



NEW VICTORY[®]

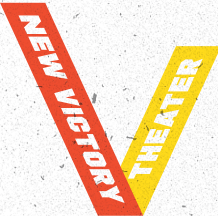
SCHOOL TOOL[®]

RESOURCE GUIDE

inspired by...



new
SHOES



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 development 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.



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...

new SHOES

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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



Object Theater

Object theater lives at the intersection of puppetry and theater, and it uses found objects to create story and narrative. While traditional puppets often resemble human figures, found objects come to life via an audience's imagination and a puppeteer's skill. A piece of object theater could star any recognizable object from a household spoon to the shoes on your feet! This stripped-back type of performance highlights the magic in everyday items and brings new depth to objects that are often overlooked.

Tabletop Puppetry

When an object is animated and manipulated by a performer, giving the illusion of independent movement, this is known as puppetry. Tabletop puppetry is a specific style of puppetry that occurs on a platform about waist height, with the puppeteer directly controlling the puppet from behind, as opposed to above (like a marionette) or below (like a glove puppet). Contemporary tabletop puppetry evolved from Japanese Bunraku and often features visible puppeteers, letting them interact with the story on stage.

Storytelling

Storytelling is the art of creating a story with words and movement while encouraging the audience to use their imagination. This relationship between audience and storyteller is an ancient tradition, and this is what makes the art of theatrical storytelling so unique. Though typically associated with language and gesture, storytelling can utilize design elements like sets, music, sound effects and props to enhance the story, establishing the mood of the world the characters inhabit and igniting the audience's imagination.

Set Design

Set design refers to the creative construction and presentation of the physical world of a story. It is often associated with the layout of the space in which a work of theater, film or dance takes place and the fixtures or furniture that help shape it. However, set design also encompasses where, how and from what angle the audience views the performance, colors and textures onstage and the location of the entrances and exits. All of these aspects work together to form a cohesive visual language that helps tell the story.



THE COMPANY, THE SHOW AND INFO TO KNOW

What's the Show About?

Through playful puppetry and Spanish folk song, tender storyteller Tian Gombau unboxes the tale of young Tracalet, who discovers the people, streets, houses, animals and places of his hometown while on a journey to enjoy a piece of cake. With each step and every encounter, he learns and grows a little more, because—big or small—we never stop growing.

There will be two different versions of New Shoes presented at the New Victory. One version in English and one in Spanish.

Presented in Spanish on November 6 and 7.

Presented in English on October 30.

Presented in English and American Sign Language on October 8.

Who's the Creator?

Tian Gombau Companyia de Teatre was founded in Castelló de la Plana in 1992 by actor and artist Tian Gombau. In its 32 years of spreading joy to children and adults alike, the company has completed more than 4,000 performances in over 10 languages and reached 47 countries on 4 continents. Currently, the company continues to create magical shows that spark the imagination of families with their poetic, didactic language, rich with traditions and personal storytelling. Its repertoire belongs to visual and object theater that transmits emotions and messages of tolerance and humanity.

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:

Does your family or community have any traditions that you enjoy?

If your shoes had a personality, what would they be like?

What makes someone a "grown up?" In what ways are grown ups and kids similar? How are they different?



New Shoes Synopsis



New Shoes begins with the narrator holding a shoe box and explaining a tradition in his hometown of going down to the river to eat cake with new shoes. He remarks that having new shoes meant that he was growing up! He places the box on a zig-zag ramp and reveals other sized boxes, showing how the boxes can grow up, too. Eventually, he pulls out a pair of shoes, which becomes Tracalet, the protagonist of the show.

The boxes assemble to form a little town with a bell tower. Tracalet speaks to his Aunt Teresta, and she gives him his cake. Tracalet then begins his venture to the river. Along the way, he will encounter Grumpy's house, a musician's house, quicksand and reeds. Tracalet first sneaks by Grumpy's house, who is snoring loudly. He then floats along the keys of the musician's house. He travels over quicksand and through tall reeds, befriending baby birds, and finally kicks his feet up by the river, listening to the sounds of nature and eating his cake.



While lounging at the river, though, Tracalet hears the chimes from the bell tower saying that it's seven o'clock. In a rush to get home, Tracalet speeds back, falling into quicksand! The reeds help him out, but there are still challenges ahead. He must once again pass by Grumpy's house. In his haste, Tracalet wakes him up! Grumpy tries to chase Tracalet; luckily, his Aunt Teresta expertly intervenes just in time. Tracalet's aunt asks Grumpy to remember what he was like when he was a child, making him have a change of heart. She cleans up Tracalet, now older and wiser, and tells him to go back home.

