



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 Identifier: [SL.1.4](#) Grade: 1

Standard: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. a. Memorize and recite poems, rhymes, and songs with expression.

Standard Identifier: [SL.2.4](#) Grade: 2

Standard: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. a. Plan and deliver a narrative presentation that: recounts a well-elaborated event, includes details, reflects a logical sequence, and provides a conclusion.

Standard Identifier: [SL.3.4](#) Grade: 3

Standard: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. a. Plan and deliver an informative/explanatory presentation on a topic that: organizes ideas around major points of information, follows a logical sequence, includes supporting details, uses clear and specific vocabulary, and provides a strong conclusion.

Discipline: Theatre

Artistic Process: Creating

Anchor Standard: 1: Generate and conceptualize artistic ideas and work

Enduring Understanding: Theatre artists rely on intuition, curiosity, culture, and critical inquiry.

Essential Question(s): What happens when theatre artists use their culture, imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?

Process Component(s): Envision, Conceptualize

Standard Identifier: [1.TH:Cr1](#)

Grade: 1

Performance Standard(s):

a. Propose potential choices characters could make in a guided drama experience.b. Identify ways in which gestures and movement may be used to create or retell a story in guided drama experiences. Collaborate with peers to conceptualize costumes and props in a guided drama experience.

Standard Identifier: [2.TH:Cr1](#)

Grade: 2

Enduring Understanding: Theatre artists rely on intuition, curiosity, culture, and critical inquiry.

Essential Question(s): What happens when theatre artists use their culture, imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?

Process Component(s): Envision, Conceptualize

Standard Identifier: [3.TH:Cr1](#)

Grade: 3

Performance Standard(s):

a. Create roles, imagined worlds, and improvised stories in a drama/theatre work.b. Collaborate to determine how characters might move and speak to support the story and given circumstances in drama/theatre work.c.

Imagine and articulate ideas for costumes, props and sets for the environment and characters in a drama/theatre work.



 **DOT DOT DOT**  

LANCASTER PERFORMING ARTS CENTER



Going to the theater!

LET'S ALL ENJOY THE SHOW!

Thank you for joining us at TheaterWorksUSA's rendition of Dot Dot Dot The Musical. Our aim is to provide your students with an opportunity to learn more about the musical, while also offering you creative ways to incorporate it into your curriculum and classroom. Watching a live performance is a unique experience that can instill a lifelong passion for performance and storytelling. We hope our production will serve as an inspiration to your students. Prior to the show, it may be helpful to remind your class about basic theater etiquette. Talking or engaging in disruptive behavior during a performance can be distracting to both the actors and fellow audience members. However, we encourage clapping, laughing, and cheering whenever they feel inclined to do so.

Please feel free to utilize this guide as a starting point for you and your students to delve deeper into the show and its rich content. Our study guide has been designed to enhance your students' experience after seeing Dot Dot Dot The Musical. It includes post-show discussion points, lessons, and in-class activities that will extend the topic-specific ideas within the show and engage students in hands-on classroom projects. You are welcome to adjust any of the discussion prompts or materials to fit your classroom and teaching style.

THE AUDIENCE HAS A JOB TOO

THEATER is for everyone to enjoy! Being an audience member at a live theater performance is a special experience that we are excited to share with YOU!

As an audience member at the theater, you will experience a STORY told LIVE on stage by a group of performers.

Unlike a movie, the performers can feel the response of the live audience while they are telling the story LIVE on stage.

The energy of the audience is what makes theater very exciting! So, you are encouraged to react to the story, laugh at funny moments, clap at the end of each song, and cheer for the performers at the end of the show!

Just remember to be respectful of the performers (so they can focus on their jobs) and other audience members (so they can focus on their jobs too!).

Here are some audience job duties that will help you have an awesome time at the theater:

1. Participate. Show the cast and crew your appreciation with applause (clapping) at the end of songs and scenes. If you think an action or a joke is funny, feel free to laugh!
2. Pay close attention to the story. The performers have been practicing (rehearsing) for weeks! You can show respect to the performers by staying focused on the story. Save conversations with friends for after the show.
3. Turn off technology. That means no cell phones or iPads. Even if they are silent, we only want to see the lights that are on the stage, not from phones.
4. No eating or drinking during the show, please. The noise from candy and snack wrappers is not part of the sound designer's plan for the show! Please save your snacks until the performance is over.
5. Arrive early, use the restroom before the show starts, and stay at your seat.
6. Be respectful of the space and others. Take care of your space and respect other audience members' space so that everyone can enjoy the show!

