

Doodle POP



TEACHER RESOURCE GUIDE

Doodle POP

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EDUCATION |

The lessons and activities in this guide are driven by the Ohio Learning Standards in English Language Arts (2017) and Science (2018-2019).

21st century skills of creativity, critical thinking and collaboration are embedded in the process of bringing the page to the stage. Seeing live theater encourages students to read, develop critical and creative thinking skills and to be curious about the world around them.

This Teacher Resource Guide includes background information, questions, and activities that can stand alone or work as building blocks toward the creation of a complete unit of classroom work.

The lessons and activities in this guide are created and adapted by Davida Pantuso in partnership with Playhouse Square's Education Department.



The Ohio Arts Council helps fund this organization with state tax dollars to encourage economic growth, educational excellence and cultural enrichment for all Ohioans.

Playhouse Square is supported in part by the residents of Cuyahoga County through a public grant from Cuyahoga Arts & Culture.

ABOUT PLAYHOUSE SQUARE

Playhouse Square is an exciting field trip destination! As the country's largest performing arts center outside of New York, the not-for-profit Playhouse Square attracts more than one million guests to 1,000+ shows and events each year. Five of Playhouse Square's 11 performance spaces are historic theaters that first opened in the early 1920s. By the late 1960s, they had been abandoned. A group of volunteers saved the theaters from being turned into parking lots. Now, all five historic theaters are fully restored.

You'll find Broadway, concerts, comedy, dance and family shows on Playhouse Square's stages, along with performances by Playhouse Square's seven resident companies: Cleveland Ballet, Cleveland International Film Festival, Cleveland Play House, Cleveland State University's Department of Theatre and Dance, DANCECleveland, Great Lakes Theater and Tri-C JazzFest.

When you visit, be sure to check out the GE Chandelier, the world's largest outdoor chandelier, and the retro Playhouse Square sign with its 9-foot-tall letters!



COMING TO THE THEATER

We look forward to welcoming you and your students to Playhouse Square! To prepare for a successful field trip, we encourage you to spend some time discussing the differences between coming to the theater and watching a television show or movie or attending a sporting event, especially if you have students who have not yet had the opportunity to attend a live theater performance. Here are a few points to start the discussion:

- You and your students will be greeted and helped to your seats by members of Playhouse Square's staff and "RedCoat" volunteers.
- Theaters are built to magnify sound. Even the slightest whisper can be heard throughout the theater. Remember that not only can those around you hear you, the performers can too.
- As you watch the performance, feel free to respond by laughing or applauding.
- Food, drink and gum are not permitted in the theater for school matinee performances.
- Photography and recording of performances are not permitted.
- Mobile phones and other devices that make noise or light up should be silenced and put away before the performance begins.
- When the houselights dim, the performance is about to begin. Please turn your attention toward the stage.
- After the performance, a member of the Playhouse Square staff will come out on stage to dismiss each school group by bus number. Check around your seat to make sure you have all of your personal belongings before leaving.



ABOUT THE SHOW

A mischievous duo starts to doodle... and ends up creating a whole imaginative world! They invite us along on their sea adventure with a tiny little turtle. What will happen as we follow their vivid drawings into this beautiful watery world, and will they return the turtle to the sea safely? This touching and playful non-verbal show uses live musicians who perform the accompanying score and sound effects, stunning interactive animation projections and live whiteboard drawings, and an abundance of theatrical imagination.

What is Non-Verbal or Physical Theatre?

At its simplest, you could define physical theatre as a form of theatre that puts emphasis on movement rather than dialogue. Several performance traditions all describe themselves as “physical theatre,” but the unifying aspect is a reliance on physical motion of the performers rather than, or combined with, text to convey the story. Performers can communicate through various body gestures (including using the body to portray emotions).

