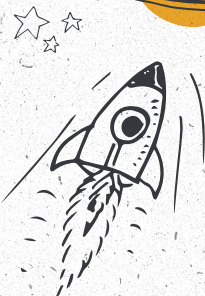




NEW VICTORY[®] SCHOOL TOOL[®]

RESOURCE GUIDE



inspired by...



MARIO
the **MAKER**
MAGICIAN

2.0



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 141 Partner Schools and 20,000 NYC kids through performances, Classroom Workshops, teacher professional learning and resources in the 2024-25 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

The NEW 42SM Youth Corps is 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 and Board Chair Henry Tisch, 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, Exploring
Careers and Lifelong Learning

Visual Arts: Art Making,
Developing Art Literacy,
Making Connections, Exploring
Careers and Lifelong Learning

inspired by...

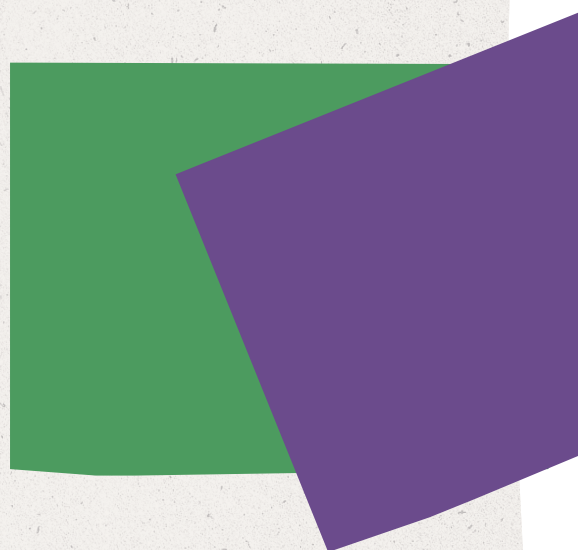
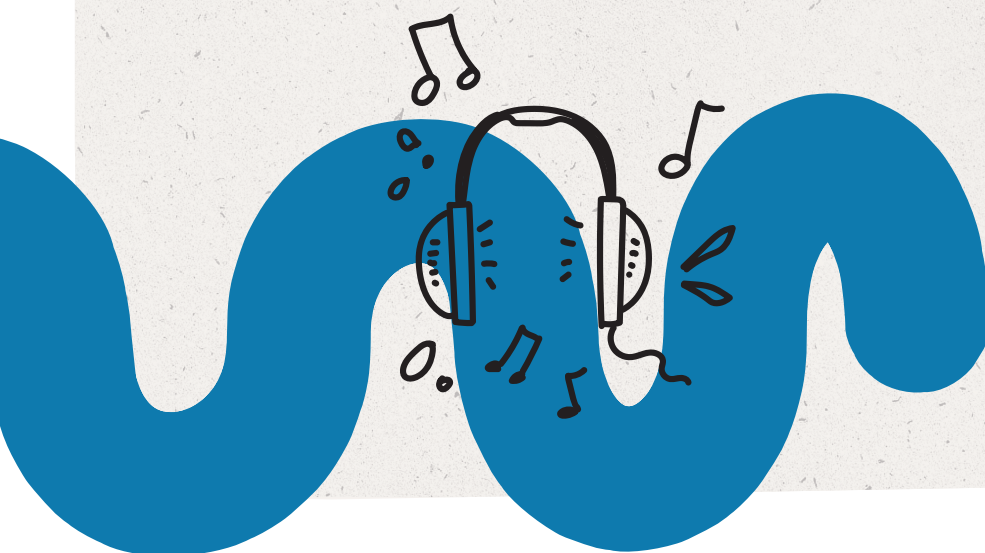


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Learn and Engage



This section is an introduction to the artists, company, art forms and themes of the production that inspired this resource guide! It also contains unit plan brainstorms that provide teachers with longitudinal ideas that have curricular connections to engage their students in the cultural, thematic and artistic concepts of the production.



ART FORMS



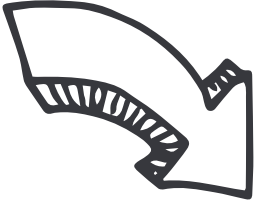
Magic

There are many different types of magic, but *Mario the Maker Magician 2.0* is primarily rooted in stage magic—magic that is performed on stage in front of an audience. Stage magic can be anything from sawing an assistant in half to disappearing a shoelace to finding the exact card an audience member picks from a deck! Associated with artful trickery to lead the crowd into believing the impossible, stage magic frequently uses audience participation, distraction and mystery.



