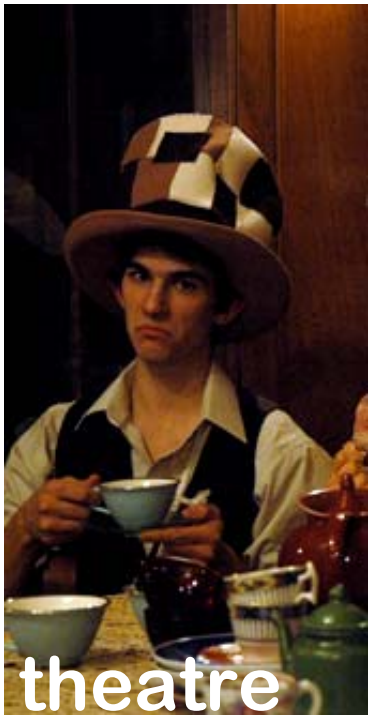
Tour Pack

An Educational Guide to Urban Gateways Touring Performances



Welcome

Urban Gateways staff would like to welcome you to the exciting world of live performance!

Urban Gateways offers programs that connect participants to their cultures, to each other, and to their own creative potential. Over its 48-year history, Urban Gateways has grown into one of the most comprehensive and largest arts education organizations in the country. We bring over 300,000 arts experiences to children, teachers, and parents in Chicago each year. If this is your first experience with Urban Gateways, we hope you enjoy the show and will continue to include us as an important part of your arts education programming.

The enclosed pages provide all the information you need to experience an Urban Gateways touring performance. We suggest you read this information thoroughly so that you and your students many have an enjoyable and educational experience.

About Your Tour Pack

Contents Include:

- ✓ Touring performance information sheet
- ✓ Before the Show: Tips on how to prepare for the show with your students
- ✓ At the Show: An overview of theatrical terms and audience etiquette
- ✓ After the Show: Suggestions on what you can do to continue the learning
- ✓ Teacher Feedback Survey
- ✓ Student Feedback Survey

Touring Performances Are:

- ✓ 40 minutes in length
- ✓ Adaptable for various settings
- ✓ Limited to an audience of 350
- ✓ Suitable for student and family audiences

If your Tour Pack material is missing anything,
please contact Urban Gateways immediately at 312.922.0440.

Thank you for choosing an Urban Gateways program!

Benefits of an Urban Gateways Performance

Urban Gateways artists are special. They each have professional experience creating meaningful learning experiences for your students by developing culturally relevant, imaginative shows. Using an Urban Gateways performance as a springboard, your students can express, imagine, communicate, interpret, inquire, collaborate, and reflect on the big ideas that make teaching and learning rigorous, joyful, and exciting. What is unique about learning with an Urban Gateways artist?

We offer:

- Aesthetic inquiry-inspired curriculum
- Professional artist vocabulary & materials
- Clear connections to the State Standards
- Intensive focus on the role of the Arts in culture and society
- Attention to Skill and Technique Building in the Arts
- Commitment to Culturally Relevant Curriculum

State Standards in the Fine Arts

GOAL 25: Know the language of the arts.

Why This Goal Is Important: Through observation, discussion, interpretation and analysis, students learn the "language" of the arts. They learn to understand how others express ideas in dance, drama, music and visual art forms. In addition to acquiring knowledge essential to performance and production, students become arts consumers (e.g., attending live performances or movies, purchasing paintings or jewelry, or visiting museums) who understand the basic elements and principles underlying artworks and are able to critique them.

GOAL 26: Through creating and performing, understand how works of art are produced.

Why This Goal Is Important: Students acquire skills to produce and perform dance, drama, music and visual art. They learn to use media, tools and technologies. They learn to shape ideas and emotions into sounds, images and actions. As students create and perform their own artworks and review the works of others, they become more imaginative, strengthen their problem-solving skills and learn to respond to the creativity of others. Creating and performing are at the core of the fine arts. Students also learn about the role of the artist (e.g., dancer, painter, actor, director, scriptwriter, musician).

GOAL 27: Understand the role of the arts in civilizations, past and present.

Why This Goal Is Important: The arts are a record of civilizations, past and present. Artists are influenced by—and influence—the times and places in which they live and work. As students learn through the arts about people and civilizations, they learn about others and themselves. Also, students learn about careers related to this goal (e.g., animator, curator, art historian, sound technician).

