

A CAROUSEL THEATRE
FOR YOUNG PEOPLE &
KALEIDOSCOPE THEATRE
FOR YOUNG PEOPLE
CO-PRODUCTION



By Patrick Shanahan

EDUCATOR RESOURCE GUIDE



Kaleidoscope

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This guide is a combination of resources collected and created by the producing companies, Shea O'Connor from Kaleidoscope Theatre for Young People, and Kami Reed Schuyler from Carousel Theatre for Young People. If you have any questions, please feel free to contact your local organization at outreach@carouseltheatre.ca or education@kaleidoscope.bc.ca

ABOUT CAROUSEL THEATRE FOR YOUNG PEOPLE

CTYP is Vancouver's only mainstage theatre company for young audiences. Our mission is to provide theatrical experiences with lasting impact for young people, families, and artists. Each year 40,000 young people and families benefit from CTYP's extensive programming, which includes a season of mainstage programming for young audiences, Club Carousel, a vibrant reimagining of the BEE Stage for infants, a year-round drama school for young people ages 3-17, Drag Intensive Programs, and more.



PRINCIPLES

TO EMPOWER YOUNG PEOPLE THROUGH THE MAGIC OF THEATRE.

Young People are not simply audience members at CTYP; they are active participants at the very centre of all that we do.

We stage vibrant stories that engage young people from the beginning of their development, and which challenge them through their formative years, empowering them to become agents of positive change.

Our playful approach to creation and collaboration, unwavering commitment to outstanding production values and joyful attentiveness to mentoring emerging theatre artists are key principals of our artistic practice.

Young people can change the world, and we believe theatre empowers them to do so.

CORE VALUES AT CAROUSEL

Playfulness / Accessibility / Artistic Integrity / Empathy / Mentorship / Community

Carousel Theatre for Young People acknowledges that we create and perform on the traditional, ancestral and stolen lands of the xʷməθkʷəy̅əm (Musqueam), sk̓w̓x̓w̓ú7mesh (Squamish) & sel̓íl̓wítulh (Tsleil-Waututh) Nations, and we at Carousel acknowledge the importance of dedicating resources and working toward reconciliation, especially within spaces for youth and young audiences.

ABOUT KALEIDOSCOPE THEATRE FOR YOUNG PEOPLE

Kaleidoscope Theatre for Young People has been the driving force behind professional family entertainment on Vancouver Island for 50 years.

Through a season of mainstage productions featuring the onstage talents of professional adult artists, KTYP inspires young audiences through our innovative, imaginative, and original theatrical experiences.

Young People ages 4 through 18 can discover their creativity through classes in Musical Theatre, Acting, and Voice with instruction at Kaleidoscope's Performing Arts Studio, the premiere theatre training school for young people in Victoria.



PRINCIPLES

KALEIDOSCOPE THEATRE IS DEDICATED TO THESE CORE VALUES:

To create innovative theatre that is challenging and exciting, honours the imagination of young people, and encapsulates ideas and stories which will resonate in children's minds and hearts.

A commitment to superior artistic values and professional production standards

To strive for excellence in all that we undertake

To provide mentorship opportunities for emerging artists (actors, stage management, designers, playwrights).

To provide accessible and affordable productions, programs, and services that benefit children and their families

Kaleidoscope Theatre for Young People imagines, creates, and works on lands and waterways that have been home to the Lekwungen people since time immemorial. We are privileged today to be able to enjoy the benefits of their traditional land, which supports all that we do.