Sleight of Hand

Sleight of hand is performed when magicians (or even con artists) quickly manipulate objects in their hands to fool the audience. This manipulation may be pulled off by a magician concealing something in the palm of their hand, moving something between their fingers or hiding a trick up their sleeve, literally. Often, the magician will misdirect the audience's attention right at the moment where they move their hands so it goes unnoticed. Typically done with small objects like cards or coins, sleight of hand requires incredible dexterity and precision.



Clowning



Clowning is an ancient form of theater that is rooted in physical comedy. This art form embraces and highlights the absurdity of everyday situations and relates to audiences no matter the language or culture, especially since clowning is often non-verbal! Clowning has direct ties to the European court jesters of the Middle Ages, when jesters performed comically and mocked societal norms to allow people to see themselves more clearly. Modern clowns don't always wear a typical clown costume, but they still play up their own silliness to elicit reactions from the audience.



Making

In his name, Mario the Maker Magician notes that he isn't just a magician, but a *maker* magician. A maker is someone who embraces DIY culture to build technology, art or other goods. This can be as complex as 3D printing or as simple as arts and crafts. Makers sketch and build their own equipment, just like designers, but with extra emphasis on scrapiness and hands-on work. In Mario's case, he uses his own principle of "using what he has" to build robots, props and magic tricks.



THE COMPANY, THE SHOW AND INFO TO KNOW

What's the Show About?

Mario the Maker Magician 2.0 leads audiences through a romping explosion of handmade art and robot magic for all ages. Deemed “magic’s punk-rock Peter Pan philosopher” by *M-U-M Magazine*, Mario “the Maker Magician” Marchese proclaims to his young audiences to “do what you love, use what you have and have fun.” With a magnetic mixture of mad scientist shenanigans, big-kid showmanship and superb sleight of hand, *Mario the Maker Magician 2.0* invites kids (and their grown-ups) to join in on the chaos. Mario’s DIY spirit of handmade set pieces and scrappy contraptions is a testament to his personal journey through art, expression and education.

Who Are the Creators?

Mario Marchese is a New York-based performer, author and maker, touring worldwide with his self-titled, all-ages theater show. He infuses DIY electronics and robotics into his work and uses magic to inspire kids and families to make and create without limitation. The show took home the coveted “Best Kids & Family” Award from Adelaide Fringe 2024 and recently completed a sold out Off-Broadway run at SoHo Playhouse in New York City, culminating in an appearance on *The Tonight Show Starring Jimmy Fallon*. Mario has also appeared on *Sesame Street*, Universal Kids, HGTV and off-Broadway at SoHo Playhouse, where he was hailed as “superb” by *The New York Times*. Mario is the author of two magic books: *The Maker Magician’s Handbook* and *Robot Magic*, the latter of which boasts a foreword by American stage magician and illusionist David Copperfield.

Katie Rosa Marchese is the producer and co-creator of *Mario the Maker Magician 2.0*, and she also happens to be Mario’s wife and co-adventurer. Apart from building this show with Mario, Katie has made a name for herself as a marketing and career consultant for many in the magic and performing arts community.



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:

How would you define “magic?” What’s an everyday thing that’s magical to you?

If you could build a magical machine, what would it look like and what would it do?

Who is someone that inspires you and why?



CONTEXT TO CONSIDER

Making Magic

While magic shows weren't common until the 19th century, the idea of magic tricks dates back to 2500 BCE, when an Egyptian papyrus allegedly documented a trick performed for the pharaoh. These tricks appear sporadically throughout Egyptian and Roman history. Accounts of a Roman group named the Acetabularii were documented doing tricks with cups and dice circa 50 CE. However, throughout much of the first and second millennia, magic was often associated with witchcraft and the occult, so it was not commonly practiced or documented. This changed in 1845 when Jean-Eugène Robert-Houdin, known today as the "Father of Modern Magic," opened a theater in Paris where performance magic became a paid event. His legacy went on to influence Harry Houdini, an escapologist, who helped bring stage magic to vaudeville and the early Broadway scene with titillating tricks, like escaping from a locked milk can. The famed Houdini even performed at the Paradise Rooftop Garden, which was located atop the New Victory! Today, magicians like David Copperfield and Penn & Teller help keep the tradition of stage magic alive with their own shows and televised events.

