



NEW VICTORY[®]

SCHOOL TOOL[®]

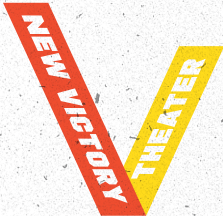
RESOURCE GUIDE



inspired by...



FOUR
GO WILD IN
WELLIES



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

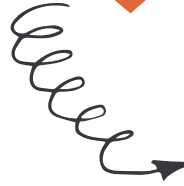
NEW YORK STATE LEARNING STANDARDS FOR THE ARTS

Creating, Performing, Responding, Connecting

BLUEPRINT FOR TEACHING AND LEARNING IN THE ARTS

Theater: Theater Making, Developing Theater Literacy, Making Connections

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



inspired by...

FOUR GO WILD IN Wellies

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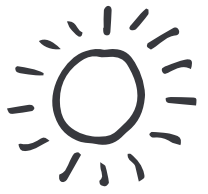
Learn and Engage



This section is an introduction to the artists, company, art forms and themes of this production. It also contains unit plan brainstorm, 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?

It's time to explore the great outdoors! What do we need? Tiny tents, bobble hats, scarves and wellies, of course! With all of the foliage and fun of any good forest adventure, *Four Go Wild in Wellies* features an inclusive dance company who reminds us that nothing is more natural than a kid's curiosity.

Dance

Dance is a theatrical, performative art form consisting of myriad sequences of human movement, intentionally selected and often set to music or rhythmic sounds. Choreography, style and repertoire of movement, historical period and origin are the means by which dance can be described and, ultimately, categorized. *Four Go Wild in Wellies* uses dance to examine and explore, for example, the joy of curiosity, the negotiation of social structures, how friendships are built, broken and mended and how kids interact with one another and with the world around them!

Storytelling

Stories are universal devices with which we, as human beings, connect with and express ourselves outwardly to one another. We use storytelling as a tool for education, entertainment, cultural preservation and self-expression. *Four Go Wild in Wellies* employs dance, music, physical theater and non-verbal communication as storytelling devices in order to convey play, the spectrum between collaboration and competition and interaction with, and discovery of, nature.

Music

While choreography is very important for telling stories in an engaging way, the music creates the mood of the production! Using music to underscore different scenes, the show helps us empathize with the emotions of the characters and understand the feeling of what is happening. This is especially helpful with shows like *Four Go Wild in Wellies* whose performers interact with one another and tell a story using non-verbal communication.



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:

Have you ever seen a dance performance before? What did you enjoy about it and why?

What types of music do you listen to? How does it make you feel?

Do you like to dance? How does dancing make you feel?

CONTEXT TO CONSIDER

Boogie-ing Down with Indepen-dance

An award-winning inclusive dance company for disabled and non-disabled people, Indepen-dance promotes a diverse and inclusive society as the foundation of a more sustainable future for everyone in the dance field and beyond. Its artistic approach is to ensure the arts, and dance in particular, are inclusive and that young people and adults who are disabled are fully included in the creative process of making, performing and being an audience for dance.

Four Go Wild in Wellies has been created with the Company by director Anna Newell (2017 Tonic Theatre Award winner for “women who are changing the face of UK Theatre”), the late award-winning composer David Goodall and choreographer Stevie Prickett, who have worked together for more than 20 years creating work for younger audiences that has toured as far afield as South Africa and Off-Broadway.



Fun Facts

What exactly are wellies? Rain boots! Wellies, short for Wellingtons, are what rain boots are called in Scotland, and in other parts of the United Kingdom.



Rain boots have a lot of different names around the world. For instance, they're also called galoshes or billy boots!



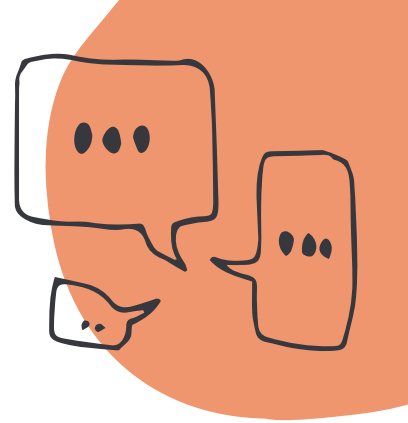
Glasgow, Scotland, is home to Fossil Grove, located in Victoria Park, where visitors will find 11 extinct fossilized trees that are—get this!—330 million years old. That's twice as old as most dinosaurs!

