



NEW VICTORY[®]

SCHOOL TOOL[®]

RESOURCE GUIDE



inspired by...



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CIRCUS

MOYAYA



powered by
NEW
42

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 139 Partner Schools and 20,000 NYC kids through performances, Classroom Workshops, teacher professional learning and resources in the 2023-24 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 42SM 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.



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...



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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.



ART FORMS



Modern Circus

Circus is a centuries-old art form that originated from large tiered stadiums in the Roman Empire and spread to cultures around the world. Traditionally, circus consists of multiple acts, such as acrobatics, red-nosed clowns and animal routines, presented in a ring under a tent and hosted by a ringmaster. While modern circuses continue to feature acts like acrobatics and clowning, many contemporary circus performances are performed on proscenium stages. These contemporary pieces often draw from theater, creating acts that develop characters and aesthetics.

Juggling

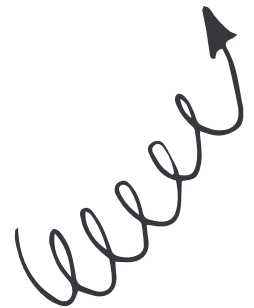
Juggling is the oldest of the circus disciplines and has existed for approximately 4,000 years, dating back to ancient Egypt. This art form refers to toss juggling (tossing multiple objects into the air and catching them in a repeated pattern), bounce juggling (bouncing objects on the floor and catching them) and contact juggling (rolling objects across the body). Though juggling is typically done with balls, rings or clubs, it can be done with any object, from hats, to swords, to torches!

Gumboot

Gumboot dancing is a form of percussion and dance involving rhythmic stomps, claps and slaps. The dance form was originally a secret method of communication between Black South Africans forced to work in gold mines in the late 1800s. The series of stomps and claps could relay messages for the miners even when it was not safe to speak. Named after the rubber boots that miners wore, the dance has been passed on through generations and is now a celebration of Black South African culture. With its fast footwork and body drumming, gumboot dancing has many parallels between stepping in African American culture.

Amapiano

Amapiano is a genre of music originating from South Africa. Its bright, techno beats are a fusion of jazz, rhythm and blues, soul and house music that take inspiration from the New York club dance scene and West African roots. Amapiano was born out of kwaito—a genre of music that rose to popularity at the end of the Apartheid era of South Africa—and later gqom, which is an Afro house music genre that gained popularity in the 2010s. Today, amapiano is a source of cultural pride and celebration among Africans, and it is rising in popularity on social media, like TikTok.



THE COMPANY, THE SHOW AND INFO TO KNOW

What's the Show About?

In the buzz of Cape Town, traditional gumboot dancers stomp their wellies to the ebullient beats of local pop music. Acrobats spring and soar through bustling township streets. A merchant juggles apples, and an aerialist flies from the sheets of her washing line. Audiences will experience the big-hearted spirit of **ubuntu** with **MOYA**, an invigorating circus extravaganza that shines with the vibrant humanity of South Africa. Based on the real-life story of Jacobus, one of the performers of Zip Zap Circus, the production honors Nelson Mandela's Rainbow Nation: the manifestation of a dream that all of South Africa's people, a nation of 11 official languages and diverse cultures, can unite and cultivate a future of peaceful co-existence and harmony. Exuding the tangible African spirit of "vuma," or passion, joy and resilience, nine dynamic performers will lead a colorful journey with rhythm and acrobatic flair.

Who Are the Creators?

Established by Brent van Rensburg and his wife, Laurence Estève, Zip Zap Circus uses circus arts to bridge socio-economic gaps and create a lifelong sense of belonging among communities in South Africa. Their performances are inspired by Nelson Mandela's dream of a Rainbow Nation, a metaphor for harmony amongst South African people.



Words to Know

Ubuntu: This word comes from the southern African Nguni linguistic group, including Zulu and Xhosa, and means "humanity to others." Ubuntu is sometimes described as a reminder that "I am what I am because of who we all are."