THE OZ TEAM



Megan Zong
Dot



Stephen Thakkar
L Frank Baum



Melanie Yates
Bridgey



Jennica Grienke
Director



Taylor MacKinnon
Stage Manager



Ash Shotton
Technical Director



Ryan Cormack
Set Designer



Donnie Tejani
Costume Designer



Mary Jane Coomber
Sound Designer



Rebekah Johnson
Lighting Designer



Monica Emme
Props Designer



Sargil Tongol
Assistant Director



Mishelle Cuttler
Assistant Sound Designer

SYNOPSIS

OZ by PATRICK SHANAHAN

L. Frank Baum is in trouble—forty-four years old and on the eve of his greatest creative work—he is a “jack of all trades” but success eludes him. It is 1899 in Chicago and Baum is putting the finishing touches on *The Wonderful Wizard of Oz*, but putting dreams on paper is elusive business and Baum is struggling with some definite plot problems, no title and no ending! Like the cyclone in his story, Baum’s housekeeper, Bridgey, and a little girl named Dot get swept up in the mad vortex of his tale, as Baum enlists them to help him improvise the story. Suddenly, an overstuffed Victorian study becomes a magical land, a black, horsehair footstool becomes Toto; a ceiling fan with scarves becomes the cyclone; stuffing from the sofa, a potbelly stove and a bearskin rug become the Scarecrow, the Tinman and the Cowardly Lion. Somewhere, in the heart of this frenzy is the whole creative process, and in the end we realize that Baum is the real wizard of Oz, but he needs an assistant ... our imaginations.

A NOTE FROM THE DIRECTOR

Oz transports us to a new place – not just a magical land with witches and wizards and talking scarecrows, but to a place of endless possibility – our own imaginations.

When we first meet Baum he is stuck, frustrated – an artist struggling to express himself. Like so many of us, he wants to change the world with his work but fears he won't make an impact. He wants to make the world a better place, but how can he possibly do that when he can't even finish his book!? In dreary, gray Chicago, his outlook is bleak and he is losing hope. It will take the surprising perspective of an Irish maid and the imagination of a plucky young girl named Dot to reignite his purpose.

Together they transport each other into the magical world of Oz where, like Baum, I hope all of us are reminded that with intelligence, heart, courage and imagination the everyday can be remarkable, the unsuspecting and the ordinary can transform into the wonderful. That anything is possible – if you believe in yourself. As Bridgey says: "You'll walk through life in Ruby Slippers! Always safe and always able to find a way home."

I am delighted to present this charming tale of bravery, friendship, and, ultimately, finding your place in the world. Thank you for following the yellow brick road to Carousel Theatre and choosing to support Theatre for Young Audiences.

- Jennica Griembe

BOOK LIST

FOR AGES 8 AND UNDER

The Magical Yet by Angela DiTerlizzi with illustrations by Lorena Alvarez Gómez

Each of us, from the day we're born, is accompanied by a special companion—the Yet. Can't tie your shoes? Yet! Can't ride a bike? Yet! Can't play the bassoon? Don't worry, Yet is there to help you out. The Magical Yet is the perfect tool for parents and educators to turn a negative into a positive when helping children cope with the inevitable difficult learning moments we all face.

This is Sadie by Sara O'Leary with illustrations by Julie Morstad

Sadie is a little girl with a big imagination. She has been a girl who lived under the sea and a boy raised by wolves. She has had adventures in wonderland and visited the world of fairytales. She whispers to the dresses in her closet and talks to birds in the treetops. She has wings that take her anywhere she wants to go, but that always bring her home again. She likes to make things -- boats out of boxes and castles out of cushions. But more than anything Sadie likes stories, because you can make them from nothing at all. For Sadie, the world is so full of wonderful possibilities.

What Do You Do With an Idea by Kobi Yamada with illustrations by Mae Besom

This is the story of one brilliant idea and the child who helps to bring it into the world. As the child's confidence grows, so does the idea itself. And then, one day, something amazing happens. This is a story for anyone, at any age, who's ever had an idea that seemed a little too big, too odd, too difficult. It's a story to inspire you to welcome that idea, to give it some space to grow, and to see what happens next. Because your idea isn't going anywhere. In fact, it's just getting started.

A Squiggly Story by Andrew Larsen and Mark Lowery

A young boy wants to write a story, just like his big sister. But there's a problem, he tells her. Though he knows his letters, he doesn't know many words. "Every story starts with a single word and every word starts with a single letter", his sister explains patiently. "Why don't you start there, with a letter?" So the boy tries. He writes a letter. An easy letter. The letter I. And from that one skinny letter, the story grows, and the little boy discovers that all of us, including him, have what we need to write our own perfect story.

The Day You Begin by Jaqueline Woodson with illustrations by Rafael López

There are many reasons to feel different. Maybe it's how you look or talk, or where you're from; maybe it's what you eat, or something just as random. It's not easy to take those first steps into a place where nobody really knows you yet, but somehow you do it. This book reminds us that we all feel like outsiders sometimes--and how brave it is that we go forth anyway. And that sometimes, when we reach out and begin to share our stories, others will be happy to meet us halfway.