Castles are classified as being the dwelling of a noble figure or a lord. Scotland has been home to nearly 2,000 castles, though many of those castles are no longer standing and only live on in historical records.



Did you know that the world's tallest hedge can be found near Meikleour, Scotland? Yep! The hedge spans over 1,700 feet in length and it's 100 feet high!

UNIT PLAN BRAINSTORM



Hear That? Nature Calls! (Theater, Science, Dance)

In a concrete jungle of nearly 8.5 million people, nature walks are often a rarity. But they're a great way to get kids out of the classroom and into the great outdoors, whether it be on school grounds or at a local park! Nature walks give kids opportunities to learn more about science, geography and art, and are a fantastic way to observe plants and animals. Use this as a reason to take your class on an outdoor expedition through a nearby green space. Put on your park ranger hat and guide your little voyagers in a nature observation by asking questions like: *What do you see down low on the ground? What do you see up high toward the sky? What colors do you see and what sounds do you hear? How do these observations make you feel?* After you've finished your outdoor exploration, head back into the classroom and have a class discussion about what the kids experienced. As they're describing their outdoor adventures, scribe words you hear, especially words or phrases that describe exactly what they saw (e.g. green leaves, tall trees, fluffy clouds). Using your students' experience and the list of scribed words, play alongside your students to create a "Celebration of Nature" dance in which everyone embodies different things found in nature and tells the story of their great, fun, playful outdoor expedition!

To support this unit, use the Activity [Going Wild with Morning Routines in the Discover and Create section.](#)

These Wellies Were Made for Dancin' (Dance, Music)

Dance and movement are all ways to tell a story! Explore these concepts to express emotions with your classroom. To get started, ask questions like: *What are some of the ways you dance with your family? What are dance moves you can teach to the rest of the class? How can we all tell a story we've been reading together through dance?* Now, it's time to create some unique dance moves of your own! Together, choreograph a class dance that you can use in transitions, on your way to lunch, to focus or to start each day off in unison. To begin, play around with rhythm by clapping, stomping or using objects from around the room, remembering to experiment with different levels and tempos. Build on that by playing DJ for a day and adding recorded music, or make music of your own with classroom instruments or found objects. Ask questions like: *How does music make you feel? How do different kinds of music make you move?* Finally, put together a sequence of moves that everyone can do and decide what time(s) of day you'll be using this dance. Now you have a unique dance that only your class knows. Isn't that wild?!

To support this unit, use the Activity [A Case of the Sillies in the Respond and Connect section.](#)

The Playful Battle of Fort Cozy (Visual Art)

Time to bring some of the great outdoors into your classroom! How? Build a fort meant for your students' cozy escape! In the rush of hectic city life, kids will love the rare opportunity to create a space all their own. To start, provide materials like large cardboard boxes to create your fort, giving students the opportunity to use other open-ended materials to create doors, windows and other decorations they'd like to make their cozy structure their own. Alternatively, you could drape sheets or blankets over a series of chairs or pile them on the floor, stack pillows atop one another and include class puppets or stuffed animals for companions inside the fort. The object here is to give students agency to use their imagination to design this space. After all, this fort is a place where, in their home away from home, they can feel most at ease. Next, re-create the feeling of being outdoors by making cutouts of trees, leaves or even hanging class-made clouds from the ceiling above their fort. To add an extra layer to this re-creation, find playful, realistic outdoor sound effects playlists on streaming services like Spotify or YouTube to help feed their imagination while they're building and relaxing in their fort. Oh, and don't forget the most important part of an indoor fort—picture books about exploring the great outdoors!

To support this unit, use the Creativity Page [Gettin' Tucked in to Your Cozy Zone 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!



Going Wild with Morning Routines

Use this activity to find out what your students' daily routines are from the moment they wake up until the moment they arrive in your classroom. Explore those routines as a class through movement and dance!

