



NEW VICTORY®

SCHOOL TOOL®

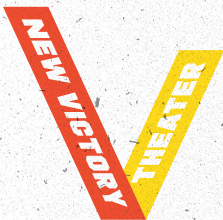
RESOURCE GUIDE



inspired by...



Night Light



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.



What's in the guide:

✓ Learn and Engage.....p. 4

The Show, the Art Forms and Info to Know
Context to Consider
Unit Plan Brainstorm

✓ Discover and Create.....p. 9

Activity: The Curious Tale of the Classroom
in the Nighttime
Creativity Page: Bringing My Imaginary
Friend to Life

✓ Arts Break @ Home.....p. 12

Resources for Families
Arts Break

✓ Respond and Connect.....p. 14

Reflection
Critic's Corner
Activity: There's Drama at Night
Creativity Page: We've Got Magic to Do

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...

Night Light

Teater Refleksion and Andy Manley

Please be advised that the unauthorized reproduction or distribution of NEW VICTORY SCHOOL TOOL Resource Guides for any purpose other than educational, such as for commercial or monetary gain, may constitute copyright infringement and may be punishable by law. For more information, please contact the NEW VICTORY Education Department at Education@NewVictory.org

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?

The whimsical world of *Night Light* wakes up when the sun goes down. Set in a cityscape made of miniature furniture, this poetic piece of object theater delivers delightful discoveries for very young audiences. Our protagonist, "Mr. Night," is the caretaker of the night and everything in it, including a restless child. While the world sleeps, this curious child wants to see the moon.

Theater for the Very Young (TVY)

This genre, which specifically considers the youngest theater-goers (approximately ages 6 and under) and their caregivers, often abandons a traditional, linear story and plot for more whimsical, creative presentations of art that delight the senses. Andy Manley and Teater Refleksion are experts at creating such shows, like *Night Light*, where the audience immerses themselves in a magical journey relying on sensory experiences instead of dialogue.

Solo Performance

Solo performance is a one-person show featuring a performer who entertains an audience alone on a stage. This style of theater has evolved from the ancient art of storytelling. Today, we can see a huge variety of solo performances. Many magicians, comedians and musicians could be considered solo performers. Having only one person on stage gives the audience the opportunity to connect and focus on the uniqueness of that human being.

Sound Design

Sound design is the craft of creating a comprehensive sonic palette for a piece of art, such as theater, film, television or music. Oftentimes, sound designers create underscoring with music to establish a mood or use ambiance to give a show a time and place. In addition, they have individual cues for each audio effect that happens onstage. Their job is to mix and layer each sound, so the audio can flow seamlessly from one moment to the next.

Lighting Design

Stage lighting has four general functions: visibility, motivation, composition and mood. The primary function of lighting in the theater is to illuminate and show what's on stage. However, the way the stage is lit has a strong impact on how the audience perceives the show. In *Night Light*, look for how elements of lighting, like color and brightness, set the atmosphere and time and bring the audience from dusk to dawn!

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:

What do you do to get ready to sleep?

What makes nighttime special? What can you do at night that you can't do any other time?

How can you tell a story using only sound?

CONTEXT TO CONSIDER

Andy Manley

Fan favorite Andy Manley is an award-winning Scottish actor, director and theatermaker who specializes in creating performances for young audiences. From Scottish Opera to Norway's Teatret Vårt, Andy has created work with artists across the UK and Europe. He creates performances largely through devising, though has worked on several written projects. Andy is very project-based, directing or performing depending on what feels right for the piece. Before he started to make his own work in 2006, he was an actor. He co-created and first performed *Night Light* for the 2017 Edinburgh International Children's Festival.

Teater Refleksion

For more than 30 years, Teater Refleksion has created acclaimed puppet theater that reflects real life. Wood and foam rubber come alive at its home base in Aarhus, Denmark, and on tour at theaters across the globe—including at the New Victory, which previously presented their shows *The Way Back Home* and *Songs from Above*.