In *Mario the Maker Magician 2.0*, Mario is influenced by this long history of magic. He shares how his own role models in the art and science worlds taught him important lessons about his work that inspired who he is today. Among these influences, he cites Andy Warhol, Alexander Calder, Jean-Michel Basquiat and Nikola Tesla as helping him discover his personal style. Learn more about these iconic artists and pioneers below.

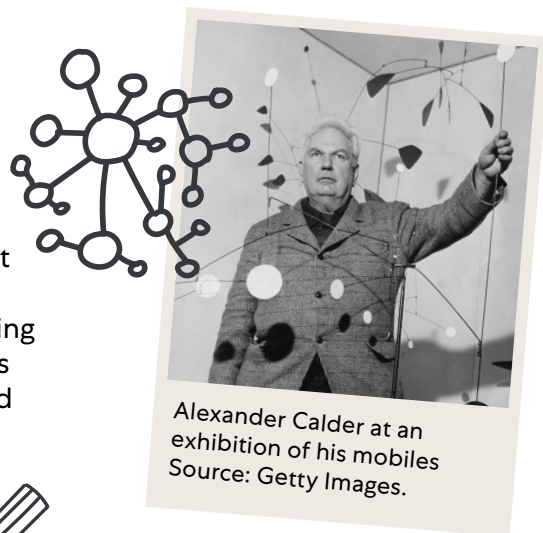


Andy Warhol posing in front of his pop art paintings
Source: Britannica.

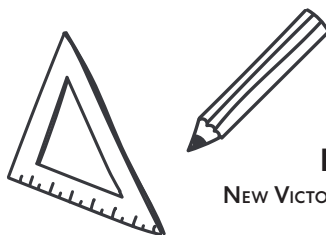
Andy Warhol was an artist who gained notoriety in the 1960s, especially for his pop art style. His paintings of Campbell's tomato soup cans and celebrities like Elvis, Marilyn Monroe and Elizabeth Taylor launched Warhol to international fame and have stood the test of time. Warhol also worked in several other mediums including photography, fashion and avant-garde film.



Alexander Calder was an American sculptor and artist who worked in the early 20th century. He was an engineer that specialized in kinetic sculptures and popularized the mobile, a type of sculptural art that suspends in the air. Often constructing his delicate creations out of wire and metal, Calder said he was inspired by circus and tightrope walkers. In fact, Calder created an entire, intricate circus out of wire and found objects, which can be viewed at the Whitney in NYC!



Alexander Calder at an exhibition of his mobiles
Source: Getty Images.



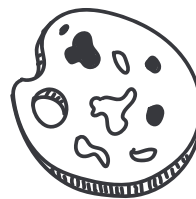
CONTEXT TO CONSIDER (CONTINUED)



Jean-Michel Basquiat laying down atop one of his paintings
Source: The New York Times

Jean-Michel Basquiat

Born in Brooklyn, New York, in 1960, Jean-Michel Basquiat was a visual artist who explored painting, drawing and graffiti. His works often incorporated poetry and words that challenged racism, colonialism, classism and an art world that frequently tokenized him. Basquiat only lived to the age of 27, but in that time, he produced over 1,000 paintings and 2,000 drawings.



Nikola Tesla was a prolific Serbian inventor who lived during the late 19th and early 20th centuries and was awarded about 300 patents for all of his original inventions. He is most notably remembered for engineering alternating current electricity and helping to pioneer the radio. Nikola Tesla is independent of the car company Tesla, which adopted the name as a tribute to him in 2003.



Nikola Tesla in front of a giant Tesla Coil, an invention that created the first human-made lighting
Source: Smithsonian Magazine



Sissieretta Jones poses for a picture with a feather boa circa 1897
Source: National Parks Service

Sissieretta Jones was a revolutionary and world-famous African-American soprano who rose to fame in the late 1880s. The first Black woman to headline Carnegie Hall, Madame Sissieretta Jones sang for four different U.S. presidents, toured all across South America and performed for European kings. Because of racial discrimination, Jones was not allowed to perform on the formal opera stage, and she eventually became the lead singer of a famous vaudeville troupe.



WHAT TO EXPECT FROM A MARIO SHOW!

