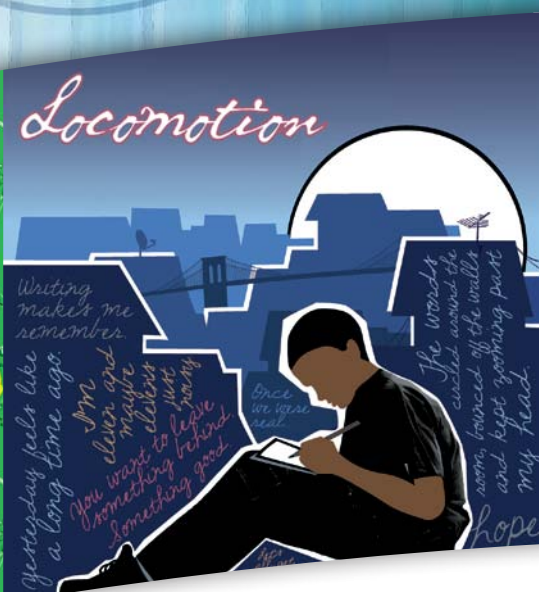
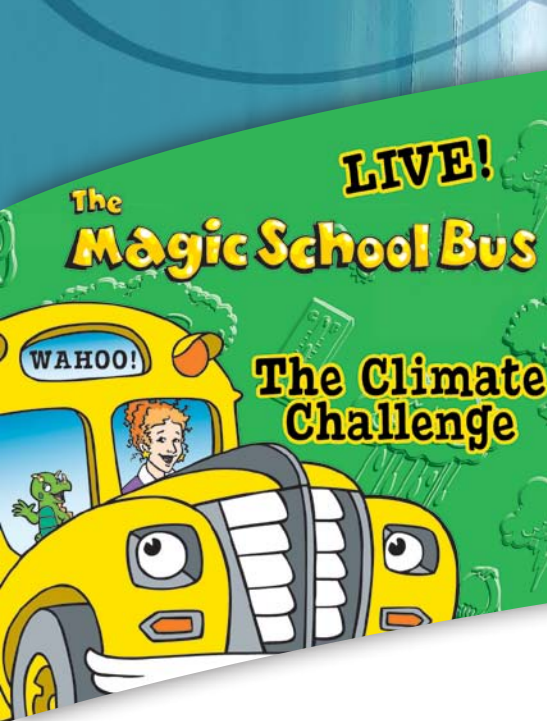


EDUCATION
takes center stage



Live!
**CLIFFORD
THE BIG RED DOG**

Wednesday, January 25, 2012
10:00 am - 11:00 am
12:00 pm - 1:00 pm



WHAT'S INSIDE:

Sandler Center for the Performing Arts	2
Clifford's Story	3
Behind the Scenes at the Theater	4
You Can Be an Author/Illustrator	5-6
My How the World has Changed	7
Read and Learn	8
Being Together	9
Ah Percussion	10
The Parent Report	11

about the
SANDLER CENTER FOR THE PERFORMING ARTS



At the heart of every great city are its arts institutions – the centers of culture where residents and visitors can share great works of music, dance and theatre from the classics to the cutting edge. Now in its fifth season, the Sandler Center for the Performing Arts at Town Center provides these arts experiences to the students in Virginia Beach and beyond.

Expansive yet intimate, with not a bad seat in the house, the Sandler Center is the perfect setting for every kind of performance, from classical recitals and symphony concerts to modern dance and ballet, theatre and more. And while audiences of every kind are welcome, the Sandler Center offers a special invitation to the region’s young people. With the ultimate goal of “every child, every grade, every year,” the Sandler Center, in partnership with the Virginia Arts Festival’s WorldClass® Education Department, presents specially priced student matinees and public performances making world-class artists accessible to school children in Hampton Roads. And the excitement reaches beyond the stage as well, as the Sandler Center brings these renowned artists into area schools for performances and master classes. For teachers, the opportunities are immeasurable, offering exciting new ways to inspire and enhance their classroom teaching as they weave the arts into their lessons on history, language arts, math and science.

Thank you for joining us this season as we spark your students’ imaginations with the joy and power of the performing arts.



what to expect **CLIFFORD'S STORY**



When Clifford is born, no one expects him to become big – he’s the smallest of his brothers and sisters, the runt of the litter. A girl named Emily Elizabeth Howard chooses him as her birthday present. She loves Clifford so much, he grows like crazy. Before long, he stands at over 25 feet tall! The Howards have to leave the crowded city. They move to the open spaces of Birdwell Island.

Emily Elizabeth is ten years old. She’s friendly, curious, helpful, and the best skater on the island. She’s also very good at soccer. Her best friend is Charley, the best soccer player on the team. He lives on a houseboat with his father, who owns a restaurant. Vaz is another friend of Emily Elizabeth’s. He can be clumsy and shy. Jetta is another friend. She can be selfish sometimes, and she needs to remember other people’s feelings more. She is very well known for bragging!