Moya: This is a Zulu word that means spirit, air, soul and wind. Moya refers to someone's life force or engine that keeps them going.

What do your students already know?

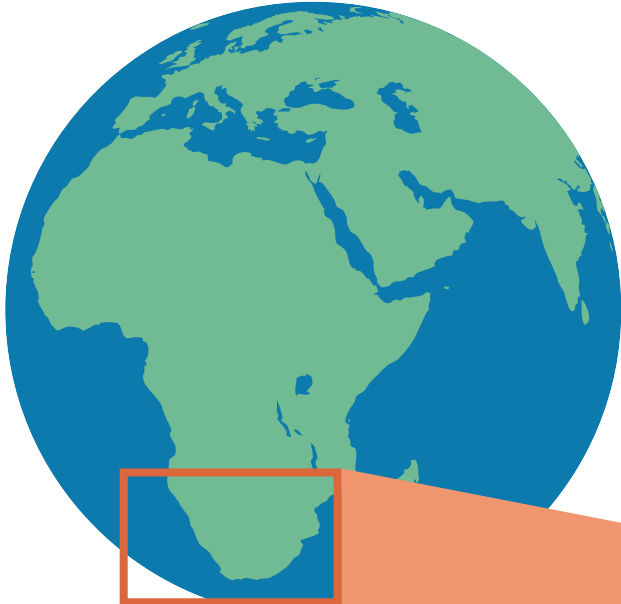
Ask your students questions to find out how much they already know about the art forms and themes of the show. Some questions to start with are:

Have you ever seen a circus before? How would you describe the experience?

Is there a performance style or art form that showcases your culture?

What does the word "unity" mean to you? Where do you notice unity in the world around you?





SOUTH AFRICA

Use this handout to show your students where South Africa is located.

South Africa, a country on the southernmost tip of the African continent, has three capital cities: Pretoria (executive capital), Cape Town (legislative capital) and Bloemfontein (judicial capital).



Zip Zap Circus, the company behind MOYA, hails from Cape Town.

Lesotho is an independent country that is a landlocked enclave, meaning it is completely surrounded by South Africa. It is one of three countries in the world that is completely encircled by another country.



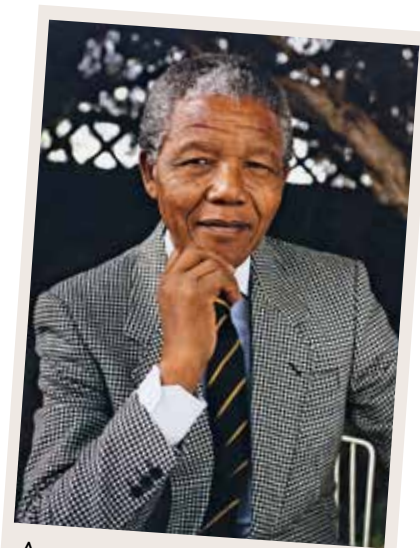
CONTEXT TO CONSIDER

Apartheid in South Africa

Apartheid was legalized segregation in South Africa that began in 1948 and ended in the 1990s, though its origins trace back long before then, and its effects linger to this day. Translating to “separateness” in Afrikaans, Apartheid was a way for the all-white government to strip power away from the Black African majority and exploit them for labor. Its horrific and inhumane methods share many similarities with America’s Jim Crow South and the United States’ treatment of Indigenous Tribes.

Colonization in South Africa dates back to 1652, when the Dutch seized control of the land as a trading post on the way to Asia. In 1820, the British took control from the Dutch, and during their rule, the white population exploited native Black Africans, forcing them to mine for diamonds and gold to strengthen the British economy.