Once home, the narrator remarks how growing up doesn't just stop when you get older—everyone is constantly growing. To demonstrate, he pulls out a much larger pair of shoes and puts them on his own feet. Just like Tracalet, the narrator steps forward into his own adventure.



CONTEXT TO CONSIDER

One Small Step...

New Shoes may feel like a nostalgic slice of home for some audience members, and that's because for the creator and star Tian Gombau, it is! The show is an homage to a tradition that took place in Tian's hometown of Vinaròs, Spain, located right on the Mediterranean coast. On November 25 in Vinaròs in the 1970s, it was tradition that parents gifted all their kids new shoes. This custom was a part of St. Catherine's Day, a holiday that marked the beginning of winter. Tian recalls what a special occasion the shoes were, especially at that time, when many parents could not afford extravagant gifts. After receiving this present, all the children in town would bring cake in their empty shoe boxes into nature and eat it by the river, wearing their new shoes, of course.



Though this activity was tradition when Tian was a child in the 1970s, it is no longer a tradition. By creating this show, Tian has shared something universal about childhood. Object theater often chooses to highlight recognizable and relatable objects, like boxes and shoes, letting the audience examine their relationship with them. Every person owns a pair of shoes, and their shoe size accompanies them over the years, measuring their feet, but also their age, experiences and the way they walk through life. For both children and adults, this show will be a big adventure—making the audience reflect on where they came from and where their feet may take them next.



The cake that Tian references in *New Shoes* is a biscuit cake with meringue called *la prima*. Another cake traditional to the Valencian region of Spain around Christmastime is the *roscón de reyes*, served on January 6, or Three Kings Day, to commemorate the end the holiday festivities. The *roscón de reyes* is a cream-filled pastry shaped like a crown and topped with colorful fruits that look like jewels.

UNIT PLAN BRAINSTORM



Way to Go! (Social Studies, Geography, Visual Art)

We all walk in our neighborhood every day, but do you ever stop to think about all the little places you pass each day without second glance? Have your students reflect on their community by asking them to draw out their path to school on a blank sheet of paper. Next, ask them to color in all the places they can remember, including landmarks like their home and school. Then, ask them to take their maps home and carry it with them for a whole month! Each time they walk to school, encourage them to notice or discover a new spot, and then add it to the map! This could be the bodega on the corner, a bus stop outside school or a hidden mural. After a month, have the class compare all their maps, sharing special places that they found while creating it. Now, use chart paper to make a giant topography of your school's neighborhood together, including parts from everyone's individual map. Keep this up in your classroom for reference, and throughout the year, research the history of landmarks in your community to give special context to where you live. You'll see your neighborhood in a whole new light!

To support this unit, use the [Diorama Drama Activity](#) in the Respond and Connect section.

Hand-Me-Up (Science, Social Studies)

We all outgrow things in our life, from our sweaters to our toys, but where do we put them when we're done with them? This is where upcycling comes in! First, introduce the concept of upcycling and how it works to your students. Have they ever repurposed an object in their room or worn hand-me-downs from a sibling? Explain the benefits that upcycling has for the environment by eliminating waste; saving energy, money and time; and using what your community already has. Next, it's time to observe upcycling in real time! Team up with other school members to organize a clothing drive in your class, having everyone bring clothing or supplies that they've outgrown but don't want to throw away. Redistribute these items to people in your school that may need them or research a donation site in your community that can take them. Now your students can see how upcycling helps those around them and gives old things new life!

To support this unit, use the [Old Shoes. New Story. Activity](#) in the Discover and Create section.

When I Grow Up (English Language Arts, Social Studies)

Whether they realize it or not, growing up is a part of your students' lives! Take some time in your classroom to dissect what growing up means and what it can look like in your community. First, ask your students to reflect on the past year of their life. *Have you noticed yourself change at all? Have you gotten any bigger?* You can record these observations on one end of a big piece of chart paper, so the class can collectively see all the ways they've grown in the past year. Next, turn their attention to the future. Ask them to find one grown up in their life (this could be a caregiver, a coach or a community member) and ask them three simple interview questions: *What is your name? What were you like when you were my age?* and *What did you want to be when you were younger?* Then, have everyone come together and share what they learned from their interviews. Discuss with your students if anything their interviewee said surprised them about growing up or made them think about it differently. Finally, have your students voice their aspirations for the future and record these results on the other end of the chart paper you used before. Now you have a map of where you came from and where you may be going!