Clifford also makes great friends on the island. Cleo is a poodle. She is one of Clifford’s best friends. She doesn’t always tell the truth, and sometimes she has to be reminded to think about others, but she’s very loyal to her friends. T-Bone is a bulldog who loves to eat! He is often shy and cautious, but likes to pretend he is Super T-Bone, a caped hero. Sometimes Clifford gets in trouble because of his size; sometimes he just makes bad choices. But his friends are always there to help him.

It only takes a little to BE BIG!™ In conjunction with the beloved BIG dog’s 50th anniversary in 2012, celebrate the timeless values of Clifford’s BIG Ideas - Share, Play Fair, Have Respect, Work Together, Be Responsible, Be Truthful, Be Kind, Believe In Yourself, Be A Good Friend, and Help Others. These sentiments have never been more fun as Clifford and his friends from Birdwell Island – Emily Elizabeth, Cleo, and T-Bone – embark on new adventures. With memorable songs and choreography, there will be even more of him to love in this all new musical – sure to delight the entire family!

BEHIND THE SCENES AT THE THEATER

It takes a lot of people to put together a musical show like Clifford, the Big Red Dog! The **Writer** is where it all begins. The writer has an idea for a performance and writes many drafts, getting closer and closer to putting on the page what, so far, only exists in the imagination. But the writer has a story to tell and keeps working until it's just right.

Then the writer finds a **Producer**. This job can be many things. The producer is the one in charge, the one who says yes or no to things like buying costumes and choosing performers. It's usually the producer's money that is being spent getting things ready. The producer hires someone who has experience in the theater, someone who will work closely with the people on stage and backstage, and this is the **Director**. The Director reads the script, imagines the action on stage, and asks, "How should the final production look?" The director chooses all the performers.

There are lots of other very important people. The **Choreographer** designs the performers' movements, plans the dance moves, and works with the dancers, through many rehearsals, until they are prepared to perform the show.

Behind the dancers is, of course, music, which requires a **Musical Director**. This person determines the appropriate music and brings together the necessary musicians. The musical director works with the musicians, again through many rehearsals, until everyone is ready for the performance.

In order for all this to look its best, and often to add drama to the show, the performance may require a **Lighting Designer** who determines how the stage should be lit – when the lights should be bright and when they can dim for effect, who to focus on, and how to control the mood. The goal of the lighting director is to make you feel things about what's happening onstage without you even realizing that the lights had something to do with it. Bright, colorful lights? Happy feelings. Dim, dark lighting? Sad or scared feelings.

A **Costume Designer** is someone who understands the power of what we wear. Clothes can tell us a lot about a character, create interest for the audience, bring color and excitement to the production and help tell the story.

Which one of these jobs is the most appealing to you? Watch the performance and look for evidence of work that went on behind the scenes. How did the lighting and costumes add to the performance? What you see happening on stage is only one part of the whole production. Enjoy the show, and remember that even if you're not a singer, actor, or dancer, there could still be a place for you in the world of theater.



a project sequence
YOU CAN BE AN AUTHOR/ILLUSTRATOR

Almost 50 years ago, a writer and artist named Norman Bridwell created the character of Clifford. He wrote the first of many Clifford books and drew the pictures to go with the story. He is called the author and illustrator because he not only wrote the words, but also made the pictures. Sometimes one person is the author of the story and someone else creates the art. Which job would you rather do?

- I. Draw a picture that tells a story. Think of a character, a person who your story is about, and draw that character in a setting. The setting is the place where your story happens. Maybe your character is a dog, like Clifford. Maybe he takes a walk on a sunny day. Or maybe your character is a boy who plays baseball. You can make the story about anything you want.

When you're finished with your story picture, share it with another student. Does that "reader" know what your story is about?

- II. Write a short story of 8 to 10 sentences. Create a character or characters, someone who is not you. Choose a setting: let your reader know where the action is taking place. Decide what happens – this is the plot of your story. Often, stories involve conflict – a problem arises and must be solved. How does your story end? Is your conflict resolved?

Now, exchange stories with another student. Read their story and draw a picture that goes with the plot. What details from the story can you fit into the illustration? Is there anything you can add that wasn't in the story? Put the pictures and the stories together and you have a collaboration – the shared work of two individual artists.

- III. Norman Bridwell's creation, Clifford, has starred in more than 50 books, a television series, movies, and educational video games. Spend some time thinking about a character you would like to see in more than one story. Clifford is special because he is a very, very big dog. What characteristics can you give your character – things that make him or her unique – that would make him interesting to others? Maybe he has special powers! Or maybe she is excellent at skateboarding! Make a list of five characteristics that make your character unique.

- 1.
- 2.



3.

4.

5.

IV. Next, think of ideas for a set of narratives, or stories, about your character. What sorts of conflicts can you put in his path to create interesting adventures for him? Make a list of five different problems your character might face. Maybe she needs to learn to share or help a friend. Or maybe she must save her city from a terrible monster! Anything can happen!

1.

2.

3.

4.

5.

Now, write a set of stories in which your character faces those conflicts. Remember what makes your character special and how those characteristics might influence his or her problem-solving skills. When you're finished, you'll have a series of stories – just like the Clifford series.