Meet the Creative Team



Peter H. Reynolds (Author of Creatrilogy) -

is a NY Times best-selling author & illustrator. Peter's award-winning books *The Dot*, *Ish*, *The Word Collector*, *Happy Dreamer*, *Say Something*, and soon to be released, *Be You*, among many others, inspire children and "grown up children" with his messages about authentic learning, creativity, bravery, empathy, and courageous self-expression.

Peter also illustrated the best selling *I am Yoga*, *I am Peace*, *I am Human* (which was recently a #1 NYT Best selling picture book!), *I am Love*, and *The Water Princess* with Susan Verde, as well as, the *Judy Moody* series by Megan McDonald. Peter lives in the Boston area where he founded *The Blue Bunny*, a family-owned and operated children's book, toy, & creativity store.

Peter and his twin brother Paul, launched the Reynolds Center for Teaching, Learning, and Creativity (TLC). The center is a not-for-profit organization that encourages creativity and innovation in teaching and learning.

Keelay Gipson (Musical Co-Writer) -

is an Activist, Professor, and Playwright. He is the recipient of a Barrington Stage Spark Grant, the NYSAF Founders' Award, the Van Lier Fellowship at New Dramatists, as well as writing fellowships with Lambda Literary, *The Amoralists*, *Page 73*, and the Dramatist Guild Foundation. He has held residencies at the MacDowell Colony, NYC DCLA, NYC Administration of Children's Services, New York Stage and Film's Powerhouse Season at Vassar College, and Yale University. His work has been developed at The Bushwick Starr, Wild Project, HERE Arts Center, Pace University, West Connecticut University, National Black Theater, Rattlestick Playwrights' Theater, The Fire This Time Festival, Classical Theater of Harlem, and New York Theater Workshop. He is published in *The Best American Short Plays* anthology and *48 Hours in Harlem*, Vol. 3. He has taught workshops, courses, and masterclasses at NYU, Pace, Rutgers, Fordham, and the Kennedy Center American College Theater Festival.

Sam Salmond (Musical Co-Writer)-

is a Jonathan Larson Award-winning composer, lyricist, and bookwriter. Among the many projects in development, Sam has written music and lyrics for an adaptation of *Eighty-Sixed*, the novel written by humorist and AIDS activist, David Feinberg. It had a developmental reading at Second Stage Theatre and a workshop with Playwright's Horizons and Musical Theatre Factory. Sam's work has been featured at Lincoln Center, Ars Nova, Symphony Space, Joe's Pub, 54 Below, The Town Hall and venues all around the country. He has been a resident writer at Goodspeed Opera House, the Johnny Mercer Colony, The Village Theater, Fresh Ground Pepper and more. He is a 2017 Dramatists Guild Fellow, a 2018 SPACE on Ryder Farm resident, and an alumnus of NYU's Graduate Musical Theatre Writing Program.

Jesca Prudencio (Director/Choreographer) -

is a director, choreographer, and community-based artist. She has developed new work at The Kennedy Center, La Jolla Playhouse, East West Players, The Lark, NAMT, Ensemble Studio Theatre, Space on Ryder Farm, La MaMa, Clubbed Thumb, Joe's Pub, and The Movement Theatre Company. She is the recipient of the TS Eliot US/UK Exchange at the Old Vic, The Drama League Fall Fellowship, and the 2018 Artist-In-Residency at the Performance Project at University Settlement in Manhattan. Jesca is the inaugural recipient of The Julie Taymor World Theater Fellowship which supported her travels through Thailand, Japan, and The Philippines throughout 2017 as she researched and trained in traditional and contemporary forms of theater in each country. She was recently named a 2021 Woman To Watch on Broadway by the Broadway Women's Fund.



photo: Top row: William Spinnato, Sam Salmond, Yan Li. Middle row: Keelay Gipson, Kennedy Kanagawa, Jen Anaya, Peter H. Reynolds, Ariana Valdes, Jesca Prudencio. Bottom row: Mukta Phatak, William Bellamy.

Vocabulary



Play: A story told live on stage by actors in front of a live audience.

Musical: A story told live on stage by actors in front of a live audience that also involves singing and dancing.

Theme: The message or main idea of a story. This can be a word or a sentence that links a big idea about our world with the story.

Genre: The style of a play.