Jabari Jumps by Gaia Cornwall

Jabari is definitely ready to jump off the diving board. He's finished his swimming lessons and passed his swim test, and he's a great jumper, so he's not scared at all. "Looks easy," says Jabari, watching the other kids take their turns. But when his dad squeezes his hand, Jabari squeezes back. He needs to figure out what kind of special jump to do anyway, and he should probably do some stretches before climbing up onto the diving board. In a sweetly appealing tale of overcoming your fears, Gaia Cornwall captures a moment between a patient and encouraging father and a determined little boy you can't help but root for.

I am Courage by Susan Verde with Illustrations by Peter H. Reynolds

When we picture someone brave, we might think they're fearless; but real courage comes from feeling scared and facing what challenges us anyway. When our minds tell us "I can't," we can look inside ourselves and find the strength to say, "Yes, I CAN!"

TIPS FOR A GREAT SHOW EXPERIENCE

When young people attend a live theatrical performance for the first time, they often don't realize it is different from watching a movie or TV show.

You can help them prepare for a live theatre experience by:

Giving them a chance to use the bathroom, get a drink of water, or finish a snack before the show begins.

Reminding them that photos and recordings of any kind are not allowed.

Encouraging them to be active listeners.

Focusing not only on the story, but the set, costumes, sound and lighting design.

Including the questions and activities from this study guide in your classroom discussions before and after the show.

PHOTO BY SARAH RACE PHOTOGRAPHY



BC CURRICULUM BIG IDEAS

Oz by Patrick Shanahan ALL LEVELS

ENGLISH LANGUAGE ARTS

Everyone has a unique story to share. (K-2)

Through listening and speaking, we connect with others and share our world. (K-2)

Curiosity and wonder lead us to new discoveries about ourselves and the world around us. (K-3)

Using language in a creative and playful way helps us understand how language works. (3-5)

Language, text, and story can be a source of creativity and joy. (K-8)

Exploring stories and other texts helps us understand ourselves and make connections to others and to the world. (4-9)

ARTS EDUCATION

People create art to express who they are as individuals and community. (K-1)

Engagement in the arts creates opportunity for inquiry through purposeful play. (K-1)

People connect to others and share ideas through the arts. (K-1)

Creative expression develops our unique identity and voice. (2)

Inquiry through the arts creates opportunity for risk-taking. (2)

People connect to the hearts and minds of others in a variety of places and times through art. (2)

The mind and body work together when creating works of art. (3)

Creative experiences involve interplay between exploration, inquiry, and purposeful choice. (3)

Artists experiment in a variety of ways to discover new possibilities and perspectives. (4-5)

Engaging in creative expression and experiences expands peoples' sense of identity and community. (6)

Through art making, one's sense of identity and community continually evolves. (7)

Creative growth requires patience, readiness to take risks, and willingness to try new approaches. (8)

SOCIAL STUDIES

Stories and traditions about ourselves and our families reflect who we are and where we are from (K)

Indigenous knowledge is passed down through oral history, traditions, and collective memory. (3)

DISCUSSION QUESTIONS

1. Do you think fairy tales, or “fairy stories” as Dot calls them, need happy endings? Why or why not?
2. What does it mean to have courage, brains and heart? Write your own definitions of what courage, brains and heart mean to you. Can you write about a time that you had to use courage, brains or heart?
3. Dot, Tinman and the Scarecrow have to help the Cowardly Lion face his fears and become courageous. How do you help your friends be courageous?
4. Oz uses the magic of theatre and the magic of our imagination to bring the story to life. What does magic mean to you? What is magical in your life?



ONE WORD STORY

All Levels English Language Arts and Arts Education

ENGLISH LANGUAGE ARTS

Through listening and speaking, we connect with others and share our world. (K-2)
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Baum, Dot and Bridgey work together to create the story of the Wizard of Oz. They listen to each other's ideas and add their own. That's what makes the story so interesting and fun! Let's work together to create our own story.

OBJECTIVE

work as a team to create your own unique story one word at a time.

