**COMMON CORE & ARTS CURRICULUM STANDARDS IN FOCUS**

**READING STANDARD FOR LITERATURE 7: Integration of Knowledge and Ideas**
Analyze the extent to which a filmed or live production of a story stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.

**SPEAKING & LISTENING STANDARD 1: Comprehension and Collaboration**
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade appropriate topics and texts*, building on others’ ideas and expressing their own clearly.

**ARTS EDUCATION—THEATRE Standard 3: Analyze, describe and evaluate works of art.**
- ART.T.III.1 Understand characters’ thought process during dramatic scenes.
- ART.T.III.4 Suggest and implement alternative characters, settings, or events after viewing or participating in a performance.
- ART.T.III.7 Question emotions and thoughts evoked by performance.

**BIG IDEAS...**
Welcome to 2014-2015 Season

The Civic

The Civic’s 86th season is off to a great start and now we bring you this new, soon-to-become-classic musical for the holiday season. There is something for every member of the family regardless of age—the little ones will marvel and the colors, music, and special effects; the adults will laugh at the “just for them” jokes; and the entire family will take home the message of the importance of writing your own story and not judging others by what they appear to be on the outside.

Research has shown that as the brain develops there is a need to educate the whole child through shaping key academic, social and critical thinking skills. The Arts are vital to the teaching of empathy, emotional intelligence, imagination, creativity and introducing ideas that challenge us to see the world in a different way. By exposing yourself, family, and students to live theatre, you are helping to expand their imagination and education.

We at the Civic (and the over 60 volunteers that are involved as actors and crew members on this production!) hope that your audience experience sparks discussion between friends, classmates and families that will get imaginations working and put a creative component in your communication!

Nicki Poer
Director of Education & Outreach

MUSIC BY
JEANINE TESORI

Jeanine Tesori, has written four Tony-nominated scores for Broadway: Twelfth Night at Lincoln Center, Thoroughly Modern Millie, Caroline, or Change, and Shrek the Musical. Her first off-Broadway musical, Violet, written with Brian Crawley, received the New York Drama Critics Circle Award in 1997. Last year, Ms. Tesori’s FUN HOME was presented at The Public Theater as part of the 2012-2013 Public Lab Season. She has been the recipient of many other honors including Drama Desk and Obie awards, and was cited by ASCAP as being the first woman composer to have "two new musicals running concurrently on Broadway." She has written songs for the movie, Shrek The Third.

BOOK & LYRICS BY
DAVID LINDSAY-ABAIRE

David Lindsay-Abaire is a Pulitzer Prize winning playwright, screenwriter, lyricist, and librettist. His most recent play Good People premiered on Broadway, and was awarded the New York Drama Critics Circle Award for Best Play, The Horton Foote Prize, The Edgerton Foundation New American Play Award, and two Tony nominations. His previous play, Rabbit Hole, received the Pulitzer Prize for Drama, five Tony nominations, and the Spirit of America Award. He also wrote the book and lyrics for Shrek the Musical, which was nominated for eight Tonys, four Oliviers, a Grammy, and earned Mr. Lindsay-Abaire the Ed Kleban Award as America’s most promising musical theatre lyricist.
FLY YOUR FREAK FLAG!

ON THE ABOVE FLAG SHAPE, WRITE THE QUALITIES THAT YOU LIKE OR ARE PROUD OF ABOUT YOURSELF. THESE QUALITIES CAN BE ANYTHING—PHYSICAL, MENTAL, AND EMOTIONAL QUALITIES. HOW DO YOU DEMONSTRATE LEADERSHIP? HOW ARE YOU RESPONSIBLE, RESPECTFUL, AND SAFE? THEN, USING CRAYONS, MARKERS, COLLAGE MATERIALS, AND OTHER ART SUPPLIES, DECORATE YOUR "FREAK FLAG" AND THEN PROUDLY DISPLAY IT! "NEVER TAKE IT DOWN, WAVE IT WAY UP HIGH! LET YOUR FREAK FLAG FLY!"
BEFORE, AFTER, & IN BETWEEN

BEFORE

Prepare to see the play...

- Read story of *Shrek!* by William Steig and watch the animated film. Talk about how you think that the story will be translated to the stage with live actors instead of computer animation. Draw how you think the characters might be portrayed.
- Design the scenery and back up the choices that you make by using the book for inspiration.
- Make sure everyone in your family or group understands proper audience etiquette—sit quietly but then do feel free to laugh or clap when appropriate.
- And make sure everyone knows that the lights go out in theatre but they always come back on!

IN BETWEEN

Engage as an audience...

- Choose one actor to follow throughout the show—does he/she change characters? How? What differences do you notice?
- What is special and different about the floor of the stage?

AFTER

Reflect on your experience...

- Did anything during the play surprise you? Was anything totally different than you expected? What was it and what did you expect?
- Do some research on famous leaders who stood up for something or someone like Guy Fawkes, Rosa Parks, Martin Luther King, Jr. and Nelson Mandela. Lord Farquaad’s decree stated that “All fairytale creatures have been banished from the kingdom of Duloc. All fruitcakes and freaks will be sent to a resettlement facility.” Choose a leader and discuss how they would respond to the decree. Then create a frozen image using facial expression and body language to tell the story of how the leader would handle the decree. Ask others observing to create a caption to the frozen image.

Above is a picture of William Steig, the author of the story of *Shrek!*