Plot: The timeline of actions in the story from beginning to end.

Setting: Where a story takes place.

Characters: Who the story is about.

Conflict: A problem that the characters in the story have to face and overcome. A conflict arises when a character wants something but something else gets in their way.

Objective: What a character wants to achieve or solve in the story. In other words, a character's goal.

Protagonist: The story's hero. This is the character who is out to accomplish a goal or find purpose.

Antagonist: The story's villain. This character is usually against what the protagonist(s) needs to accomplish their objective or goal.

Dialogue: a conversation between two or more people in a play or musical.

Moment Before: an acting term that encourages actors to consider what is going on in their character's life just before the present moment. Ex: If the scene begins with a character entering a room feeling excited, the actor may want to explore what made them feel that way in the "moment before" they entered the room.

Blocking: Movement the director give to the actors to show them where to go on the stage

Choreography: A sequence of dance moves assigned to a dancer in a musical number (song) that are used to help tell the story.

Cue: In theater, a cue signals when another action should begin. For example: The actor's cue to enter the stage might be after they hear the thunder sound effect.



Vocabulary

Author: a writer of a book or article. The authors of the PETE THE CAT books are James Dean and Kimberly Dean.

Playwright: The writer or writers of the play. Playwrights write the dialogue between characters in a play.

Composer: The artist who writes music for a musical.

Lyricist: the artist who writes words to the music in a musical.

Actor: the artist who embodies or puts themselves “in the shoes of” a character or characters in a play or musical to tell that character’s story to the audience.

Audience: a group of people who attend a live event like a theatre performances to watch, listen, and respond to the event on stage.

Director: the artist who works with the writers, actors, and designers to tell a clear story on stage for the audience. It is the director’s job to have a creative vision for how to tell the story and make sure everyone is working together towards the same goal.

Stage Manager: The artist who manages the onstage and backstage areas before, during, and after a performance. They set up the schedule for the actors, cue the lights and sound during the show, and make sure the set, props, and furniture stay in good shape throughout the show.

Design: An idea that is sketched, drawn, or molded to artistically show how the world of a play will take shape on stage.

Set Designer: The artist who creates what the world of a story will look like on stage. This can include furniture and scenery that can help tell the audience where the story takes place.

Costume Design: A costumer designer chooses and creates the articles of clothing that characters wear on stage to help tell the audience who the characters.

Sound Designer: an artist that creates the mood or atmosphere of the play through the use of sound, sound effects, and music in a play or musical.

Props: Objects used by a character on stage to help tell the story. Ex: A character may use a prop like an umbrella on stage if it is raining in that scene of the play.

Make-up: Artistically designed cosmetics to enhance an actor’s portrayal of a character. Box Office: Where audience members pick up their tickets to the show.

MAKE A DESIGN

Marisol is the **curator** of the Museum de Marisol.

A **curator** is a person who manages a place like a museum and picks what goes on the walls.

She **curated** her museum with the art of her friends and classmates! To curate means to select the art that will display and where it will be placed.

Now it's your turn to be a **curator**! Cut out the pieces of art below and add some in the blank picture frames.

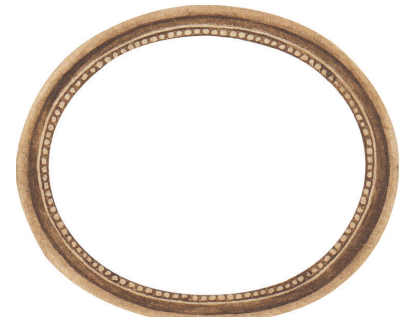
Curate these pieces of art on the Make a Design page!



Monet's "The Artist's Garden at Giverny"



Peter. H Reynolds "Vashti in Dot"



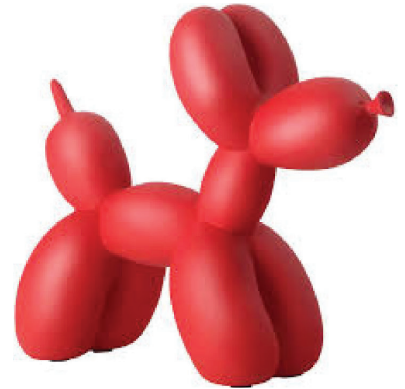
A Masterpiece by You



A Masterpiece by You



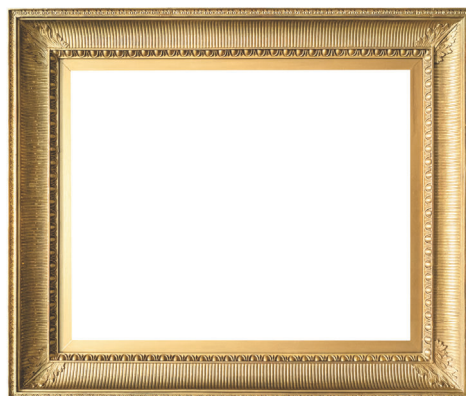
Jean-Michelle Basquiat "DINO"