In 1913, South Africa passed the Natives Land Act, which forced Indigenous Black Africans onto reserves, far away from the railway economy and cities, mirroring native reservations in the United States. These reservations eventually became known as Bantustans and were rural towns with underdeveloped resources. Even though Black Africans comprised 70% of the country’s population, they were only living on 13% of the land. As more Black Africans tried to move back to the city, the all-white ruling party, referred to as the National Party, began passing further laws to keep them powerless, known as the policy of Apartheid. Just like segregation in the United States, the South African government segregated schools, restaurants and all public spaces. They prohibited interracial marriage, revoked the right to vote and forced the Black majority population to keep passbooks that dictated where they were allowed and when.



A portrait of Nelson Mandela
Photo: Britannica

Anti-Apartheid movements and organizations were born out of this time, advocating for the end of segregation and equal rights for Black Africans. Unfortunately, these movements were all met with extreme violence from the police and state, imprisoning many, including leader Nelson Mandela. Eventually, after a long and violent fight involving international pressure and embargo, Apartheid came to an end, and Nelson Mandela was freed. In 1994, Mandela was elected president in South Africa’s first election with universal suffrage, becoming South Africa’s first Black head of state and marking a major victory against apartheid. Under his presidency, Mandela helped pioneer the dream of a Rainbow Nation, a country united in its diversity that champions harmony for all South Africans.

Despite Apartheid ending over 30 years ago, South Africa remains very segregated, with many Black Africans relegated to townships that are under-resourced in comparison to the richer white communities. Apartheid’s legacy still haunts South Africans today, and unfortunately, many other people, including Palestinians, Mauritians and Bahrainis. The work and dream of the Rainbow Nation is still something that the country and our world is working towards today.



Anti-Apartheid protestors as their leaders tried for treason in Johannesburg in 1956.

Photo: International Center of Photography



ACT LIST

Here are a few of the acts you can expect to see in MOYA!



Silks



Straps



Bounce Juggling



Hand-to-Hand Acrobatics



Handstand Canes



Jump Rope and Unicycle



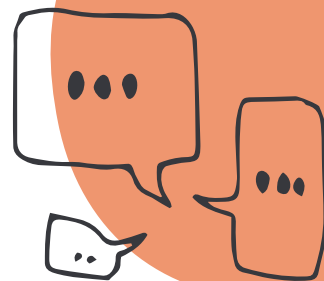
Cyr Wheel



Gumboot Dance



UNIT PLAN BRAINSTORM



Rainbow Nation (Social Studies, History, Visual Arts)

Desmond Tutu coined the term “Rainbow Nation” to refer to his dream of South Africa: a nation that uplifts its diverse identities and lives in harmony. Take some time with your students to research the Rainbow Nation and the indigenous tribes of South Africa that comprise it. Each week, learn about a native tribe, like the Zulu, Xhosa or Ndebele, and research their culture and histories. Learn about their art, such as their beadwork and weaving, and lead discussions on how these tribes exist today in South Africa, with questions like: *What language does this tribe speak? What is this tribe known for? Where do they live?* Afterwards, use the idea of the Rainbow Nation to inspire your class’s artwork. Using chart paper, create a large poster or mural that represents your school’s community and unity. Prompt each student to draw or write something that represents what “Rainbow Nation” means to them directly on the paper. This could be a short poem, a colorful scene or a piece of history from their research. Hang the poster on your classroom’s wall as a reminder for all the ways that your students can uplift each other and be in community throughout the year.

To support this unit, use the Weaving Our Stories Together Activity in the Respond and Connect section.

These Boots Are Made for Gumboot (Dance, History)

Ready, set, stomp! Introduce your students to gumboot dance using this video: [“The History of Gumboot Dancing.”](#) Include a discussion on the dance’s history, mentioning that it was born out of necessity for enslaved miners in the 19th century. After learning about its history, have your students get on their feet and try out some basic steps. Mirroring the video, encourage everyone to practice the three elements of gumboot: stomping, slapping and clapping. With these elements, invite them to create an 8-count of their own, combining stomps, slaps or claps, in whatever sequence they choose. Next, host a call and response game in which each student dances their 8-count one-by-one and the rest of the class responds with the same 8-count. Then, try combining everyone’s rhythms into one giant gumboot dance, adding on another student’s 8-count every week until you have a whole dance piece! Culminate the unit by performing your class’s unique gumboot dance for another class or film it to post on social media.