HOW TO

Have your class sit in a circle, or divide into smaller groups. One person will start the story by offering one word. The next person will add one word to the story and so on. For a larger group, see if you can create a story by the time you go all the way around the circle once. For smaller groups you may decide to give everyone 2-3 turns to complete the story.

Reinforce the idea that everyone gets to pick their own word to add to the story. Each addition is an important and valued part of the story. Designate someone to be the author who writes down the story as you create it. After you're done, read the story aloud.

TAKE IT FURTHER

Create your own book! Your amazing story is going to be published as a book. Using the story you created as a team, invite each student to come up with a title for the story and draw a cover for the book. See how different everyone's books are from the same story!

THERE'S NO PLACE LIKE HOME

Before the Show - All Levels English Language Arts, Arts Education, and Social Studies

ENGLISH LANGUAGE ARTS

- Everyone has a unique story to share. (K-2)
- Through listening and speaking, we connect with others and share our world. (K-2)
- Curiosity and wonder lead us to new discoveries about ourselves and the world around us. (K-3)
- Stories and texts help us learn about ourselves, our families, and our communities. (K-3)
- Text/Stories can be understood from different perspectives. (3-4)
- Exploring stories and other texts helps us understand ourselves and make connections to others and to the world. (4+)

ARTS EDUCATION

- People connect to others and share ideas through the arts. (K-1)
- People connect to the hearts and minds of others in a variety of places and times through art. (2)
- The arts connect our experiences to the experiences of others. (3)
- Creative experiences involve interplay between exploration, inquiry, and purposeful choice. (3)
- Exploring works of art exposes us to diverse values, knowledge, and perspectives. (4)
- Works of art influence and are influenced by the world around us. (5)

PHYSICAL & HEALTH EDUCATION

- Good health comprises physical, mental, and emotional well-being. (K-1)
- Having good communication skills and managing our emotions enables us to develop and maintain healthy relationships. (2-3)
- Developing healthy relationships helps us feel connected, supported and valued. (4-5)

TO THINK ABOUT - WHAT IS HOME?

Sometimes home is complicated, messy, or doesn't look like how we've defined 'home' as in society. When discussing the concept of home, be sure to encourage all student to think about home as who they love to be with, what they love to do, and where they love to be, not just home as a place with parents, or somewhere they might live.

According to Dot, "There's no place like home", so she asks the Wizard to send her back home. Home means something different to everyone, and homes can look very different too. Let's explore what home means to you!

OBJECTIVE

Write about or draw a place where you feel at home.

HOW TO

Discuss with your class, or have them write a response to the question:
What is a home?

Invite your students to write about or draw a place they feel at home. What does it look like? What does it sound like? What does it smell like? What makes it feel like a home?

MAGIC PROP

All Levels English Language Arts, Arts Education, and Social Studies

ENGLISH LANGUAGE ARTS

- Everyone has a unique story to share. (K-2)
- Through listening and speaking, we connect with others and share our world. (K-2)
- Curiosity and wonder lead us to new discoveries about ourselves and the world around us. (K-3)
- Stories and texts help us learn about ourselves, our families, and our communities. (K-3)
- Text/Stories can be understood from different perspectives. (3-4)
- Exploring stories and other texts helps us understand ourselves and make connections to others and to the world. (4+)

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BRIEF OVERVIEW

The actors use many different objects they find in Baum's study to create the props, and costumes they need to tell the story. With the magic of imagination we can turn any seemingly ordinary object into anything we want!

OBJECTIVE

Use your imagination to explore all the possibilities of one seemingly ordinary object. There's no right or wrong, so get creative!

Gather some seemingly ordinary objects you already have in your classroom. You only need one object to play.
Examples: book, rulers, box, pillow, pencil, roll of tape
Gather in a circle with your object.

The class will point to the object and say "WHAT'S THAT?"

The person holding the object will imagine that the object is anything other than what it is. They will say what it is and demonstrate how they would use that object. Challenge your class to come up with new ideas and not repeat any suggestions.

EXAMPLE

OBJECT - ROLL OF TAPE

"What's that?"