Jeff Koons "Red Balloon Dog "



Warhol "So Meow"



A Masterpiece by You



Peter. H Reynolds "Don't Miss Clues"

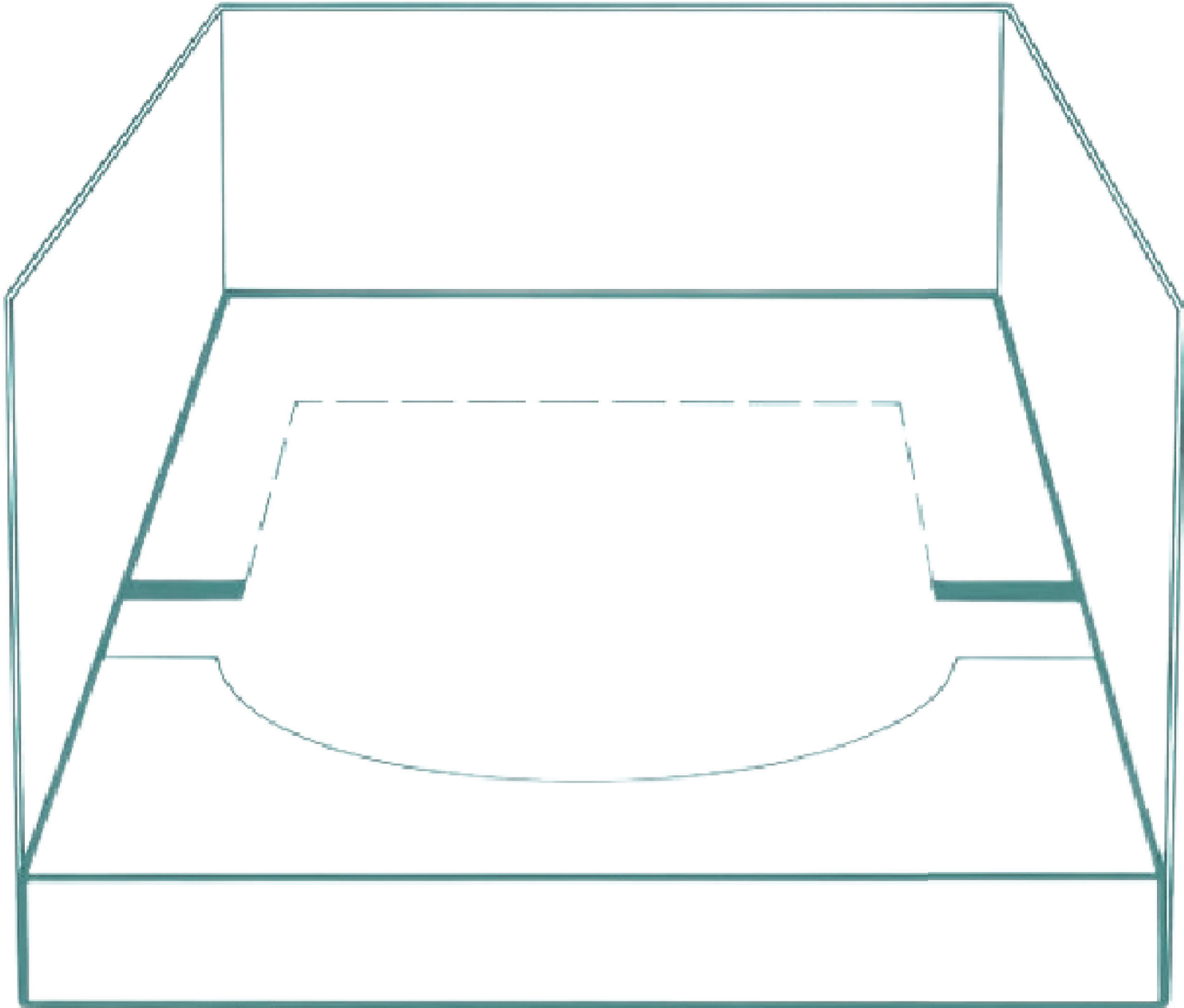
MAKE A DESIGN

Curate your very own Museum just like Marisol did in **DOT DOT DOT: The Musical**.