To support this unit, use the Step, Slap, Echo Activity in the Discover and Create section.

A Change of Art (Social Studies, Theater)

Art has the power to change how people see the world. Inspire your class to harness this power by using activism, the intersection of art and activism, to create tangible change in their community. To start, ask your class to focus on one change they would like to make in their community or school. Remember that the more specific the message or action is, the easier it will be to communicate. After your class has agreed on what issue they would like to focus on, it’s time to create a performance that addresses it! Prompt each student to create a piece of art that represents the change they would like to see—this may be a song, skit, dance or drawing. Give your class ample time to work on their section individually or collaborate in small groups. Then, combine every student’s act into a variety show with your activist goal being the theme that connects them all. As the classroom teacher, act as emcee and introduce each student’s act. When it’s ready, invite your school’s administration or community leaders to the show so that they can hear your message! For more information on activism, visit the [Speak Up, Act Out: Activism in Action School Tool Resource Guide](#) in the NEW VICTORY Arts Education Resource Library.

To support this unit, use the It’s Time to Change Creativity Page 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!



Activity

Step, Slap, Echo

Use this activity to get students moving, listening and creating together while exploring the rich, rhythmic tradition of gumboot dancing.



Materials Needed: one short video of gumboot dance, shoes, open space for movement

1. Gather your students in a circle and introduce them to gumboot by offering: "In South Africa, miners weren't allowed to talk while they worked, so they used rhythms—stomps, claps and slaps on their boots—to communicate. Over time, this turned into a powerful dance form." Play a short gumboot dance video and ask students to pay close attention to the sounds and movements, asking them: *What do you notice? What patterns repeat? How do the dancers use their whole bodies to make music?*
2. Ask students to close their eyes and listen while you (the teacher only) create a simple rhythm by clapping or stomping. Without moving, students can tap the beat on their legs or clap along. Invite them to try stomping their feet, clapping their hands or slapping their thighs along with the beat, focusing on how each movement creates a different sound.
3. Now it's time for call and response! Create a short gumboot rhythm for your students using a combination of stomps, claps and slaps. Keep it simple at first—maybe a stomp, stomp, clap, slap on the leg. Have the whole group echo it back. Then, mix it up. Make it faster or slower, louder or softer, or add an unexpected pause. Once they're comfortable, invite volunteers to take turns leading, making their own short patterns for the group to repeat.
4. Now, it's time for a group challenge! Invite one volunteer to start with a short rhythm and movement sequence. Ask the next student to repeat it exactly but make one small change—maybe an extra stomp, a different clap or a tap on the thigh. Let the sequence travel around the circle, with each person adding their own twist. Encourage students to pay close attention so they can build on what came before them, creating a rhythm that feels like a conversation.
5. Split students into small groups and challenge them to take their favorite moves from the large group circle and turn them into a short gumboot-inspired routine. Encourage them to think like choreographers: *How can you use repetition to make your movements more exciting? Can you face different directions or use your facial expressions to tell a story or share an emotion you want your audience to feel?* Remind them that gumboot dance is about expression and energy, so confidence is key!
6. Have each group share their gumboot routine with the class. Encourage the audience to watch not just for the steps but for the rhythm and collaboration.



Teacher Tip

When facilitating this activity, you might want to use the video below to offer the origins of gumboot dance.

- [Learn About the South African Tradition of Gumboot Dance with Lucky Lartey](#)

Reflection Questions:

How did your dance change as each person added their own spin?