Theater for the Very Young

Not long ago there were very few theaters that considered making shows and content geared towards children below the age of five. Since then, several companies, such as Spellbound Theatre and Alliance Theater, to name two, have recognized the importance of developing content for this age range. Among the reasons for this shift in the theatrical community is that some of the most crucial neurological and developmental milestones happen when kids are toddlers. Though many children cannot verbalize it, experiencing art and theater impacts the way they see the world. These performances often take non-traditional routes of presentation, relying less on dialogue and narrative and focusing more on interactive and sensory experiences. *Night Light* is just one example of where theater can continue to evolve and be accessible to all ages!

SHINING A (NIGHT) LIGHT ON SOME FUN FACTS



While *Night Light* may be a one-person show, that doesn't mean it's simple! The technical elements of the show are quite complex, with the performance having about 680 lines of sound and light cueing.



You may recognize performer Andy Manley when you come to see *Night Light*. That's because he's been at the New Victory Theater six times before, in *Martha*, *My House*, *The Ballad of Pondlife McGurk*, *White*, *Kappa* and *Black Beauty*.

When Andy Manley is creating a show for toddlers, he often lies on the ground so that he can experience things from the same height as his audience.



Night Light isn't performed on your typical proscenium stage. It's performed in a tent! Using a more intimate venue is common with Theater for the Very Young because it helps immerse the audience in the world of the show and provides a welcoming space for young kids.

UNIT PLAN BRAINSTORM



A Night to Remember (Theater, English Language Arts, Social Studies)

Nighttime doesn't have to be a total snoozefest! Every culture, household and person experiences the night differently—some prefer to cozy up in bed early while others are getting dressed to go out for the evening. Begin ruminating on what the nighttime can hold by asking students to recall their favorite stories or books that take place after the sun has set (e.g., *Where the Wild Things Are* or *Goodnight Moon*). Take this exploration a step further by asking students to talk about nighttime with their caregivers, with questions like: *How do different people you know get ready for bed?* or *What does a nighttime ritual look like in your culture?* Maybe this is a certain food after dinner or a special tradition before bed! Once everyone has examined nighttime in their own living spaces, come together to reflect on what makes each student's night unique and what everyone's nights have in common. With this knowledge in mind, use the power of imagination to write your own nighttime story as a class! Have the students suggest plot points and characters, using the prior discussions as inspiration. When you're done, get on your feet and act out the story you've just created. Now, all of your students have a bedtime story in common!

To support this unit, use the *The Curious Tale of the Classroom in the Nighttime Activity* in the Discover and Create section.

Thank You for Being an (Imaginary) Friend (Theater, Visual Arts)

Having a friend requires lots of thought and care. Using design, creativity and empathy, help students design a cozy home for an imaginary friend right in your classroom. To start, ask your students to create the class's imaginary friend and describe what they might act like. Some questions to get you started are: *Where does our friend live?* *What food do they like to eat?* or *What's their favorite color?* Once you have a good idea of who your imaginary friend is, start creating a cozy corner for them! Provide materials like large cardboard boxes or sheets to create framework like doors, walls and windows. You can also use desks and chairs that you have in the classroom to give the home more structure. Once you have the shape of your cozy home, let your students use their imagination to picture what the imaginary friend would want in their space, such as toys, drawings or even pizza! To set the mood, find music online (or make your own!) that you think your class's friend would like. Once it's made, students can use the cozy corner to relax, read or make art with their friend! Have your class redecorate the cozy corner once a week to update their imaginary friend's ever-changing interests or to welcome a new friend—real or imaginary—into the classroom!

To support this unit, use the *Bringing My Imaginary Friend to Life Creativity Page* in the Respond and Connect section.

A Trick of Light (Theater)

It's time to see your classroom in a completely new light. Using simple shadow puppetry elements, you can transform ordinary objects into a magical display of theater for your students. First, grab a flashlight and dim the lights in your classroom. As a class, explore casting shadows on the wall by passing your hands in front of the light. Prompt your students to experiment with size by bringing their hands closer to or farther away from the light and challenging them to see what shapes they can make together and individually. Next, try passing different objects in front of the flashlight: *What shadow does a pencil make?* *A sheet of paper?* *What about multiple objects together?* After this group exploration, have each student break off and find their own classroom objects with which they can make a shadow character. Have your students create a voice and personality for their character, and then take turns presenting them and moving them about in front of the flashlight. To deepen this exploration, use recorded music or soundscaping to create a more immersive atmosphere. Finally, using your characters, put on your very own shadow puppetry parade for another class!