2010 – 2011 Touring Performances

Dance

- Anavi & Her Doll With Green Eyes
- Celebration Dances of West Africa
- Chinese Folk and Classical Dance
- Danzas Ceremoniales de Mexico
- The Evolution of Ballet
- From the Inside Out
- The Largest African Empire Revealed
- Luna Negra Dance Theater
- The Sounds of Time feat BAM!
- Spain's Dancing Rhythms
- Swingin' Through History
- Voice of Dance

Theatre

- African Village Folktales
  (For grades preschool to 5)
- Alice & Me
  (For grades preschool to 6)
- Dr. King, An Educated Man
- The Magic of The Spellbinder
- The Puppet Place: Magic Onion
  (For grades preschool to 5)
- The Puppet Place: Hansel and Gretel
  (For grades preschool to 5)
- The Puppet Place: Peter Rabbit
  (For grades preschool to 5)
- The Puppet Place: The Wonderful World of Puppets
  (For grades preschool to 5)
- Shakespeare: Scenes, Songs, and Sonnets
  (*For grades 5 to 12)*
- Storybox's World of Tales
- The Make 'Em Ups

Music

- American Songbag
  (For grades preschool to 4)
- The Birthplace of Rhythm
- Bluegrass Music: A Truly American Story
- Fandango!
- From Rag to Rap
- Glorious Gospel
- Guitar Legends
- History of Rock n' Roll
- La Bamba: Latin American Journey
- Motown Alive!
- Play That Funky Music
- Sassy Brass
- Sharpe World Music
- Sisai: Exploring the Andes through Music
- Songs and Rhythms for Young Children
  (*For grades preschool to 4)*
- The Sounds of Soul
- String Groove ®
- Third Coast Percussion: Drums in the Concert Hall
- Whose Music Is This

Urban Gateways: Center for Arts Education
205 West Randolph, Suit 1700 | Chicago, IL 60606
P: 312-922-0440 | F: 312-922-2740 | www.urbangateways.org

BEFORE THE SHOW

Learning Activities

- **MAKE A SPACE IN YOUR CLASSROOM TO FEATURE URBAN GATEWAYS ARTISTS!**
    - Bulletin board
    - Special corner
    - Poster board
    - Chalkboard space

- **SPARK CONVERSATIONS BY ASKING QUESTIONS ABOUT THE UPCOMING PERFORMANCE!**
    - Generate a list of questions with your students about the art form.
    - Initiate conversations about the upcoming performance:

Example:
You are attending tap dance performance. Before you go to the show, ask your students:

- Have you ever heard of the tap style of dance?
- What do you know about tap dance?
- From which country did tap dance originate?
- How long has tap existed as a dance form?
- Why do you think people tap dance?
- What are the differences between tap and other kinds of dance?
- What kinds of training and experience do you need to tap dance?
- What kind of music do you think goes with tap dance?
- What kinds of costumes do you think the dancers will wear?
- How do you learn tap dance?

- **ENTICE STUDENTS WITH RELATED ARTWORK SAMPLES!**
    - Share an audio recording or relevant clip
    - Show a relevant painting, photo or image
    - Read about the history and context of the art form
    - Research samples of related work/genre online

- **INTRODUCE and EXPLORE ARTISTS' VOCABULARY: (*See insert)***
    - Make a special "Word Wall" of UG artist language: (for example)
        - Lighting
        - Blocking
        - Sound design
        - Scenery
        - Props
        - Pacing
        - Script
        - Costumes
        - Dialogue
        - Collaboration
    - Identify Artistic Production Roles
        - Playwright or author
        - Composer
        - Director
        - Technical director
        - Choreographer
        - Cast/Ensemble
    - Create Flash Cards and Study Words
    - Discuss the History of a Single Term
    - Learn the Etymology of an Artist's Terms

- **MAKE SOCIAL STUDIES/LANGUAGE ARTS CURRICULAR CONNECTIONS:**
  - Link the world map with pictures of the artist or artist's culture next to the relevant region or country
  - Connect social studies class activities to the upcoming performance
  - Assign student presentations related to the culture or history of the upcoming show
  - Explore related literature and writers associated with art form

- **REVIEW AUDIENCE ETTIQUETTE BEFORE SEEING THE SHOW (See "At The Show")**
  - Discuss the "art" of reactions
  - Practice appropriate behavior for showing appreciation
  - Talk about the value of forming your own opinion about the show
  - Encourage students to stay focused and engaged

- **Check out these arts and education-related sites for inspiration!**
  - **http://artsedge.kennedy-center.org/** (Kennedy Center in Washington DC)
  - **www.getty.edu/artsednet** (Getty Center in Los Angeles)
  - **www.cityofchicago.org/culturalaffairs** (Chicago's Cultural Center)
  - **www.aoede.com** (Arts online educational database)
  - **www.lcinstitute.org** (Lincoln Center online)

AT THE SHOW

Being in the Moment

Students who attend Urban Gateways performances are the audiences and artists of tomorrow. **Preparing students** makes the show both more **meaningful and enjoyable.**

JUST BEFORE THE PERFORMANCE

Allow plenty of time to get settled and use the washroom if needed before the performance begins. During the performance, please have an adult escort any child needing to use the washrooms. Large groups of students leaving for the washrooms are very distracting to other audience members as well as to the performers.