Different forms of physical theatre include:

- **Mime** – This usually means stylized movement but can be comparatively realistic.
- **Gesture** – A gesture may be something small but can have emotional impact or it can be a particular movement that defines a character.
- **Status** – This may be executed by use of levels or by distance or strength of contact, or a combination of all of these with voice work.
- **Proximity** – How close or far you are from your co-performers can be a source of very powerful impact.
- **Stance** – This is associated with strength as the body could radiate assertion and authority or weakness, incorporating posture.
- **Harshness and tenderness** - Used here as umbrella terms to focus on the fact that in physical work the gestures and bigger movements come together to express the emotions of the piece.
- **Movement** – Every physical action needs to be rehearsed with precision.
- **Not moving** – If the stage is full of characters in motion, immobility can have a powerful effect.

- **Mask work** – The impact of a mask is visual and without the facial features to show action, movement becomes an even more central performance instrument.
- **Dance** – Dance is a physical way to represent strong emotions. Movements either graceful or unconventional can add to your storytelling.
- **Motif** – This is repeated use of a movement pattern which has meaning and reminds us of the central theme of the work.

ABOUT BRUSH THEATRE

BRUSH Theatre LLC, based in Seoul, South Korea, is a theatre for young audiences, passionately driven by performing live internationally.

BRUSH Theatre believes in the little child everyone has inside who loves to live out art in life. We envision the inner child growing into a powerful creator through boundless forms of art—the reason why children are our favorite audience!

Inspiring children all over the world from different socio-economic and geographic backgrounds through out-of-the-box performances, is showcases one-of-a-kind acts built for audiences of every age, race, and culture.

The company’s work has been presented by Birmingham On The Edge Festival (UK), Cape Town Cradle of Creativity Festival (South Africa), Hamedan 23rd International Children and Youth Theatre Festival (Iran), and The National library of Kyrgyz Republic.

For more information, please visit the company’s website at www.brushtheatre.com

■ PRE-SHOW ACTIVITIES

Making Inferences (Grades: K-2)

The Ohio Learning Standards listed below are addressed in the following pre-show activity:

CCR.RL.K.7, CCR.RL.1.7, CCR.RL.2.7

CCR.SL.K.2, CCR.SL.1.2, CCR.SL.2.2

The play that the students are about to see is wordless! Students may not be used to watching something that does not use words to communicate. Ask students if they think they will be able to understand what the play is about if there are no words. Your students may give a variety of answers, and that is okay. These pre-show activities will use wordless picture books to help students learn how to determine the meaning of a book (or play) when there are no words.

Step 1: This first activity will require students to practice their inferencing skills. Begin by selecting a wordless picture book (see resources page for a list). Read the title and author/illustrator of the book. Next, tell students that you are going to read a wordless picture book a couple of times. The purpose for the first reading is to allow students to become familiar with the story. As you read the story, you will simply show the pages to the students. This first read-through will be silent. No prompts are needed at this point.

Step 2: Once you have finished reading the story (silently), let students know that you are going to read the story again. This time, you will stop for each page. Explain that they will need to describe the illustrations for each page. Encourage students to pay attention to the characters, as well as the settings. The details that the characters and the settings provide will help students to infer the plot. After they are done describing the pictures, have them tell you what they think is happening. Feel free to use the graphic organizer on the following page to record student responses.

Step 3: Take the students' inferences and write the plot for the story. Read the plot to the class and ask if they agree that this is what the story is about. Ask them if they want to make changes to the story. If they want to make changes, they must provide evidence from the pictures.

Extension: Put older students into groups of 2-3 and assign each group a book. Have students describe the illustrations in the book to make inferences about the story. They may use the "Making Inferences Graphic Organizer" to record their answers. Once they have made inferences, they can create their story. If time permits, have them share their story with another group.



Making Inferences Graphic Organizer

Page _____ Description of the illustration: I can infer:	Page _____ Description of the illustration: I can infer:	Page _____ Description of the illustration: I can infer:
Page _____ Description of the illustration: I can infer:	Page _____ Description of the illustration: I can infer:	Page _____ Description of the illustration: I can infer:
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Page _____ Description of the illustration: I can infer:	Page _____ Description of the illustration: I can infer:	Page _____ Description of the illustration: I can infer:

Light Scavenger Hunt (Grade: K)

The Ohio Learning Standards listed below are addressed in the following pre-show activity:
CCR.K.PS.1

The play *Doodle Pop* uses light and projections to help tell the story. This is a great introduction to physical science for young students. For this activity, kindergartners will explore materials that allow light to shine through.