Materials Needed: chart paper, marker, list of emotions

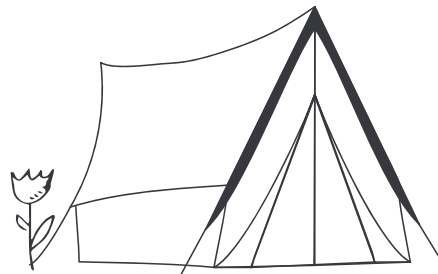


1. To begin, have students think about the things they do every day before they come to school. Guide this discussion by asking questions like: *What time do you wake up? Does someone wake you up or do you have an alarm clock? What do you do to get ready? How do you get to school? What is the first thing you do when you get into the classroom?* As students respond, scribe their answers on the board or large chart paper.
2. As a group, have students physicalize what it looks and feels like to wake up. To guide them in this exercise, ask questions like: *What does it feel like to sit up in bed in the morning? How do you stretch when you wake up? Do you yawn? Do you scratch your sides or your tummy? How do you brush your teeth, style your hair or eat breakfast?* **Note:** *Feel free to explore these out of sequence at first and then put them into sequential order in preparation for the next few steps.*
3. After you've explored the physical aspect of what a morning routine looks like, begin to discover the emotions one might feel when waking up and moving through their morning routine! Offer prompts like: *When you first open your eyes in the morning, what emotions do you feel? What emotions do you feel when you stretch or yawn? How does it make you feel when you put on your socks, or your hat or gloves?* **Note:** *If you don't already have these posted in your room, it may be beneficial to have a pre-written list of emotions on the board or large chart paper for this portion of the activity.* Once you've explored all of the aspects of students' morning routines, put them in an order as you did in Step 2, adding in the emotions! You can build on this by adding verbal sound effects that reflect each emotion. For instance, if "happy" is thrown into the mix, you might do a physical action while smiling and shouting the word "yay!"
4. Now that you've gone through physicalizing students' morning routines and adding emotions into the mix, it's time to theatricalize them by putting it all together! Using objects and furniture found in your classroom, along with a dash of imagination, create a class campground complete with trees, leaves and tents!
5. Using the set you've created, have volunteers show the class their morning routine without words. Encourage the audience to narrate or guess what is taking place and how the student performing is feeling!
6. Finally, have a group discussion about the similarities and differences between everyone's morning routines.

Reflection Questions:



- What was your favorite part of this activity?*
- What was it like to act out your morning routine in your classroom?*
- What was it like to learn about your classmates' morning routines?*
- What surprised you about this activity?*



Gettin' Tucked in to Your Cozy Zone



All around this page is the word "cozy," a fun little word meaning comfortable, in eight different languages. What does the word "cozy" mean to you? What do you do and where do you go to be your most comfortable? In other words: What's your cozy zone? Think about it and then draw it below!

ACOGEDOR

CONFORTABLE

WYGODNY



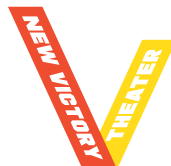
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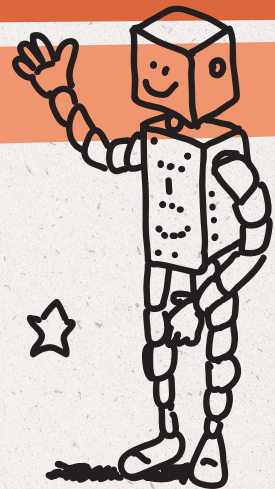
YIOTEH
COZY



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 talent for dance?

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

- ▶ How would you describe a non-verbal dance piece?



Watch

Now, watch the trailer for *Four Go Wild in Wellies*. Then, utilize the next page to engage even more!

Engage

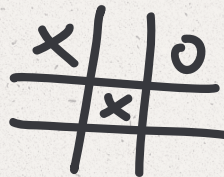
Visit New Victory Arts Break to bring exciting art-making experiences into your home!



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.

Four Go Wild in Wellies 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.

Accessibility AD

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: All performances of *Impossible* will be sign-interpreted and audio described. If you need these services, please let us know in advance by contacting Education_Tickets@NewVictory.org.

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

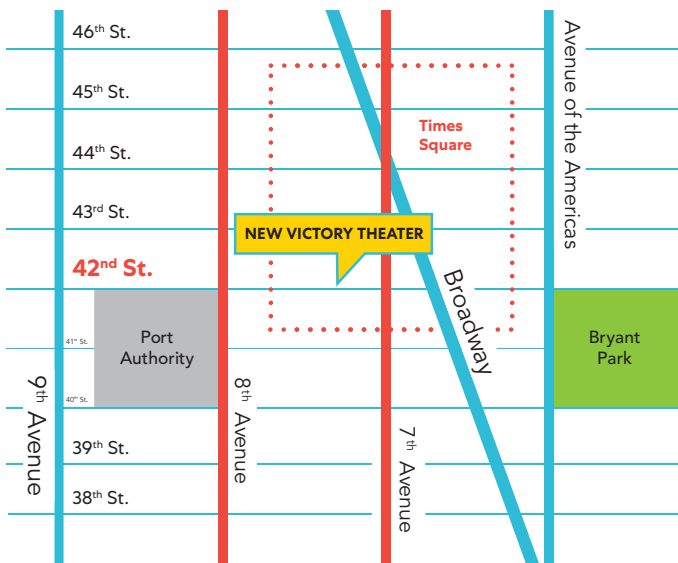
If you are traveling by bus, please also share this important information with the bus driver.