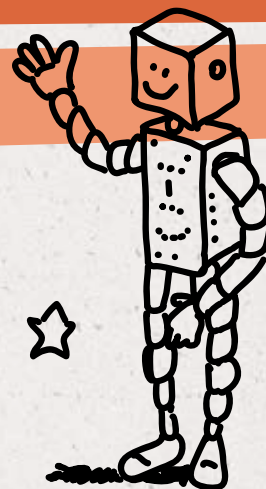
What other styles of dance or music use call and response?

If you turned this gumboot routine into a full performance, what story or message would it tell?

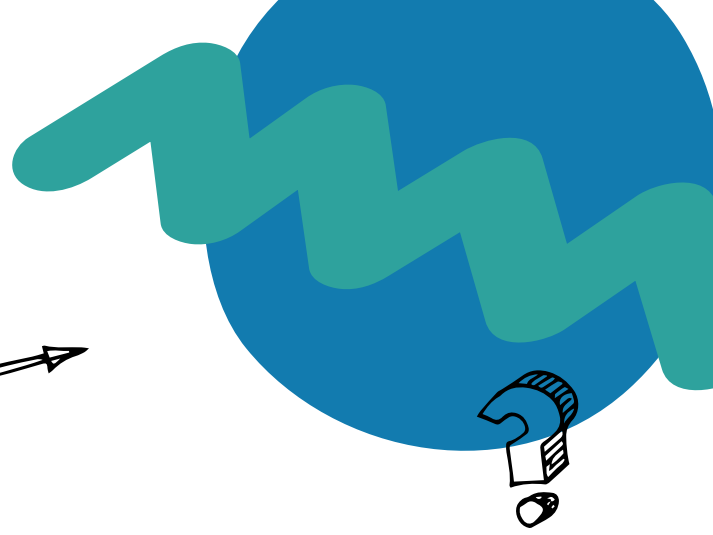
The Arts at Home



To bring the arts home, share this section with families. The NEW VICTORY Arts Education Resource Library supports family engagement with video and print activities for the whole family!



Be a part of your kid's viewing experience!



Ask

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

- ▶ *Have you seen a circus performance before?*

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

- ▶ *What were your favorite acts and why?*
- ▶ *What emotions did each circus act make you feel?*

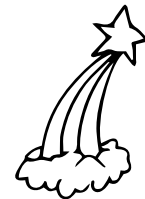


Watch



Now, watch the trailer for MOYA.

Engage

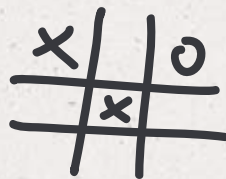


Visit the NEW VICTORY Arts Education Resource Library to bring exciting art-making experiences into your home!

About the New Victory



Provide this section, which has information about how to get to the theater, what to expect when attending a live performance and accessibility supports, to any teachers, chaperones or other adults attending the show.



Trip Guide

Provide this resource to the School Trip Leader and all teachers/chaperones attending the performance.

MOYA 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. Upon arrival, please have ready the exact number of students and chaperones count. One chaperone in your group should act as the transport point of contact who has the bus driver's contact information and bus number.

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. Upon arrival, one of our staff members will give you a lanyard that corresponds with a school bus tag. 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. No food or drink is allowed in the building at any time.

Seating

In order to make your experience at the theater as efficient and safe as possible, you will not be issued tickets ahead of time. 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** **SF**

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 are d/Deaf, hard of hearing or experience hearing loss. We suggest you request this service in advance.