Tell your students that they are going to go on a scavenger hunt, but before they do, they need to observe objects that allow light to go through them.

Put students into teams of three. Each team will be given several small-medium sized objects. Ask them to look at the objects and decide if they think the light from a flashlight could go through them. Give them several minutes to play with the objects and to discuss with their team if light could go through them. After they have had time to become familiar with the objects, ask them to separate the objects into two groups. The first group is for objects that light can go through, and the second group is for objects that light cannot go through. Ask students to share their thoughts with the class.

Now, have students use a flashlight and give them several minutes to see which objects allow light to travel through them. What characteristics do these objects share?

Next, tell students they are going on a scavenger hunt. They are to find 5 objects that allow light to shine through them and five objects that do not allow light to shine through them. They are able to take the flashlight with them to test the objects.

Tell students that they will see a play, and this play uses light to form shapes and shadows. As they watch the play, they will want to pay attention to the objects that are used that allow light to shine through them.



Creative Possibilities (Grades: K-2)

The Ohio Learning Standards listed below are addressed in the following pre-show activity:
CCR.SL.K.4, CCR.SL.1.4, CCR.SL.2.4

Children have an innate sense of symbolic play- a balloon can become a lollipop or a rocket ship, a paper bag can transform into a parachute, a shadow can become a friend. Drawing on the infinite symbolic possibilities of found objects, your students will use everyday items you're your classroom to inspire a narrative and create a play to share with classmates.

This activity can be conducted individually or in small groups.

Exploration:

- Without prompting a purpose, have students collect a box full of interesting objects and two to three larger items (i.e. a chair, beanbag, stepstool).

Creation:

- Give students thirty minutes to create a story using their collected objects as props for the story.
- Have students write a narration of their story. For younger students, have them use pictures to illustrate their story.

Presentation:

- Invite students to perform their story for their classmates.

If you chose to conduct this as a group activity, have groups create tableaux within their show. A tableau is an interlude during a scene when all the performers on stage freeze in position and then resume action as before.

Example Tableaus:

- The group meeting as strangers
- The group getting to know each other
- The group getting to like each other
- The group becoming good friends