APPROPRIATE RESPONSES TO THE SHOW

Live performers LOVE to hear student responses! Behaviors that show respect and appreciation vary from culture to culture. Typically, they include: laughter, clapping, cheering (such as using the words 'Bravo' and 'Encore') and following directions of the performers.

INAPPROPRIATE RESPONSES TO THE SHOW

- Talking, eating, whispering, and poking can distract hundreds of people**. If these disruptions occur, handle them quietly. We urge you to deal with the disruption immediately but in a way that does not disturb others.**
- Use of cameras or tape recorders during the performance is strictly forbidden**. The use of cameras with flash attachments distracts and endangers performers. It is important for students to understand that this restriction is universal in theaters all over the world.**

AFTER THE PERFORMANCE

Please take time to fill out the touring performance Teacher Observation Survey and Student Surveys mail them back to Urban Gateways after the performance. This information helps Urban Gateways in program planning and improvement. You may also fill this out online at this address: http://www.surveymonkey.com/s/NY9QCTG

AFTER THE SHOW

Extending the Learning

After the performance has ended, there are many ways to continue the learning. Here are just a few examples:

INITIATE REFLECTIVE DIALOGUE:

- Close your eyes. What image or moment from the performance comes to mind?
- Why do you think this performance was created?
- How many people were involved in the creation of this performance?
- What are the different roles needed to create this performance?
- What does this performance communicate and/or express to you?
- What did you think about the way…?
- What did you notice about …?
- What was your favorite moment?
- What would you do differently?
- What aspect of the performance would you like to experience again?
- How would you explain this performance to others?
- How did the performance make you feel?
- What aspect of the performance would you like to participate in next time?
- How did the performance connect with our study of _____?

WRITE ABOUT IT!

- Ask students to write and/or sketch in journals about the performance. These journals can be shared in pairs, small groups or school-wide.
- Keep a "community journal" – everyone adds a line or thought.
- Ask students to write a "review" of the performance.
- Generate questions from your students about the experience.

WRITE TO THE ARTIST:

- **Artists love to hear from their audience**! Ask the students to write thank-you letters to the artists. Send all letters to:

  Name of the Show
  c/o Urban Gateways
  205 West Randolph Street, Suite 1700
  Chicago, IL 60606

Urban Gateways
Center for Arts Education

Touring Student Feedback Survey

INSTRUCTIONS

Please fill out all the questions that you can so that we can bring back more shows that you will enjoy!

School:	Grade:
Show Title:	Date:

	YES ☺	NO ☹
1. I liked this performance.		
2. I want to learn more about what I saw in this performance.		
3. I would like to see this show again.		

4. One thing I learned was:

_____

_____

_____

5. My favorite part was:

_____

_____

_____

Thank you for completing this survey!

To be completed by students

Urban Gateways
Center for Arts Education

Touring Teacher Feedback Survey

INSTRUCTIONS
Thank you for taking the time to complete this survey. Your responses are anonymous and will be used for program development purposes. Place an X in the box that best represents the extent to which you agree with the following statements. For additional comments, please use the space provided. If there's a question you don't know how to answer, please leave it blank. Please check only one box. The survey should take about 15 minutes to complete. If you have any further questions or comments, feel free to contact a program administrator at 312-922-0440.

School or Organization (full name):	Date:
Show Title:	Grade:

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. My students were excited by the performance.				
2. Students were engaged throughout the performance.				
3. This performance seemed to linger with my students (they talked about the show in class, they left the assembly excited).				
4. Students asked questions about the performance following the assembly.				
5. This performance was appropriate for the grades/ages present.				
6. Attending this performance was a good use of my classroom's time.				
7. The artist/group behaved in a professional manner.				
8. The performance started/ended on time.				
9. I would like to have this specific show back to our school again.				

10. Please list any type of show you would like to see in the future:

_____

_____

11. Please give any additional comments here:

_____

_____

Thank you for completing this survey!

To be completed by classroom teacher