Sign interpretation and audio description: Designated performance dates are available with American Sign Language and audio description. If you plan to utilize 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 on site 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

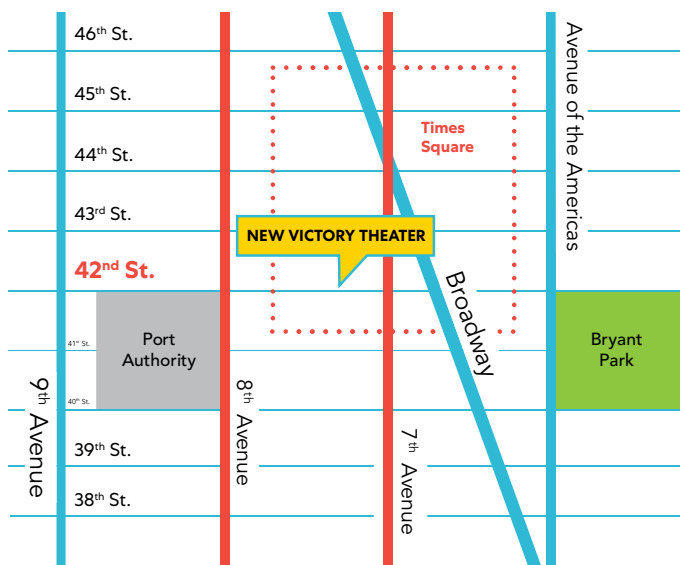
If you are traveling by bus, please also share this important information with the bus driver.

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 to Times Square—42nd Street

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

B/D/F/M to 42nd Street—Bryant Park

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, west of the subway station.

The **M10, M16, M27, M42 and 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.** NEW VICTORY staff will direct buses to line up on 42nd Street where they will be permitted to stay parked for the duration of the performance. After the performance, NEW VICTORY staff will escort groups to their bus.

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 (FOH) staff. FOH 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 pick up, your school group will be escorted to load up.



Building Spaces of Belonging



COMMUNITY AGREEMENTS



Thank you for being our Partner and making the performing arts a priority for your students! We're excited to spend time together at the New Victory Theater, a place where everyone belongs. Let's take care of each other by following these shared agreements:

Belonging and Access: Help us cultivate a space in which everyone is valued, ensuring an inclusive environment where everyone can participate without limitation, barriers or judgment.

Respect: We invite you to respectfully interact with NEW VICTORY staff and ushers, who are committed to helping you feel welcome, safe and supported while you're here.

Empathy: Please extend kindness and patience to all NEW VICTORY staff and fellow audience members, recognizing that each person brings their own experiences and emotions to this shared space.

Community: We encourage thoughtful conversations and reflections about the performance, fostering community and perspective-sharing with fellow audience members.



NO HUSH ZONE: OOHS, AAHS AND APPLAUSE

Everyone is welcome to show appreciation for the performers. New Victory prides itself on presenting performing arts that make young people (and adults) exclaim, dance, scream, laugh and giggle! We love when audiences 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 young people in the audience. 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, unless they're being used for access, as well as no eating and drinking in the theater. Remember that NEW VICTORY Ushers—New York City students gaining professional experience—are present to help audiences and help keep everyone safe.

Accessibility Supports

New Victory is committed to making our programs, shows and spaces accessible for everyone. If you have questions, need assistance or need an accommodation not mentioned, please contact Asha John, Senior Education Programs Manager, at **646.223.3090** or **AJohn@New42.org**.

Speak to a House Manager when you arrive to borrow any support items needed:

Sensory fidgets

Foam earplugs

Ear defenders

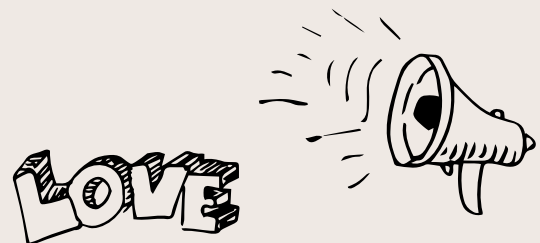
Light-sensitivity sunglasses

Assistive listening devices

Induction neckloops

Bariatric or standard wheelchairs

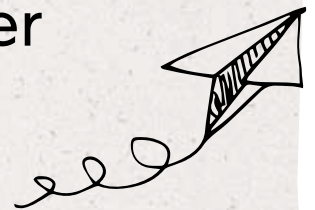
Some support items may require an exchange of a government-issued identification to borrow; it will be given back when the item is returned.