To support this unit, use the [My Epic Everyday Journey Creativity Page](#) in the Respond and Connect section.



Discover and Create



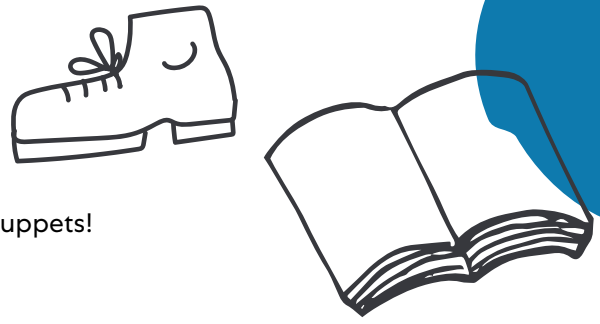
In this section are ready-to-facilitate activities and kid-centered creativity pages which provide opportunities to delve a bit deeper into the themes and artistry of the show!



Activity

Old shoes. New Story.

Use the activity below to create a brand new story using shoes as puppets!



Materials Needed: a pair of shoes per student

1. Kick off this shoe-per fun activity by having students bring in an old pair of shoes. Gather students in a circle and ask them: *Can you tell us about your favorite pair of shoes to wear when you go on adventures with your family or friends?* Give them a moment to think about it. You might want to share your own favorite adventure shoes to get the ball rolling. **Note:** *As an adjustment, instead of asking students to bring in a pair of shoes, you could choose to ask students to simply take one shoe off for this activity.*
2. Now, show students your own shoe puppet and share with them how they move, how they talk, what their name is, etc. Offer students a chance to ask the puppet questions (or vice versa). Then, have your shoe puppet tell students, “I’d love to make some new shoe friends!”
3. Tell students, “We’re going to bring one of our favorite shoes to life as puppets!” Encourage them to give their shoe puppet some personality—maybe it has a silly voice or likes to dance!
4. Help students dig a bit deeper by asking fun questions like: *What’s your shoe puppet’s name? Where are your puppet’s eyes, nose or mouth? What does your shoe puppet sound like? How does it move? Where does your shoe puppet like to go on adventures?* Then, go around the circle and have each student introduce their shoe puppet.
5. Ask students to gently place their shoe puppets in the center of the circle and say, “Look at all of these new shoe friends!”
6. Next, tell students that you’re going to create a story together, about all of your new shoe friends going on an adventure. Ask them questions like: *What are these shoes’ relationship to one another? What kind of adventure could they go on together? Which shoe looks happy? Which one might be feeling a bit sad? Which of our shoe friends might be a bit scared to go on an adventure? Does any shoe have some exciting news to share?* Use their ideas as inspiration to weave together a simple story. Maybe the shoes are going to the beach or having a picnic in the park!
7. For the grand finale, bring your story to life. Have the kids pick up their shoe puppets and act out the story you’ve created together. Encourage them to use different voices and move their shoe puppets around in fun ways as they help tell the tale!



Reflection Questions:

What was your favorite part of this activity?

How did your shoe puppet feel during the story?

If your shoe puppet could go on another adventure, where would it want to go next?

What other objects would you like to make into a puppet?

Teacher Tip:

For very young students, add 2 eye stickers to their shoes to help them imagine how their shoe can come to life.





Sole Searching: Design Your Dream Shoes

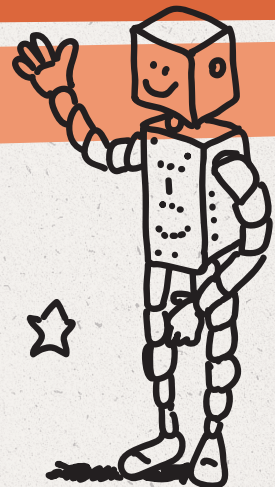
Imagine a pair of shoes that's as unique as you! What colors would they have? Would they sparkle, light up or maybe even fly? Now's your chance to design your perfect pair of shoes—one that shows off your style, your favorite things and your imagination! Get creative, have fun and let your design shine in the space below!



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:

- ▶ Have you ever seen a story told with puppets?

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

- ▶ What is one thing you learned from New Shoes?



Watch

Now, [watch the trailer for New Shoes.](#)

Engage

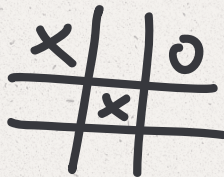


Bring exciting art-making experiences home with [NEW VICTORY ARTS BREAK](#) activities and videos.