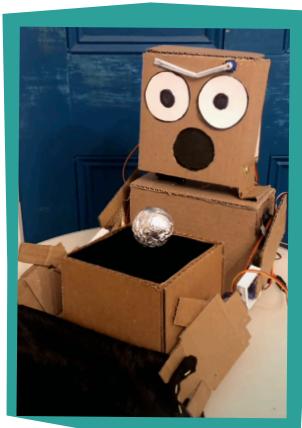
Mario “the Maker” Magician has a zany and delightfully-chaotic style that results in sensational magic, audience interaction and nonstop energy. To get a feel for Mario’s performance style, check out [his mind-blowing card trick on The Tonight Show Starring Jimmy Fallon](#) or [his “Magic School with Murray” episode of Sesame Street](#).

Mario the Maker Magician 2.0 will be similar to these wacky and delightful videos, but you can expect even more audience participation and heartfelt stories. Mario will teach his three foundational principles:

1. Use what you
HAVE!

2. Do what you
LOVE!

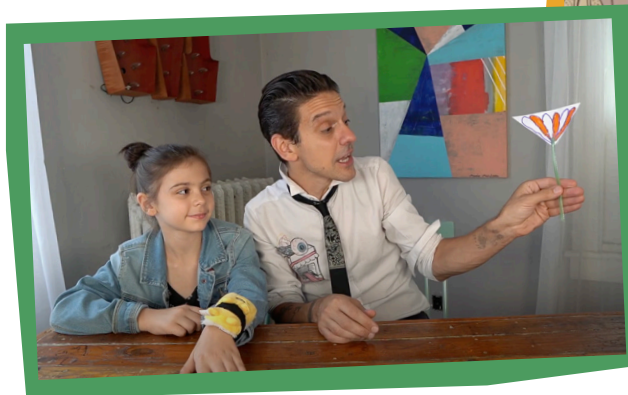
3. Always have
FUN!



A Robot Who Does Magic - Follow the Foil Ball!

Mario loves to create his own robots with homemade materials, just like this magical Automabot!

Click the images below for more of Mario’s antics!



DIY Funny Flower Magic Trick Tutorial!

Mario teaches how to craft your own flower that magically bends.



How To Make A Banana Pig Puppet?! Piff & Mario Make Things!

Mario and his friend Piff the Magic Dragon teach how to make an epic banana pig puppet.

Head over to [Mario’s YouTube channel](#) to watch playlists with more awesome videos on how to do tricks and create homemade contraptions!

UNIT PLAN BRAINSTORMS



There Goes the Rube Goldberg Machine (Science)

Time to grind your gears by making your very own Rube Goldberg machine! Ask your students if they know what a machine is and if they can name some machines that they encounter in their daily lives, like a bicycle, dishwasher or elevator. Afterwards, explain that a Rube Goldberg machine is a machine that does a simple task using a ridiculous series of chain reactions. You can help illustrate the idea of a chain reaction by standing in a circle with your students and sending different movements down the line, like doing the wave at a baseball game! Next, watch some videos of Rube Goldberg machines to get your class inspired for how they work (the music video for “This Too Shall Pass” by OK Go is a great place to start). Now it's time to build your own Rube Goldberg machine! First, decide on a simple task, like switching off a light or pouring a glass of water, that you would like your machine to perform. Then, conduct a scavenger hunt in your classroom to find fun and zany objects, like toys, blocks or string. Work together to see if you can set up these found objects into a five-step Rube Goldberg machine, meaning there are five different reactions that occur to perform your chosen task. When you're done, share your machine with another class to demonstrate all the magic that lives in everyday classroom objects!

We've Got Magic to Do! (Theater, Visual Art)

What tricks do you have up your sleeve? Lead a unit all about magic! Start the unit off by asking the class if they've ever seen a magic trick, and if anyone can demonstrate one for the class. Bonus points if you or a fellow teacher can perform one yourself to really generate students' buy-in! Next, show your class videos of some iconic types of different magic, like card tricks, illusions or mind-reading. Some famous ones to start with are David Copperfield vanishing the Statue of Liberty and Eden Choi's impossible magic from Britain's Got Talent. Afterwards, ask your students to choose one they feel most excited about and write down or draw how they think the trick was performed. In groups or as a full class, students should share their notes, with every student having a moment to present how they think it was done. After your theorizing is over, it's time to learn how the trick was really done with an explanation video! If you can't find an explanation, decide as a class what you think is the most likely solution. To culminate, try to recreate the magic trick to the best of your abilities, or use the performer's secret method to invent a whole new one. You can even invite another class to come watch, but remember, a true magician never reveals their secret!