Respond and Connect



Use this section to engage in reflection on the show's art forms and themes. The activities and creativity pages invite young people to reflect on the experience of seeing a live show 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 were your favorite parts of the show?

What was the story about?

Who were the characters?

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...)

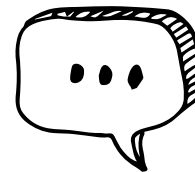


Analyze (I wonder...)

Interpret (I think/feel...)



Evaluate (I believe...)



Be a Critic



Headline: _____

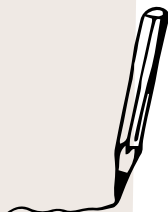
What I noticed and what surprised me:

How the show made me feel:

What mood were you in after the show? What about the show made you feel that way?

My opinion:

Consider the costumes, music and lighting:



WEAVING OUR STORIES TOGETHER

Use the activity below to create a Rainbow Nation quilt, celebrating the diversity, uniqueness and cultural background of each student in your classroom.

Materials Needed: paper or fabric squares (10x10 inches), markers, paint, glue, scissors, examples of multicultural quilts for inspiration

1. Begin by sharing a brief history of quilting as a storytelling art form, highlighting how different cultures around the world use quilts to pass down traditions and share their identities. Show examples of multicultural quilts, emphasizing how each piece contributes to a bigger, beautiful picture.
2. Make sure each student has a piece of paper (10x10 inches will work well). Collect markers, crayons and paint for designing, and tape or glue for attaching the pieces. **Note:** as an alternative, invite students to bring in an old t-shirt to cut into squares for a fabric quilt. If that's not possible, provide fabric squares for everyone. Use needles and thread, or fabric glue to attached your designed squares.
3. Invite students to design their square with a message celebrating diversity, uniqueness or their cultural background. They can use symbols, words, patterns or drawings that reflect who they are or what they celebrate about their identity. Encourage them to get creative and colorful!
4. Have students share the meaning behind their designs with the class so that they all learn about each other's cultures and experiences, fostering empathy and understanding.
5. Work together as a class to arrange the squares into a quilt pattern. Then, begin stitching the pieces together. This can be done with needles and thread or with fabric glue if sewing isn't an option. Make sure every piece fits together, symbolizing unity in diversity.
6. Once the quilt is complete, display it in the classroom or in a prominent school area. Hold a small "Quilt Unveiling" celebration where students can reflect on the experience and the beauty of their collective story.



Reflection Questions:

What did you learn about your classmates that you didn't know before?

How did it feel to share your story and see it become part of a bigger picture?

What does this quilt say about our classroom community?



Designing Your Circus Set

Imagine your neighborhood as a vibrant, bustling circus! Think about the people, the places, the sounds and the colors that make your neighborhood special. Now, what if all of that came to life under the big top? Use the space below to design and create a backdrop for your circus performance. Bring in all the things that make your neighborhood uniquely wondrous. Maybe it's the bright murals, the music drifting from open windows or the friendly faces you see every day. Turn your neighborhood into the most spectacular circus scene ever.



Sources

COMPANIES

[Zip Zap Circus](#)

CONTENT & THEMES

[Apartheid Legislation | Britannica](#)

[Bantustan | Britannica](#)

[Gumboot Dancing and Steppin' | Eastern Kentucky University](#)

[How Did South African Apartheid Happen? | TED - Ed](#)

[Inside the Rise of Amapiano | Rolling Stone](#)

[Learn about the South African tradition of Gumboot Dancing | Sydney Opera House](#)

[Why South Africa Is Still So Segregated | Vox](#)

PRODUCTION PHOTOS

Brin Schoelkopf

Amy Wood

Joan Ward



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 the many Nations who continue to act as stewards of the land, and we encourage you to learn more about these vibrant communities.