About the New Victory



Provide this section, which has information about how to get to the theater and what to expect when attending a live performance, 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.

New Shoes will be performed
at New 42 Studios in Studio 3A/B,
229 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 anytime.

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**

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: 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 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

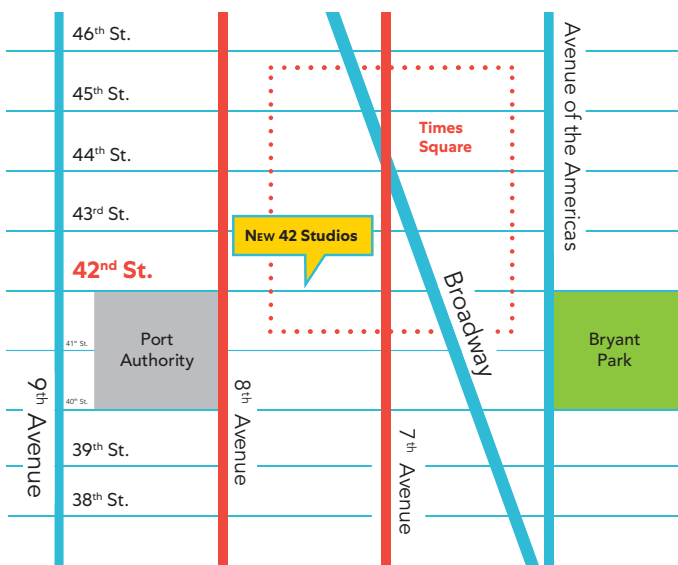
If you are traveling by bus, please also share this important information with the bus driver.

Directions

NEW 42 STUDIOS, STUDIO 3A/B
229 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 New 42 Studios.

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 busses 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. 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.



What to Expect at the Theater



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.



ACCESSIBILITY SUPPORTS

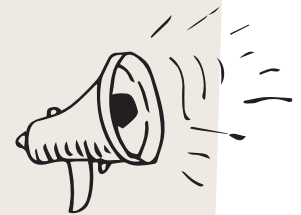
New Victory is committed to making our programs, shows and spaces accessible for everyone. If you have questions, need assistance or need an accommodation not mentioned, please contact Asha John, Senior Education Programs Manager at **646.223.3090** or **AJohn@New42.org**.

Speak to a House Manager when you arrive to borrow any support item 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.



LOVE

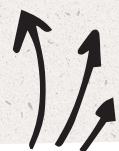




Respond and Connect



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 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...)

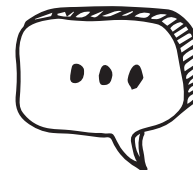


Analyze (I wonder...)

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...

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...



Activity

DIORAMA DRAMA



Use the activity below to imagine and create a unique community out of cereal boxes and popsicle sticks.

Materials Needed: cereal boxes, craft paper, popsicle sticks, crayons, markers and open-ended materials

1. Ask students to get into a seated circle and ask them to think about their favorite place or building in their neighborhood. Is it a cool park, an ice cream shop, a colorful mural or house? Have volunteers share their answers aloud and then have a full-group chat about why these places are so special to them.
2. Let students know they're going to turn cereal boxes into amazing mini versions of their favorite neighborhood spots.
3. First, cover the cereal boxes in craft paper. Then, grab markers, crayons and open-ended materials, and transform the boxes into students' favorite places by adding windows, doors, signs, mural art, etc.
4. After students finish recreating their favorite places, find a spot in the classroom to arrange your creations into a city of you and your students' own creation—a community that belongs to all of you!
5. Next, create some popsicle stick puppets to bring your city to life. Draw their faces, give them cool outfits and think about what kind of adventures they might have in your new community.
6. Then, puppets in hand, go on some wild adventures in your new city. Maybe your puppet is visiting the ice cream shop, running into friends at the park or discovering a hidden treasure in a subway station! Work together to tell fun stories and see where your imagination takes you.