Practical Magic (Science)

Rainbows, fireflies, shooting stars... sometimes nature is so wonderful that it feels like pure magic. With your class, choose a natural phenomenon that seems so mysterious it could seemingly only be explained via magic, and then use science to discover how it works! Some ideas for your class to study are bioluminescence, a caterpillar turning into a butterfly or a volcano erupting. Once you've chosen, start by observing the phenomenon that your class has chosen. This may be through a video online or, if possible, take a field trip to go see the magic in real life! Ask each student to create their own unique hypothesis, or testable prediction, about how the “magical” thing takes place. Invite students to individually share out their hypotheses, keeping track of all your class's different ideas. Afterwards, conduct research as a class to understand the scientific explanation for nature's magic. To culminate, present a research seminar to another class that explains how your chosen mystery works and walk the class through all of your predictions and scientific processes. Then, onto the next mystery!

Discover and Create



This section contains ready-to-facilitate activities and student-centered creativity pages which provide opportunities to delve a bit deeper into the themes and artistry of the show.



This Is **NOT** a Show-and-Tell

Use this activity to spark imagination and creativity and guide students to transform the ordinary into the extraordinary.

Materials Needed: Everyday classroom objects (students will gather these themselves)



1. Begin by letting students know that it's time for a show-and-tell of sorts using classroom objects. But instead of simply talking about an object, they're going to channel a sense of wonder to uncover its hidden magic and bring it to life in surprising ways.
2. Invite students to explore the classroom and find an object that feels interesting to them—one they can hold or easily point to (e.g., pencil, eraser, backpack, etc.).
3. Once everyone has their object, ask them to consider these questions: *What is your object? Why did you choose it?* After they've identified the typical purpose of their object, invite them to "transform" it into something entirely new by playing a game of "This is not a..." In this game, students pretend their chosen object is something different but similarly shaped, complete with a physical gesture and comedic flourish. For example, a student holding a pencil may say, "This is not a pencil, it's a wand. A fantastical troll found it on a mysterious island. The wand turns anything it touches pink!"
4. As they investigate their newfound object and how they wish to show-and-tell all about it, remind students that exaggeration and silliness are part of the fun. The more unexpected their ideas, the better! A whiteboard eraser could become a giant toothbrush that won't stop foaming, or a backpack strap could become a stretch of ivy that comes to life and tangles its owner in knots. Encourage students to act this out so the transformation is clear, combining both the *show* (movement and gesture) and the *tell* (describing the extraordinary powers or story of their object).
5. Invite each student to present their object to the group. Each show-and-tell should feel like a miniature performance from which their classmates discover something brand-new. After each student shares, lead the group in a joyful celebration by clapping or cheering.

Reflection Questions:



What was the most surprising or funniest transformation you saw today?

How did it feel to use your imagination to turn an ordinary object into something extraordinary?

If you could bring one of today's magical objects to life in the real world, which one would you choose and why?



GOOD VIBES ONLY



To bring positive change to the world, we first have to imagine it. Use this page to start! Create three positive affirmations—short power statements that can lift you up when you say them out loud, like “I am brave,” “I am creative” or “I am stronger than I think.” Write or draw those three affirmations just for you. Next, think about the world around you—your friends, your classmates, your community—and create three affirmations that could help others feel good about themselves like “You are enough,” “Your ideas matter” or “You radiate light!” Use the words and emojis below for inspiration! Once you have your affirmations, use colors, shapes, emojis or doodles to turn your words into artwork in the space below. When you’re finished, you’ll have your very own set of positive messages to keep, share or display, so the whole world can vibe with you!

AFFIRMATIONS FOR ME

AFFIRMATIONS FOR OTHERS

INSPIRATIONAL WORD BANK

Brave	Helpful
Kind	Smart
Strong	Bold
Creative	Unique
Joyful	Hopeful
Caring	Confident

EMOJI BANK





Respond and Connect



Engage in activities and creativity pages that 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.



Full-Group Reflection

Use Role on the Wall to Reflect

Have an active, hands-on conversation with your students to help them process their thoughts and feelings about the show, and the experience of seeing live theater.