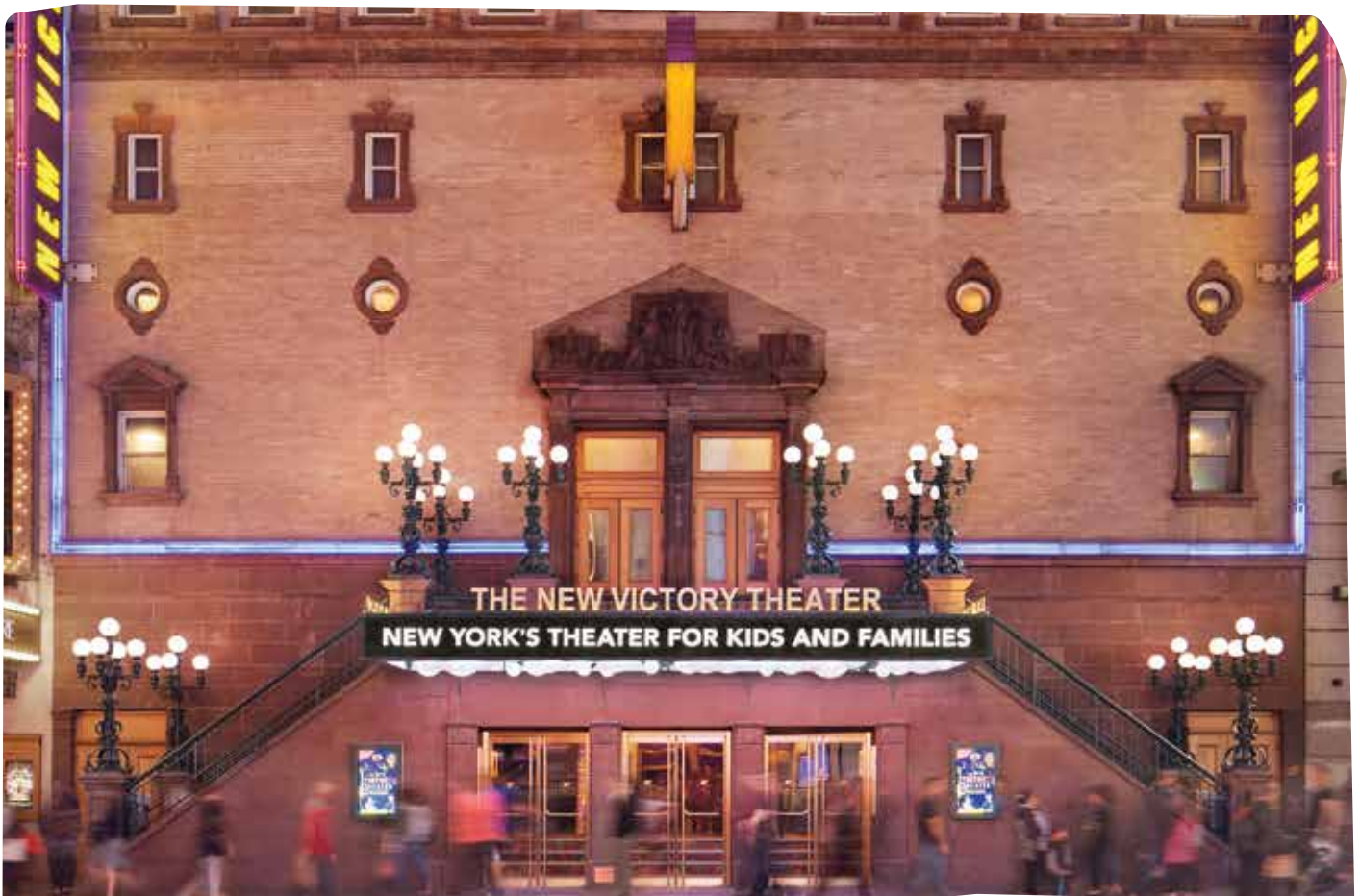


Photo: Mark LaRosa