To support this unit, use the *There's Drama at Night Activity* in the Respond and Connect 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!



THE CURIOUS TALE OF THE CLASSROOM IN THE NIGHTTIME



Use the activity below to introduce your students to the concept of personal storytelling.

Materials Needed: chart paper and markers

1. Begin by inviting students to come together in a seated circle and tell them you're going to be creating a story and bringing it to life! Ask them: *What are different ways to tell a story?* Then, write down their suggestions on chart paper for future reference. **Note:** *Suggestions you can offer may include fun characters and character voices, moments of suspense, music, comedy, etc.*
2. Next, ask students to engage their imaginations by asking: *Imagine that the objects in our classroom (e.g. desks, chairs, books, art supplies, etc.) came alive at nighttime! What do you think they would do? Do they transform? Do they move around the room or talk to each other? What are their personalities like?*
3. Next, work with your students to create a story about what happens in your classroom when the lights go out and nobody's there. Remember to create a beginning, middle and end to your story, as well as the characters, their relationship to each other, your story's conflict and how that conflict might be resolved.
4. Put all of these ideas into practice by leading students through a "Story Woosh," in which they create moments of the story in the center of the circle while you act as the narrator and offer direction as the story is told. Note: It's best to activate the story one plot point at a time.
5. Once you've finished a section of your story, have everyone in the center of the circle go back to their seated position by saying, "1, 2, 3, WOOSH!", and making a sweeping motion with your hands. Have seated students do this, too! Once you've repeated this for each section of the story, you will have created your very own storytellers' theater!

Then, tell your students that they're going to bring the story to life in your classroom by exploring engaging elements of storytelling like:

- **Tableau** (A frozen picture)
- **Participants as Characters** (who/what is in the story)
- **Creating a Physical Setting** (where the story takes place)
- **Soundscaping** (background music, noise or soundtrack made with the mouth, body or found objects)
- **Thought Tracking** (stating aloud what individual characters are thinking at any given point in the story)

Reflection Questions:



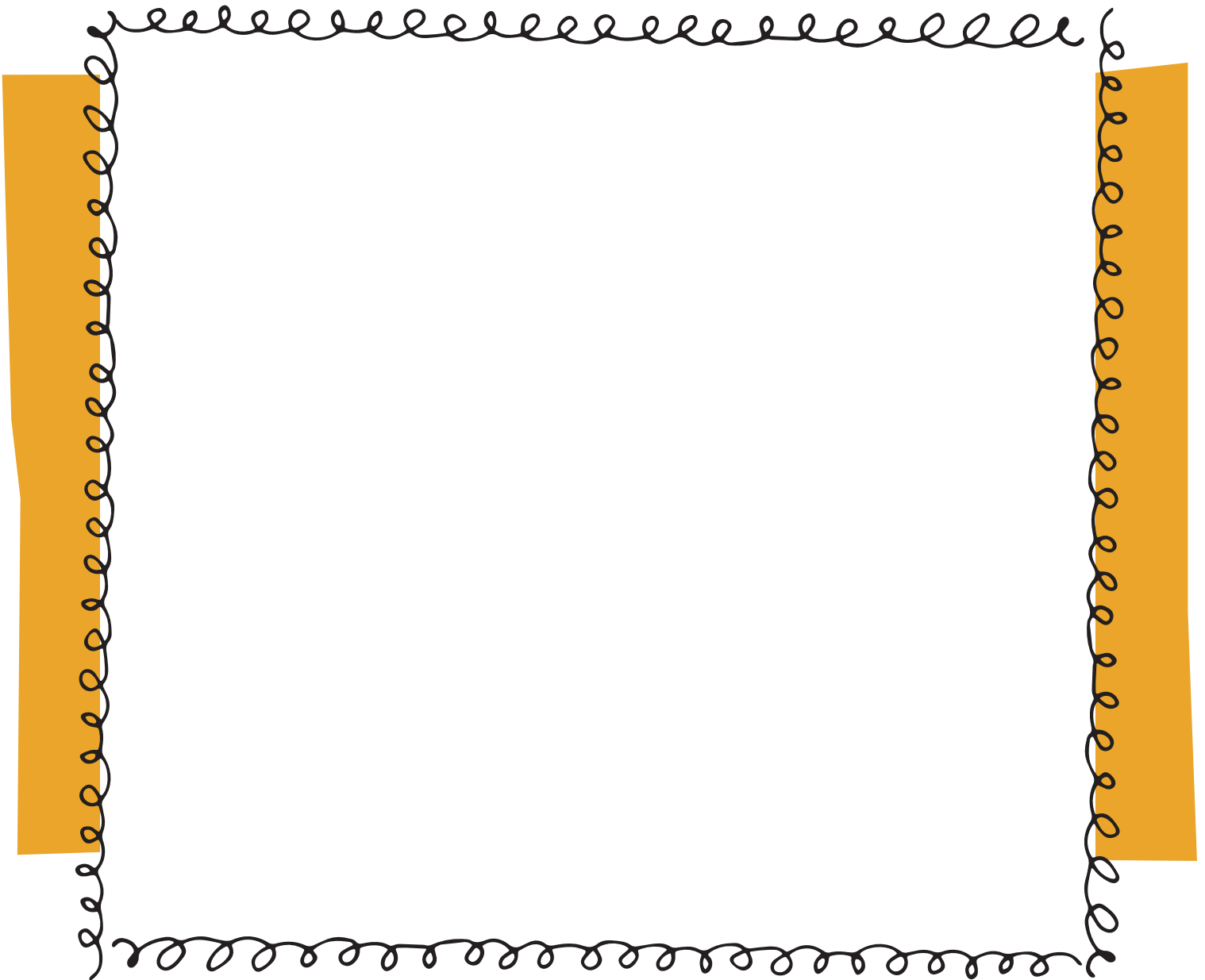
What was it like to explore the story and make it come to life?