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

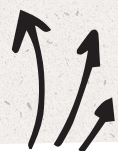




Respond and Connect



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:



Was there a story? What was it about?

Who were the characters and what was their relationship to each other?

What were they in search of? Did they find it?

What were your favorite parts of the show?

What objects did you see onstage? How were they used? Did they remind you of anything?

What did you think about how the performers used dance and music to tell the story?

What different production elements (music, lighting, set, costumes, etc.) did you notice in the show?

How did the show make you feel?



Teacher Tip

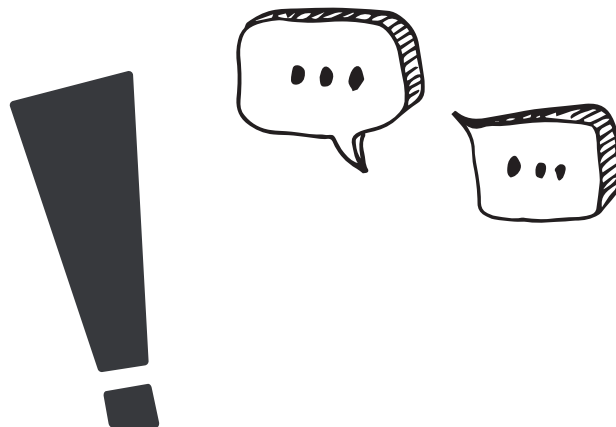
Engaging in dialogue, asking questions and recalling observations are skills that we believe should be fostered and encouraged. When leading a performance reflection discussion, try the following model of critical response:

Describe (*I noticed...*)

Analyze (*I wonder...*)

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

Evaluate (*I believe...*)



The Critical Thinker



Draw or write to answer the questions below to help you think critically about the show.



The part of the show that grabbed my attention the most was...

One thing I saw on stage during this show that I've never seen before was...

The show made me think about...

A question I have about the show is...



Before seeing this show, I didn't know that...

If I were the director, one thing I would change about the show is...

Overall, the show made me feel...



A Case of the SILLIES

Use this activity to have a vibrant, silly dance party in your classroom!

Materials Needed: music, kid's clothing (jackets or coats, shoes)



1. Begin by inviting students to come together in a seated circle and tell them, "Today is 'Silly Freeze Dance' day!"
 2. Next, lead students in a brief, non-verbal stretch or physical warm-up to instrumental music of your choice.
 3. Then, begin to lead a "Silly Dance" game by stepping into the center of the circle, being sure to hold your students' attention by moving with conviction.
 4. Begin doing a simple dance move and choose one student to become your silly dance partner. Using eye contact and movement only, give them permission to move with you while staying in their spot in the circle. Dance in unison with your partner for a few seconds and then find an ending to your dance together. **Note:** For students whose culture(s) consider direct eye contact to be rude or disrespectful, offer other modes of indicating connection and non-verbal cues.
 5. Next, find another partner and repeat. After a few silly dance pairings, add a freeze-pose into your movements so that, when you freeze, everyone freezes in that same pose.
 6. Now that the rules of this silly dance game have been established, it's time to go wild. Have students choose an article of clothing to put on differently (e.g. wear their winter coat backwards or inside out).
 7. Now, repeat **Steps 1 through 5** and give everyone the opportunity to go wild!
- A Wild Bonus:** If it feels right for everyone in the room, kids can take turns leading everyone in a dance move of their choosing from the center of the circle. Whoa, now that's a wild idea!

Reflection Questions:



What was it like to dance together?

What was it like to be silly and play together?

What parts of this activity were your favorite?

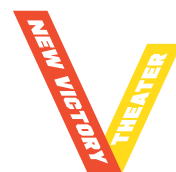
What did you find challenging about this activity?