Reflection Questions:



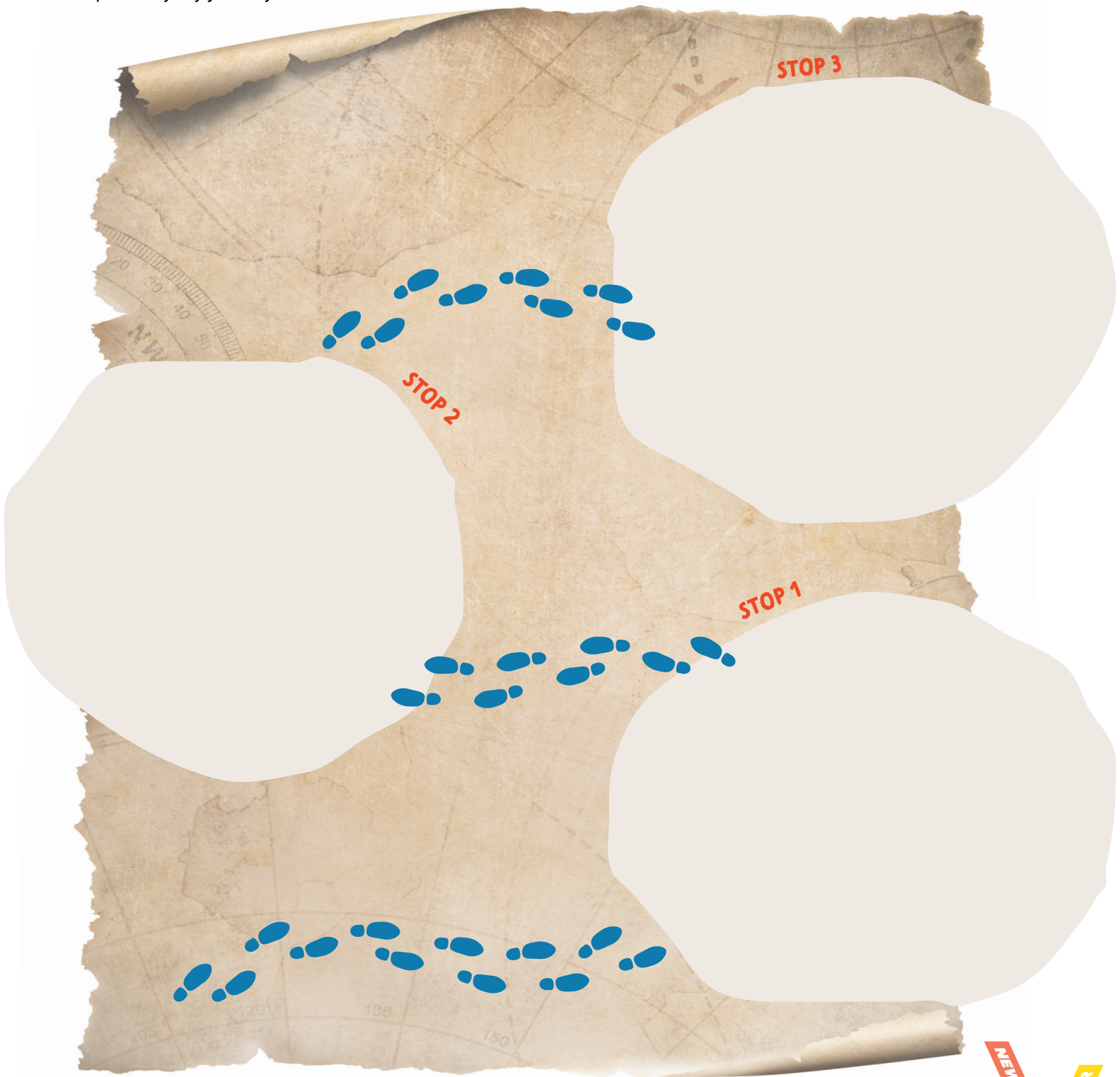
What was your favorite part of creating our city, and why?

How did you decide which place to build?
What makes it special to you?

If you could add one more thing to our city, what would it be?

My Epic Everyday Journey

Think about a trip you take often—like going to school or visiting the store. Now, imagine you're looking at your journey from above, just like a treasure map! Using the footsteps printed below as your guide, draw your adventure in just three stops (or locations). Maybe your first stop is the big tree on the corner, then a quick dash past the playground, and finally, you arrive at your destination! Where will your map lead you as you draw your epic everyday journey?



Sources

COMPANY

Tian Gombau Companyia de Teatre

CONTENT & THEMES

ABC News: What is three kings cake?

Berklee.edu: Set Designer

The Drama Teacher: Object Theater

World Encyclopedia of Puppetry Arts: Object Theater

World Encyclopedia of Puppetry Arts: Tabletop Puppetry

PRODUCTION PHOTOS

Àlvar Buch



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