Did becoming different parts of this story help you better understand or imagine it? Why or why not?

What were some of your favorite moments to create?

Bringing My Imaginary Friend to Life

You may not know it yet, but you have an imaginary friend—and they live in your book bag! Take a moment to find them, greet them and get to know them. Who are they? What do they look like? What do they like to do or eat? Do they help you with your homework? Do they help you make art? Use the space below to draw your imaginary friend. On the line below your drawing, write their full name (if they have one).

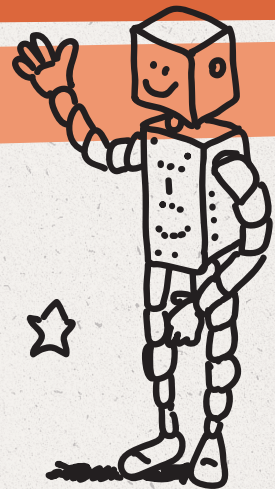




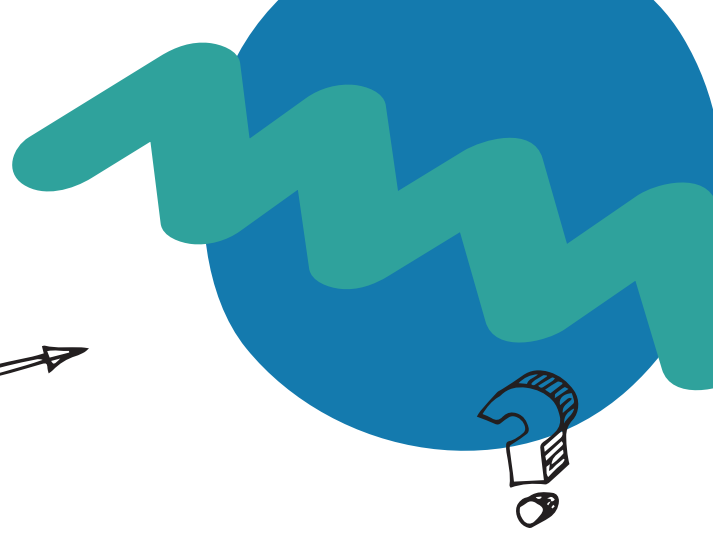
Arts Break @ Home



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 performer might use objects to tell a story?*

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

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



Watch

Now, watch the trailer for *Night Light*. Then, utilize the next page to engage even more!

Engage

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





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 was the story about?

Who were the characters?

What were your favorite parts of the show?

How did the show make you feel?