Dancin' in the Rain (Boots)

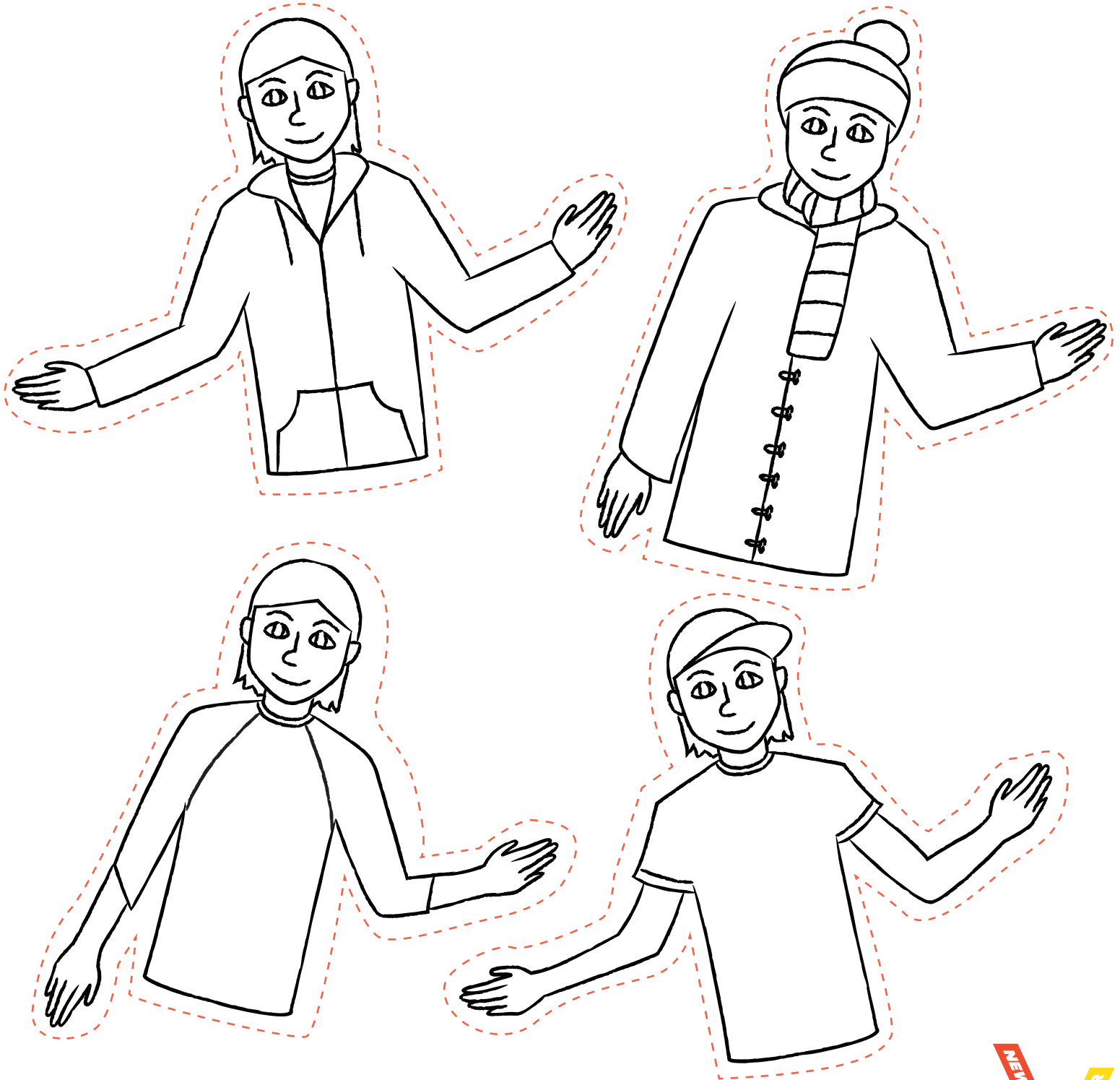


In the show you're about to see, four curious kiddos dance the day away in wellies—rain boots! Can you picture yourself dancing in rain boots? Using the outline below, design a pair of wildly creative, tricked out rain boots to showcase your personal flair!



