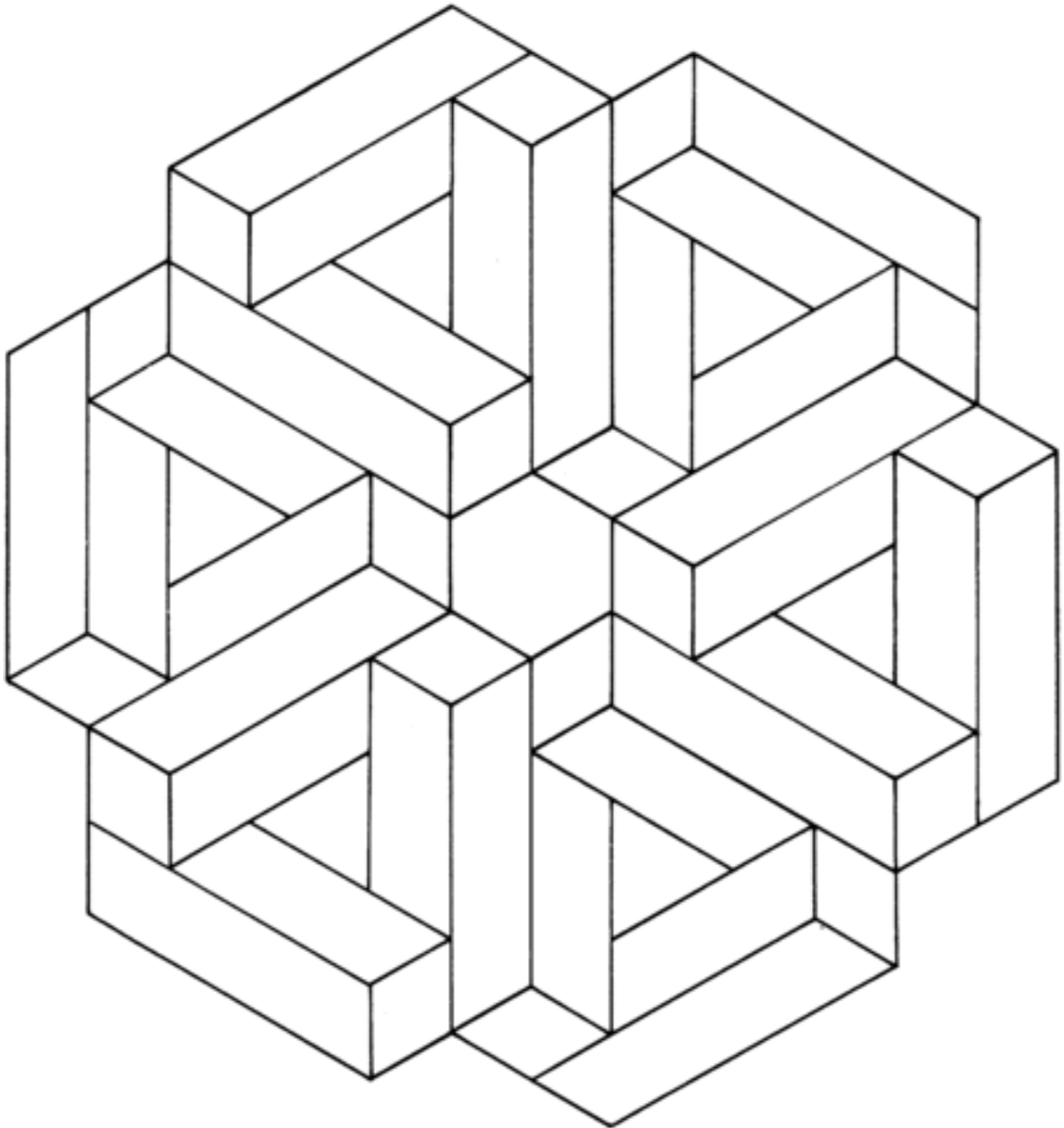
I	T	A	M	R	E	C	R	A	U	O	S	B	K
S	M	P	A	A	S	O	P	M	K	A	S	R	R
N	O	C	R	A	K	J	O	K	E	S	I	E	P
O	N	A	B	A	T	N	T	T	E	P	P	U	P
I	S	I	A	J	R	A	U	R	N	I	T	E	N
S	T	N	D	C	I	G	A	M	I	T	W	T	W
U	E	H	A	N	C	O	N	C	I	R	K	I	E
L	R	C	C	J	K	W	S	J	S	H	O	W	N
L	I	S	A	L	S	E	I	J	A	S	P	E	R
I	J	C	R	D	P	U	M	S	A	A	A	H	P
G	R	M	B	D	N	A	W	A	A	S	A	S	C
T	S	P	A	O	A	G	S	P	A	M	B	G	M
C	A	H	K	M	J	A	G	T	S	H	O	I	S
K	G	S	U	S	I	P	I	T	R	S	E	I	O

MAGIC
 JASPER
 ABRACADABRA
 MONSTER
 SHOW
 TRICKS
 WAND
 PUPPET
 ILLUSIONS
 JOKES

Play this puzzle online at : <https://thewordsearch.com/puzzle/263025/>







LPAC

LANCASTER
PERFORMING ARTS
CENTER

750 W Lancaster BLVD
Lancaster, CA 93534

www.LPAC.org
661.723.5950



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Please review all content on websites referenced prior to presenting to students.

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