"This is a steering wheel on a gigantic ship"
(mimes steering a ship with the roll of tape)

ABSTRACT ART

All Levels English Language Arts and Arts Education

ARTS EDUCATION

- People create art to express who they are as individuals and community. (K-1)
- Engagement in the arts creates opportunity for inquiry through purposeful play. (K-1)
- People connect to others and share ideas through the arts. (K-1)
- Creative expression develops our unique identity and voice. (2)
- Inquiry through the arts creates opportunity for risk-taking. (2)
- People connect to the hearts and minds of others in a variety of places and times through art. (2)
- The mind and body work together when creating works of art. (3)
- Creative experiences involve interplay between exploration, inquiry, and purposeful choice. (3)
- Artists experiment in a variety of ways to discover new possibilities and perspectives. (4-5)
- Engaging in creative expression and experiences expands peoples' sense of identity and community. (6)
- Through art making, one's sense of identity and community continually evolves. (7)
- Creative growth requires patience, readiness to take risks, and willingness to try new approaches. (8)

Our Lighting Designer Rebekah took a lot of creative inspiration from artwork to make our world of Oz come to life! Rebekah looked at art, and imagined how to recreate them in different mediums - in her case, with lighting!

Two artists Rebekah used as inspiration were:
Franz Radziwill and Alberto Savinio.

OBJECTIVE

Recreate an artwork with unconventional materials.

HOW TO

Have your students pick a piece of artwork and tell them they must recreate it, but they cannot use their pens/pencils/paintbrushes! Instead, offer the ideas of how to recreate art in other ways, either with other artistic materials, or for a challenge with older grades, their voices, bodies, and noise.

What pieces of the artwork stood out to you? What were you drawn to focus on? Why? Have your students share with a classmate, or write a small reflection.

ORAL STORYTELLING & INDIGENOUS TRADITION

Expansion Exercise - All Levels English Language Arts, Arts Education, and Social Studies

ENGLISH LANGUAGE ARTS

- Through listening and speaking, we connect with others and share our world. (K-2)
- Curiosity and wonder lead us to new discoveries about ourselves and the world around us. (K-3)
- Using language in a creative and playful way helps us understand how language works. (3-5)
- Language, text, and story can be a source of creativity and joy. (K-8)
- Exploring stories and other texts helps us understand ourselves and make connections to others and to the world. (4-9)

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- Through art making, one's sense of identity and community continually evolves. (7)

SOCIAL STUDIES

- Stories and traditions about ourselves and our families reflect who we are and where we are from (K)
- Indigenous knowledge is passed down through oral history, traditions, and collective memory. (3)

Though L Frank Baum writes the story of "the Wizard of Oz" out in the end, in this show, Dot, Baum and Bridgey work together to bring the story into the real world, and share the story orally.

ORAL STORYTELLING is a means of storytelling that involves our voices, as well as our physical bodies, space, time, and sound. It is very different from reading a story off of a book page.

In many Indigenous cultures, Oral Storytelling is a primary and fundamental way of sharing stories, history, and passing on knowledge.

How can you think about how you have heard stories passed along? Have the adults in your life shared things with you that aren't written down? Did they feel important? Why did you remember them? Was it their tone of voice, or the way they made their body feel like a big animal?

Have your students use their past experience, or the show, to identify what made the oral story engaging, and what differentiated it from reading off a page!

BEFORE WE SAY GOODBYE

After The Show - All Levels

We're very curious to see how the world created in the show inspired you.
You're more than welcome to send us your drawings at education@kaleidoscope.bc.ca and
outreach@carouseltheatre.ca

Draw or write about your favourite part!



DICTIONARY

TERMS AND DEFINITIONS TO ADD TO YOUR TOOLKIT

MANUSCRIPT: an author's text that has not yet been published.

AUTHOR: a writer of a book

PUBLISHER: a person or company that prepares and issues books or other written works for sale.

MUSE: a person who is the source of inspiration for a creative artist.

IMAGINATION: the act or power to create the mental image of something that is not present in real life. It is a creative ability and skill.

CYCLONE: a storm or system of winds that often brings heavy rain.

WIZARD: a person who has magical powers, especially in legends or fairy tales.

SCARECROW: an object made to resemble a human figure that is set up in fields or farms to scare birds away.

COURAGE: the ability to do something that frightens you, having strength in the face of a challenging situation.

COWARD: a person who lacks the courage to do scary, difficult or unpleasant things.