MY HOW THE WORLD HAS CHANGED!

Author and artist Norman Bridwell wrote the first Clifford the Big Red Dog book back in 1963. So much has happened since then!

In 1963, there were no cell phones, no laptops, and no video games. Computers were the size of big rooms – no one had them in their houses.

If you missed a show on TV, you missed it. There were no DVRs, no DVDs, and no video recorders. And there were only about 4 or 5 channels to choose from.

You listened to music on the radio or a record player in 1963 – no CDs, no i-pods.

In 1963, the Beatles released their first album. (Ask your parents or teacher who that is!)

In 1963, Reverend Martin Luther King delivered his famous “I Have a Dream” speech. In many American school districts, black and white children went to separate schools. Many brave activists demonstrated for civil rights for all people. Barack Obama was 2 years old. Few could imagine he would one day become president of the United States.

Even in the time since you were born, the world has changed. Ask a grown-up what they remember about the year you were born and what is different now. Choose one thing or event that came after you. Think about how your life is different because of it.

Ask a grown-up how the world has changed since he or she was born. Make a list of the ways in which the world has changed in their lifetime.



Photograph of The Beatles as they arrive in New York City in 1964
By United Press International (UPI Telephoto)



Dr. Martin Luther King, Jr. speaking at the Civil Rights March on Washington, D.C., in 1963

a reading worksheet
READ AND LEARN

Choose a Clifford book. Read it, or have it read to you.

Which book did you choose?

How many characters appeared in your book? Which were the most important ones?

Try to retell the story to someone else without looking back at the book. How much did you remember? Now write a retelling of your book. Without looking back at the book, make a list of the events that take place in it. Try to remember the order in which things happened. Did something happen first that caused something else to happen?

Stories often include a problem that needs to be solved. Was there a problem in your book?

The Clifford books often tell a story in which a character needs to learn a lesson. Is there a lesson to learn from your book?





a worksheet
BEING TOGETHER

The Clifford books reflect some important values and teach lessons in good behavior. Take some time to think about those values and why it might be important for people to live by them. How do we all benefit from these shared ways of being together? Give an example of a time when you or someone you know behaved in the following ways. What was the result?

Sharing

Playing Fair

Having Respect

Working Together

Being Truthful

Being Kind

a rhythm and patterns project

AH PERCUSSION!

Cut small shapes out of colored paper: triangles, circles, squares. The more shapes you cut, the more complicated your pattern can be! Add rectangles, diamonds, stars! Arrange your shapes in a pattern that repeats several times:



Collect objects that you can tap with a pencil or chopstick without damaging them: an empty plastic cup, a book, a can. You'll need one object for each different shape you used. Assign each shape an object. A cup for the circles, a can for the squares, etc. Following your pattern, tap out your rhythm. Circle, circle, square, diamond, circle, circle, square, diamond...TA-DA – you just made a piece of music! How did it sound? Now create another pattern. Think about how you might make it sound different from your first.

clifford, the big red dog
THE PARENT REPORT

Take this sheet home and use it to tell your parent what you saw today!

Describe the main character, Clifford. Is he nice or mean? Is he big or small? What did he look like?

Describe the plot. Name three things that happened in the story.

Who were some of the other characters in the play? Who was your favorite?

What was your favorite scene, or part, of the play? Why was that your favorite?



Color me

FEEDBACK FORM

We need your feedback to make our Education Programs even better! Please take a moment to complete this form and either return it to the Sandler Center Education Department at 440 Bank Street Norfolk, VA 23510, fax it to (757) 282-2787 or e-mail your answers to education@sandlercenter.org.

1. Complete form
2. Attach or include student work (optional)
3. Return both to Sandler Center Education Department by mail, fax, or e-mail.

Education Event: _____

(please check) Matinee In-School Performance/Master Class

How did your students respond to the performance?

How did you prepare your students for this performance? Did you use the Education Guide? Which activities did you use? Were they helpful? Did students enjoy the materials?

How did this performance contribute to experiential learning in your classroom?

What role do the arts play in your school community? In your classroom?

If you could change one thing about your experience, what would it be?

Please include student work with this form, including letters, artwork, activity responses, and anything inspired by the performance.

(Optional)

Name: _____

School: _____

City: _____

Would you like to be part of our database? Yes No



WWW.SANDLERCENTER.ORG

upcoming student matinees

SANDLER CENTER FOR THE PERFORMING ARTS

Locomotion

February 28, 2012

10:00 am and Noon

Magic School Bus

March 22, 2012

10:00 am and Noon

▽ FOLD

FOLD ▽

place
stamp
here

Sandler Center for the Performing Arts
Education Department
440 Bank Street
Norfolk, VA 23510

△ FOLD

FOLD △



EDUCATION
takes center stage

Student Education Guides Team

Christine Foust

EDUCATION DIRECTOR

Lisa Hartz

RESEARCH AND WRITING

Lisa Dagley

PAGE DESIGN AND LAYOUT

Photocopying and duplicating for educational purposes only. Student Education Guides. All rights reserved. ©2012