Teacher Tip

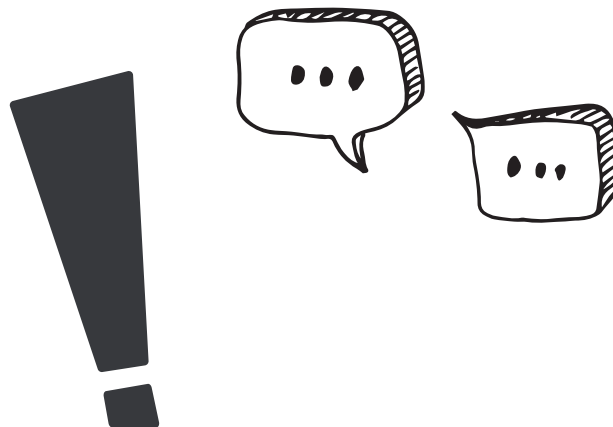
Engaging in dialogue, asking questions and recalling observations are skills that we believe should be fostered and encouraged. When leading a performance reflection discussion, try the following model of critical response:

Describe (*I noticed...*)

Analyze (*I wonder...*)

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

Evaluate (*I believe...*)



The Critical Thinker



Answer the questions below, using words or drawings, to help you think critically about the show.



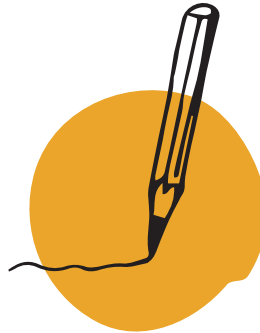
The part of the show that grabbed my attention the most was...

While watching the show,
I had the strongest reaction to...

The show made me think about...

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

A question I have about the show is...



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

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

After seeing the show,
my friends and I talked about...

Overall, the show made me feel...

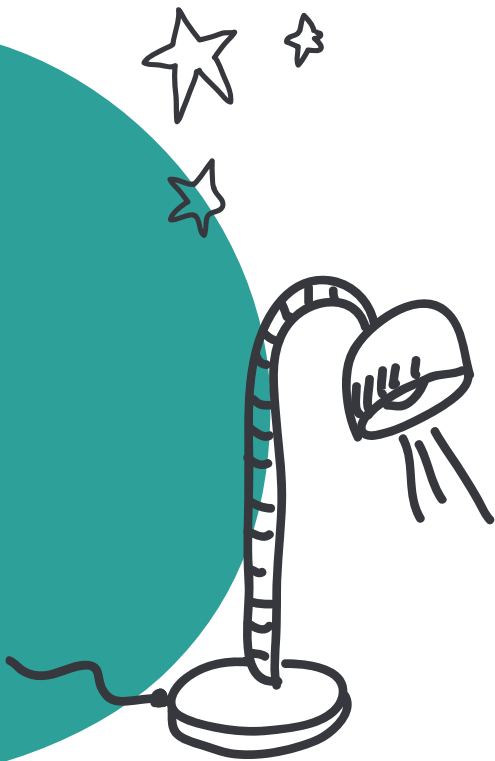


There's Drama at Night

Use this activity to help students explore and theatricalize their nightly routines!

Materials Needed: Chart paper, markers

1. Ask your students to think about what they do every night before they go to sleep. Ask them questions like: *What time do you go to sleep? What is the first and last thing you do before you lay down to sleep?* 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 get ready to sleep by asking questions like: *How do you brush your teeth at night? What does it feel like to lay down at night? Do you yawn and stretch first?* Explore these out of sequence at first and then put them into sequential order in preparation for the next few steps.
3. Now that you've physicalized students' nighttime routines with added emotions, it's time to theatricalize them by creating a set! Using objects and furniture found in your classroom, create an apartment or house complete with a bedroom, bathroom, kitchen, living room and dining room.
4. Using the set you've created, have different volunteers show the class their nightly routine without using words.
5. Finally, have a group discussion about the similarities and differences between everyone's nighttime routines. **Bonus:** *To deepen this activity, extend the exploration to students' full daily routines!*