1. First, on a large piece of chart paper, draw the outline of a person (see visual example).
2. On the outside of the outline, have students write or draw their favorite moments from the show.
3. On the inside of the outline, have students write or draw their own feelings about the show and what emotions they felt while watching it.
4. Once you've completed the Role on the Wall exercise, use some of the questions below to lead students in a full-group discussion:



What is something you will remember about this show?

What emotions did the show make you feel?

If you could change one thing about the show, what would it be?



Teacher Tip

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

Describe (I noticed...)

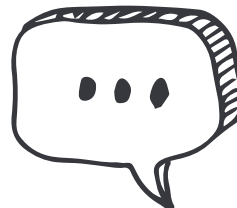


Analyze (I wonder...)

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...



CLOWN FOR A DAY 😊

Use this activity to explore clowning. Step into the role of the clown and invite students to become experts and help solve silly problems.

Materials Needed: A chair and a hat

1. To begin, tell your students: “Today we’re going to have some lighthearted fun. I’m going to be a clown. That means I am going to make mistakes on purpose. Your job is to be the expert and help me figure out what I am doing wrong.” You might choose to change one small thing about your appearance to denote becoming a clown. Encourage verbal response and remind students that their role is to use their words to describe what they see, not to run in and fix it for you.
2. **The chair:** Sit in a chair, but do it incorrectly (e.g., sit beside the chair, sit on the floor, perch on the armrest, stand on the seat or sit facing the wrong way). Each time you make a mistake, stop and look at the students with a big, confused face. This moment of looking at them is called “the take”—a facial expression that shows what emotion you’re feeling in that moment). Let students call out suggestions to help you fix your mistake. Take your time and let the wrong attempts build the humor. Finally, listen to your audience of experts and sit in the chair the correct way. When applause erupts, take a bow. Now that you’ve demonstrated, ask a volunteer or two to try being the clown.
3. **The hat:** Try to put on a hat but in all the wrong ways (e.g., place it on your foot, on your elbow, upside down or covering your eyes). Each time, pause and give the students “the take.” Invite them to help fix your mistake. Finally, listen to your audience of experts, put the hat on the correct way and take a bow as they applaud. Now that you’ve demonstrated, ask a volunteer or two to try being the clown. **Note:** Remind students who are playing the clown that the fun comes from stretching out the mistake rather than fixing it quickly. Keep each turn short, about 30 seconds, so that more students have a chance.
4. Now that you’ve explored two ideas as a class, have students generate other activities in partners or small groups that a clown could explore in a funny way. They might think of brushing their teeth with a spoon, putting a shoe on a hand or writing with a pencil eraser first! After a few minutes, ask groups to share their best ideas with the class and, if time allows, explore those ideas physically.
5. Finally, bring the class together and reinforce the three main ideas they explored. “The take” is when the clown pauses and looks to the audience with a facial expression that shows what emotion they’re feeling. “Don’t solve the problem” means that the humor comes from keeping the mistake “alive,” not from fixing it right away. “Clown logic” means that, in the clown world, the wrong way often seems like the right way. Celebrate students’ creativity and ingenuity, and remind them that mistakes can be fun and learning can be silly!



Reflection Questions:

- What was your favorite silly mistake today, and why do you think it made you laugh?
- How did it feel to be the “expert” helping the clown figure things out?
- What did you notice about how mistakes can sometimes make learning more fun?



Thanks for the Inspo!

Think about a teacher who has made a real difference in your life. Maybe they helped you believe in yourself when things felt tough, encouraged you to try something new or inspired you to dream about your future. In the space below, write a short note or make a piece of visual art for that teacher to say thank you. Your note or art piece can showcase what you admire about them, a memory of a time they helped you, or how they've inspired you to keep going or think differently about yourself. What you create has the power to show your teacher just how much they matter and how much they helped you feel like you belong.



The Arts at Home



Parents and caregivers can use this section to connect with their kids about their theatergoing experience. This section also provides a pathway to the NEW VICTORY ARTS EDUCATION Resource Library to bring the performing arts into any space with free activities, videos and handouts.



Be a part of your kid's viewing experience!

Ask your kids the questions below before and after their theatergoing experience to have a discussion about their prior knowledge and what it was like to see a live theatrical production!

Ask

Ask **BEFORE** they see the show:

- ▶ What is magic?
- ▶ What excites you most about your trip to the New Victory Theater?