Place your curated art anywhere in your museum below.

Don't forget to name your gallery!

MUSEUM DÉ _____



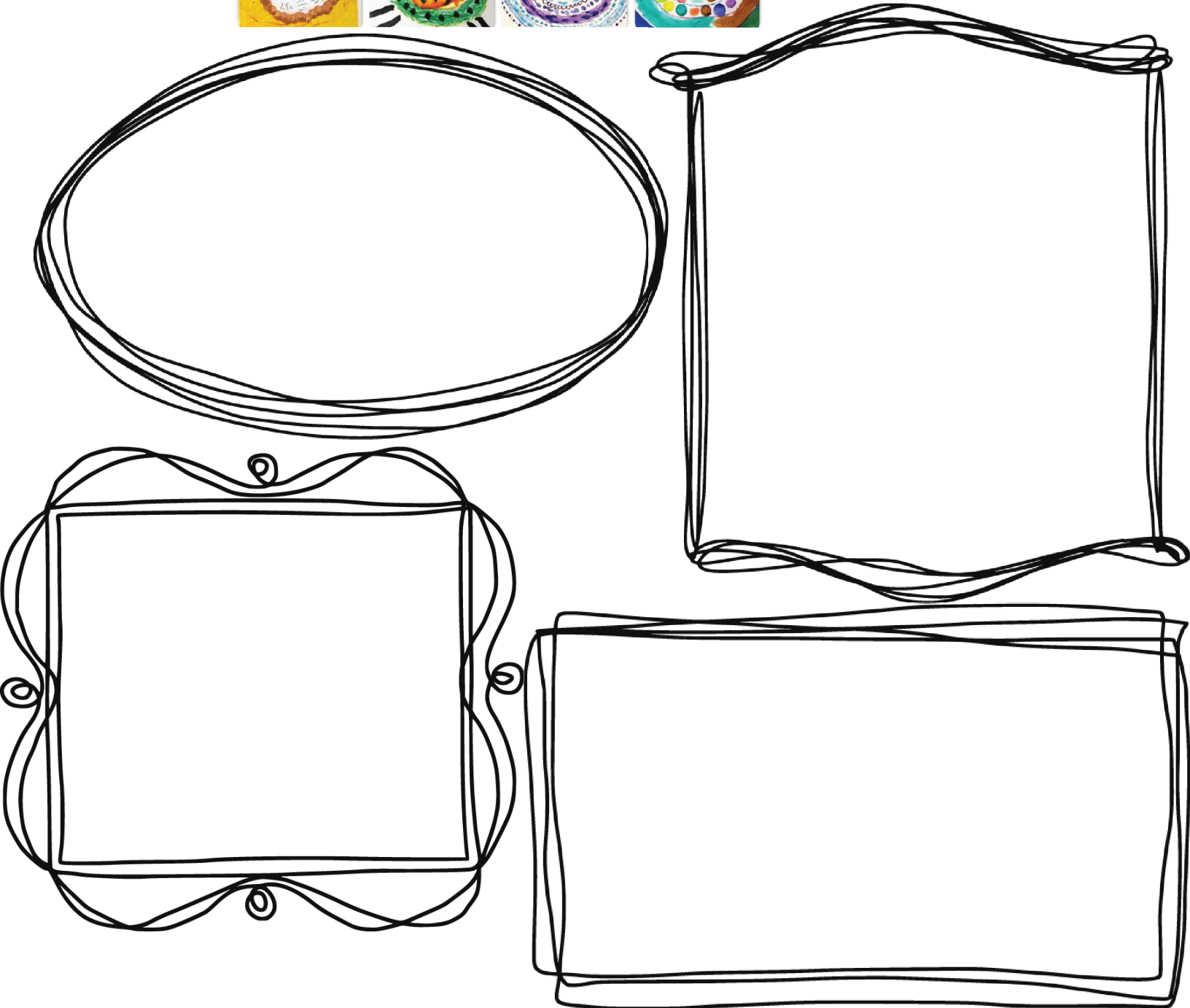
X.....