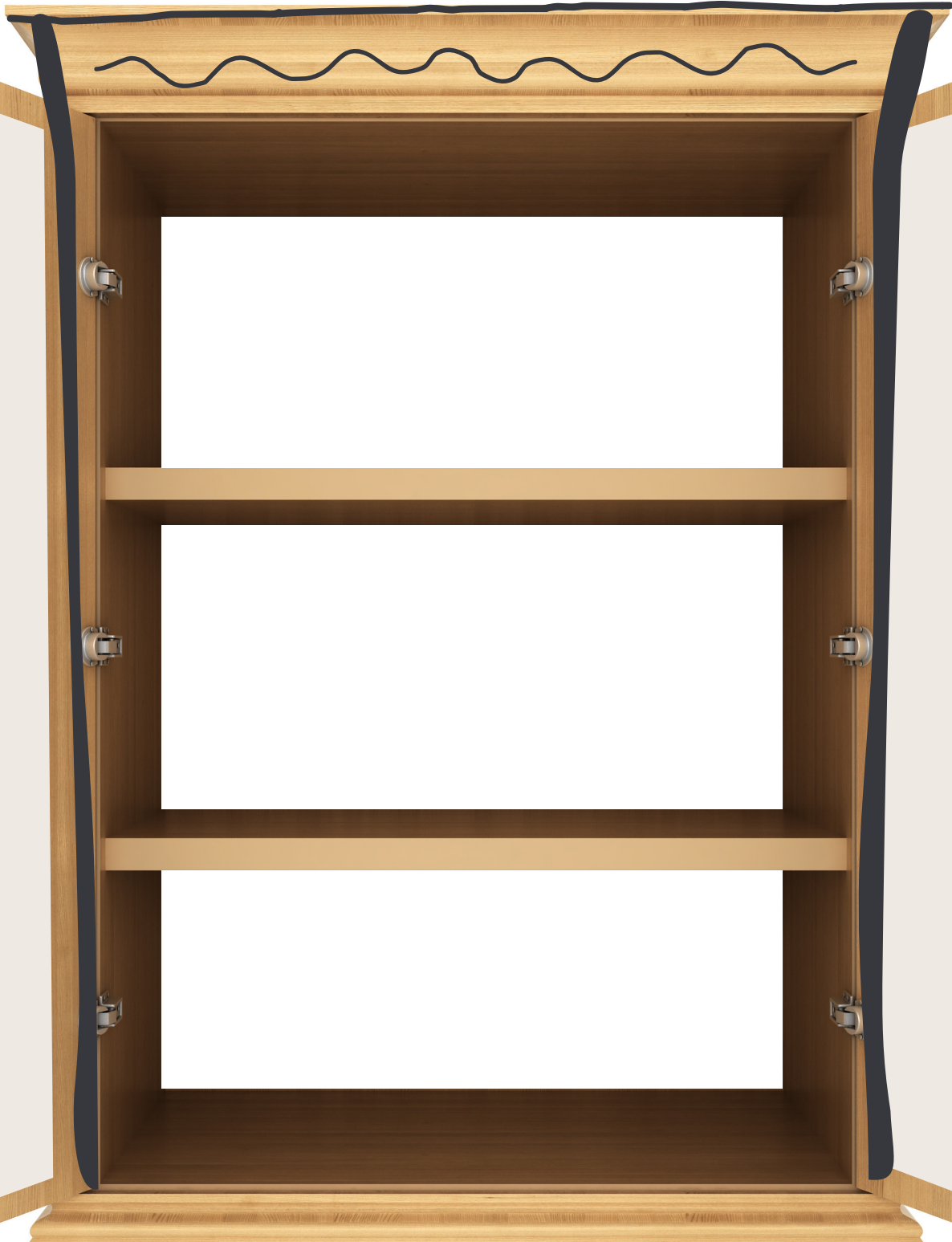


Reflection Questions:

- What was your favorite part of this activity?
- How did it feel to act out your nightly routine in your classroom?
- What did you learn about your classmates' nighttime routines?

We've Got Magic To Do

What if you could create your very own cabinet; a cabinet where magic things happen inside? What would it look like and what sounds would it make? What magical world would live inside of this magical cabinet? Use the outline below to design your cabinet. Then, share it with a friend and tell them what magic it holds inside!



Sources

COMPANY

Andy Manley

Teater Refleksion

CONTENT & THEMES

Descript: What is Sound Design?

Positive Bedtime Routines

TYA USA: Making Space for Babies

PRODUCTION PHOTOS

Bo Amstrup



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