BRAVE: being able to face challenging situations.

ILLUSION: something that is not what it seems to be.

MAGIC: the art of performing tricks to make the impossible seem possible

WICKED: EVIL IN ACTIONS OR IDEAS.

VENTRILOQUIST: a person who can speak or make sounds so that they seem to come from somewhere else, such as from a puppet.

EUREKA: an exclamation of joy when someone discovers something.

VILLAIN: a character whose evil actions or ideas are important to the plot.

PROTAGONIST: one of the major characters in a story.

NARRATOR: a person who provides a verbal account of events or tells a story.

RUFFIAN: a troublemaker.

THEATRE TERMS

TERMS AND DEFINITIONS TO ADD TO YOUR THEATRICAL TOOLKIT

PEOPLE

ACTOR: a performer who tells a story to the audience by playing a character.

ARTISTIC DIRECTOR: the artistic director is responsible for conceiving, developing, and implementing the artistic vision and focus of a theatre company.

CHOREOGRAPHER: the person who creates and directs the sequence of steps and movement in a show.

COSTUME DESIGNER: the person who designs and makes all the costumes for the play.

DIRECTOR: the person who provides the vision for the play and who works with the actors to create their roles, develop the blocking, and oversee all design elements.

LIGHTING DESIGNER: the person who designs the lighting for a show and works with the director to get desired effects.

HEAD OF PROPERTIES ('PROPS'): the person in charge of all the props and who usually works with them during a show.

SET DESIGNER: the person who designs the sets for a show.

SOUND DESIGNER: the person who designs the sound for the show.

STAGE MANAGER: the person responsible for making sure all of the rehearsals run smoothly and overseeing the technical aspects when a show is live.

PLACES

BACKSTAGE: the part of a theatre which is not seen by the audience, including the dressing rooms, wings and the green room

CONTROL BOOTH ('BOOTH'): the place in a theatre from which all the sound and lights are controlled.

DOWNSTAGE: the part of the stage which is closest to the audience.

DRESSING ROOMS: rooms in a theatre provided for the actors in which they change costumes and apply make-up.

FRONT OF HOUSE: the part of the theatre known as the auditorium where the audience is seated, the lobby and the box office.

GREEN ROOM: a place for the performers to relax while waiting to go on stage.

HOUSE: used to describe the audience or as a short way of saying "Front of House."

STAGE LEFT: when the actor standing in the center of the stage moves to their left, from the ACTOR's point of view.

STAGE RIGHT: when the actor standing in the center of the stage moves to their right, from the ACTOR's point of view.

WINGS: the areas of the stage that are to the sides of the acting area and are out of view. These areas are usually masked by curtains.

THEATRE TERMS

TERMS AND DEFINITIONS TO ADD TO YOUR THEATRICAL TOOLKIT

MORE TERMS

BLOCKING: the director's planning and instruction of the actors' movements on the stage.

CUE: signals that are given to both the actors, the crew, the musicians and any others working on a show.

CURTAIN: the screen, usually of cloth, which separates the stage from the audience.

CURTAIN CALL: the bows at the end of a performance.

DRESS REHEARSAL: the full running of the production with all costumes, sets, lighting, and sound before the show opens to the public.

OFFSTAGE: the area of the stage which the audience cannot see.

PREVIEW: early public performances that allow the cast and crew to perform in front of audiences before the show officially opens.

RUN: the number of times a show is performed.

SET: the setting of the stage for each act and all the physical things that are used to change the stage for the performance.

TECHNICAL REHEARSAL: These rehearsals take place in the theatre and allow the crew and the actors to establish and run through the whole play with lighting and sound cues.



PHOTO BY SARAH RACE PHOTOGRAPHY

SHARE YOUR THOUGHTS & OPINIONS

We love getting mail and your students' feedback!
Send us a letter, an email, or give us a call and we'll pass on
your lovely words to the CTYP & KTYP Team!

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THANK YOU FROM CTYP & KTYP

We hope this guide helped you in leading discussions with your students, families and friends. If you have any further questions in regards to this guide, feel free to send us an email at outreach@carouseltheatre.ca or education@kaleidoscope.bc.ca

Be sure to follow us on social media for updates on all our drama classes and shows for children and teens!

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