Make Your Mark

International Dot Day, a global celebration of creativity, courage, and collaboration, is on September 15-ish. Where students all across the world make their mark with a simple dot. Just like Vashti from DOT DOT DOT.

Now it's time to make your mark just like Vashti! She started with just one dot, and you can create a dot to fit in every frame.

See examples below:



DON'T FORGET TO SIGN YOUR NAME!

X.....

DRAW ABOUT YOU



My Favorite things are:

This is me:
(Draw yourself)

This is where I live:

This is my family:

This is my favorite color:



This is my Signature:





**PARTNER UP AND ACT
IT OUT!**



START

MARISOL: (to Ramon, but with a wink to the audience)

Hello Ramon!

RAMON: (In a sour mood)

What do you want?

MARISOL :

Oh, nothing... Just watching you draw...

RAMON :

But I'm NOT drawing! How can you watch me draw when I'm not drawing?

MARISOL:

I'm using my imagination. You know, like you used to...

RAMON:

Go away!

MARISOL: (Unfazed)

Okay! If you insist.... but not before picking up one of the crumpled pieces of paper surrounding her brother.

(Ramon notices.)

RAMON :

Hey! Where are you going with that?!

MARISOL:

Oh, nowhere...

RAMON :

Come back here!

Hellooooo? Marisol? And when he arrives, he sees... **(His un-crumpled, squiggle drawings! Covering the walls of Marisol's room.)**

RAMON:

(In awe) What is this?

MARISOL:

We, at the Musée de Marisol, are proud to welcome you to our newest addition... The Squiggle Wing! You mean, your bedroom—?

MARISOL :

In the Squiggle Wing... We currently have a new exhibit on display, featuring an artist—

RAMON :

You mean me?

CONTINUE

MARISOL:

—And his vase studies. Numbers one through fifteen.

MARISOL:

Ah! This is one of my favorites!

RAMON :

It's supposed to be a vase of flowers... Doesn't quite look like it, though.

MARISOL:

Maybe not... But it's vase-ISH...

MARISOL: (cont'd)

Yes, but look at the lines here and here... Such movement! And the colors of these squiggles, here... So vibrant! So alive! And the vase... **(Chef's kiss)** The artist who drew these drawings—

RAMON :

You mean me?!

MARISOL (As curator) :

Yes, the ARTIST... Has such a feeling of life in his work... Of, what we here at the Musée like to call... ISH!

RAMON:

...Ish

MARISOL :

Yes, Ish!

RAMON:

I guess... I guess they do look a little—

MARISOL

Ish!

END

START

TEACHER :

Marisol, what are you doing here? I don't have you 'til after lunch!

MARISOL:

Scoping out new talent...

TEACHER:

Oh! Whatever for...? Marisol beckons Teacher to come hither—whispers in her ear. Teacher smiles, back to Vashti.

TEACHER :

Vashti! There's an art show happening... **(Marisol whispers something again)** At this unique little upstart gallery... Started by another student of mine. A second grade student. Quite a talented artist in their own right. Called the, uh...? **(Turning to Marisol; more whispering)** Ah, yes! The Musée de Marisol. And I was wondering if you'd like to show some of your magnificent work there? Vashti thinks a moment... Is she ready for the world to see her art?

VASHTI :

Who will see it? Marisol steps forward. Teacher walks away, happy with the connection that's just been made.

MARISOL :

Mostly my family. My mom, my dad. My abuelita, too! Oh, and there's my older brother, Ramon. And my even older brother, Leon. But sometimes, when I have sleepovers, other kids will see. Oh, and Waffles.

VASHTI:

Yes!!!

END

In my words

Now that you have finished your art it's time to talk about it! Let's explore how you feel about your creation and how you would describe it. What is your art piece's story, and what does it mean to you? And Don't forget to sign your name!



My art exhibit will be called:

The materials I used are:

While creating my art works, I learned:

My art tells the story of:

Would you change or add anything? Why?

One thing that's special about this art work is:

Name

Date

Name: _____

Date: _____



Observe, Create, Share

During our show, Ramon's ish got squished when his brother told him he wasn't a good artist. This made him discouraged him by saying "never let anyone squish your ish!"

OBSERVE

Take some time to think about a time your ish got squished!

CREATE

Create a piece of art that will help you express how that made you feel.

Share

You can share your art with the class! To un-squish your ISH!

ART-ISH

Here is space for you to create your own art!
Don't forget to sign your name on whatever you create.