Ask **AFTER** they see the show:

- ▶ What was your favorite part of the show?
- ▶ Can you describe a magic trick you saw?
- ▶ Did anything about the show surprise you?



Watch

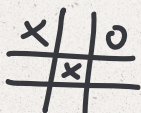
Now, watch the *Mario the Maker Magician 2.0* trailer.

Engage

Engage with the arts at home by visiting the [NEW VICTORY ARTS EDUCATION Resource Library](#) to bring free, exciting art-making experiences into your home!

Your Trip to the New Victory

In this section, you'll find information about how to get to the theater, what to expect when attending a live performance and accessibility supports. Please share this information with any teachers, chaperones or other adults attending the show.



Field Trip Guide

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

Mario the Maker Magician 2.0 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. 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. 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.

Phone Usage

Please remind all students, school staff and chaperones that photography, videography and cell phone use are prohibited in the theater during the performance. Exceptions will be made only for devices being used for accessibility purposes.

Food and Drink

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 accessibility needs. 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

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/or audio description. If you plan to utilize these services, you must let us know in advance when booking tickets or 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, earplugs and other access tools are available as needed at every NEW VICTORY performance; please ask a staff member if you need one during your next visit.



Field Trip Guide

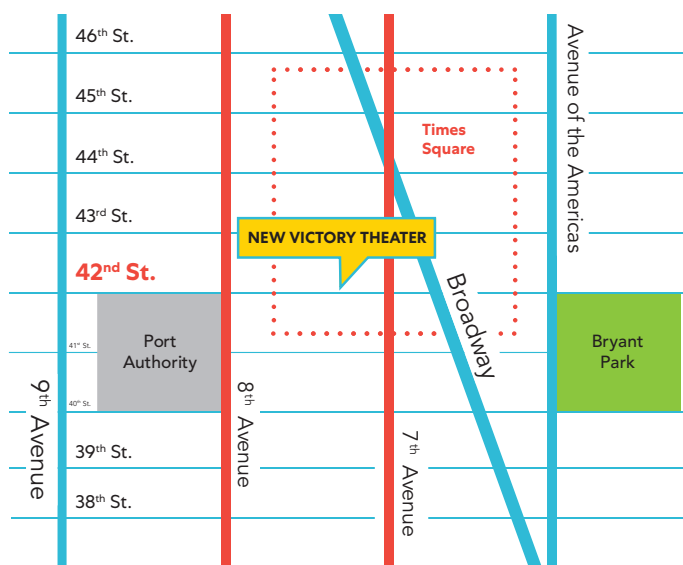
If you are traveling by bus, please also share this important information with the bus driver.

Directions

THE NEW VICTORY THEATER 209 West 42nd Street

ARRIVING 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.



ARRIVING BY MTA (Subway or City 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.

Bus Parking 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 block the nearby bus stop.** However, with special permission granted by the city, 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.

Parking Alternatives

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 who choose to use a nearby parking alternative 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, Assistant Director of Education / School Management, 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

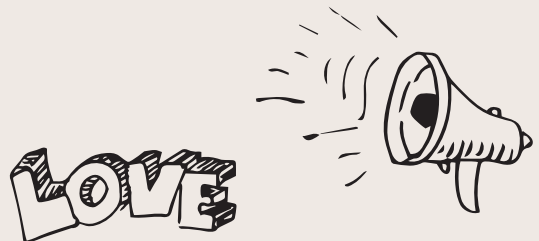
Light-sensitivity sunglasses

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.



Sources

COMPANY

[Mario Marchese](#)

CONTENT & THEMES

[Andy Warhol Biography | Warhol.org](#)

[History of Magic | American Museum of Magic](#)

[Jean-Michel Basquiat | National Museum of African American History and Culture](#)

[Nikola Tesla | Britannica](#)

[Sissieretta Jones: World-Famous Black Soprano | Library of Congress](#)

[Who Is Alexander Calder? | Tate Kids](#)

MAGIC RESOURCES

[The Element of Surprise](#)

[Mario the Maker Magician's YouTube Channel](#)

PRODUCTION PHOTOS

Bent Lee

Daniel Eden

Katie Rosa Marchese

NEW VICTORY Arts Education Resource Library

Check out Library.NewVictory.org
for more ready-to-implement
arts-based activities and handouts.

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