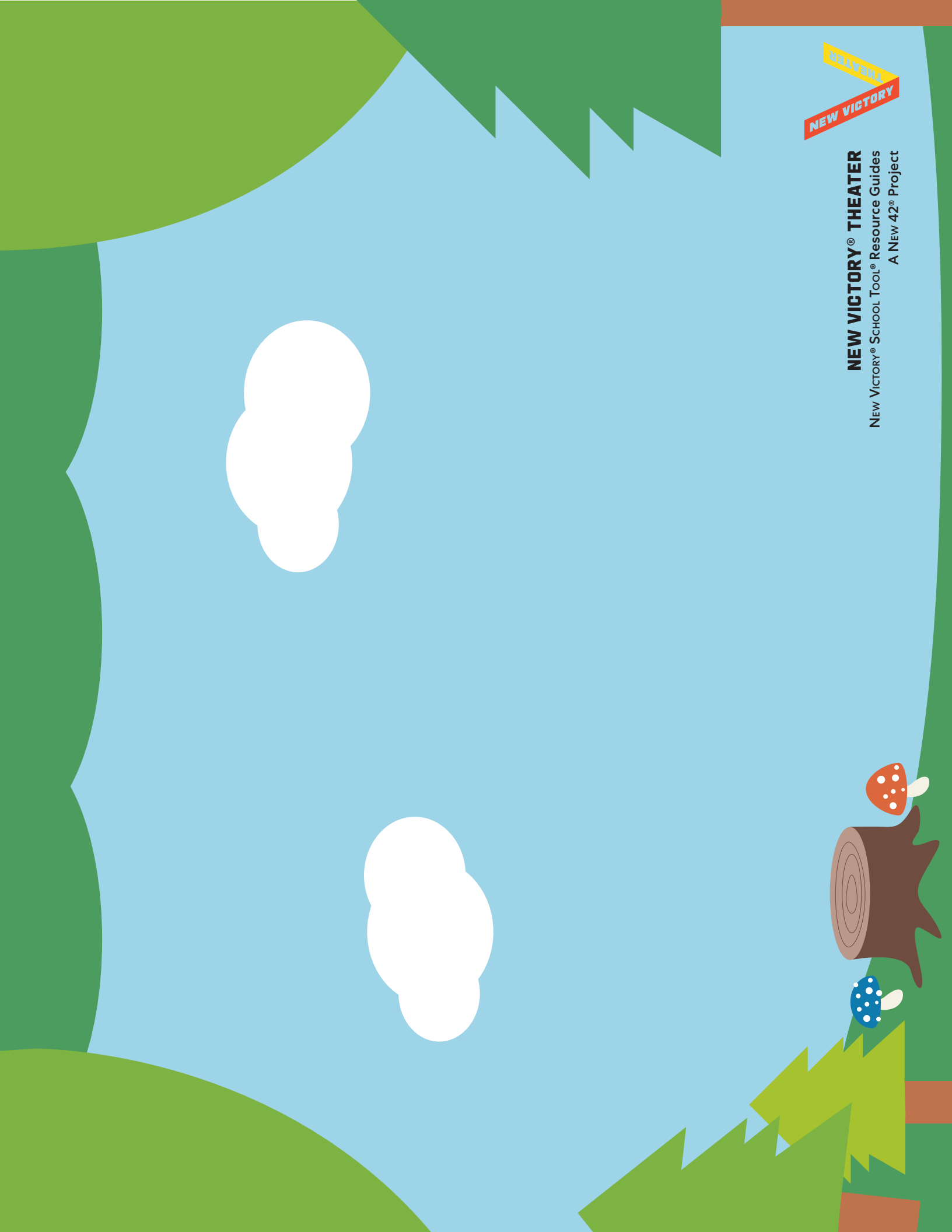
Four Seasons for Four Dancing Puppets!

Below are four outlines resembling characters from *Four Go Wild in Wellies!* Each of them represents one of the four seasons: spring, summer, autumn and winter. On each puppet, design clothes appropriate for each season. Then, with an adult's help, cut them out, attach a popsicle stick or chopstick to their backs and bring them to life. For even more fun, use the four seasonal backdrops on the following pages to give your puppets a place to explore and play!





NEW VICTORY® THEATER
New Victory® School Tool® Resource Guides
A NEW 42® Project





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Sources

COMPANY

Indepen-dance

CONTENT & THEMES

Castles in Scotland

History of Wellies

Scotland

Scottish Culture and Traditions

PRODUCTION PHOTOS

Brian Hartley



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