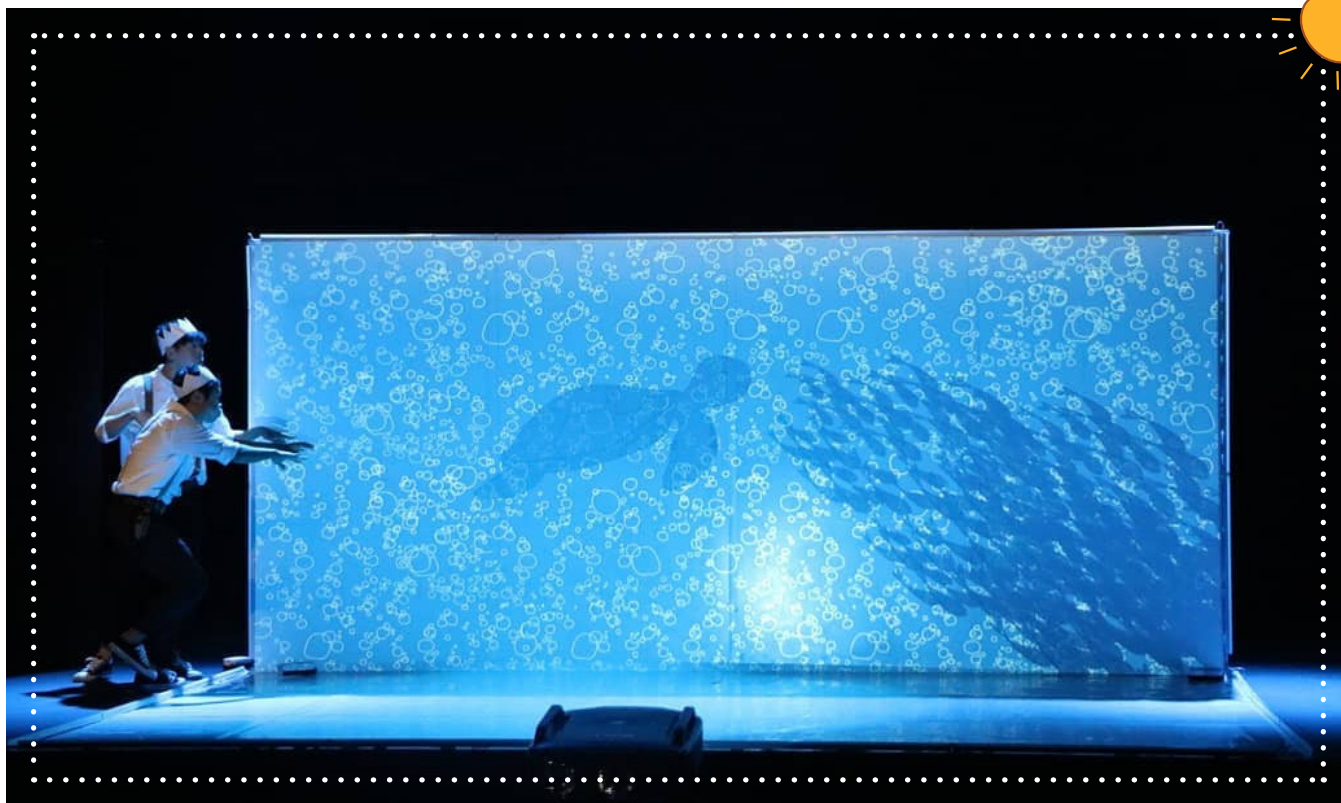
■ POST-SHOW ACTIVITIES

Doodle POP Discussion Questions (Grades: K-2)

The Ohio Learning Standards listed below are addressed in the following post-show activity:
CCR.SL.K.2, CCR.SL.1.2, CCR.SL.2.2

Now that you are back in your classroom, discuss the play you saw with your students.

1. What did you think of the play?
2. Even though there were no words, were you still able to understand what the play was about?
3. How were you able to figure out the plot for the play?
4. Who were the characters in the play?
5. Describe the setting?
6. What were the main events in the play?
7. What was the conflict/problem, and how was it solved?
8. Did you like watching a play without words? Why or why not?
9. How did the music help you understand the mood for the play?
10. How did the actors' expressions help you to understand the characters' feelings?
11. How did the props help you to understand what the play was about?



Retelling a Wordless Picture Book (Grades: K-2)

The Ohio Learning Standards listed below are addressed in the following post-show activity:

CCR.RL.K.3, CCR.RL.1.3, CCR.RL.2.3,

CCR.SL.K.2, CCR.SL.1.2, CCR.SL.2.2

Select one final wordless picture book to read with your students. Before reading the story, remind students to pay attention to clues from the illustrations that will provide them with information about the character(s), the major events, the conflict and how it was solved, and the setting. After reading the story, ask if they need you to read the story again in order to gather more clues. Then, have students retell the story to you. As they do, record their answers on a class version of the graphic organizer on the following page.

Extension activity: Allow students to read one last wordless picture book. Working with a partner, have them read the story. Then have them complete the graphic organizer for the story that they read.



Retelling a Wordless Picture Book Graphic Organizer

Title:		Illustrator:
Who is the main character in the story? Are the supporting characters in the story? Describe the characters. _____ _____ _____ _____ _____ _____ _____ _____	Describe the major events that take place in the story. _____ _____ _____ _____ _____ _____ _____ _____	Is there a conflict, or a problem, in the story? If so, describe it. _____ _____ _____ _____ _____ _____ _____ _____
Describe where the story takes place (setting). _____ _____ _____ _____ _____ _____ _____ _____ _____ _____		Color in the stars to rate the story. 1 star means you didn't like the story. 2 stars means the story was okay. 3 stars means you really liked the story. 

My Own Wordless Picture Book

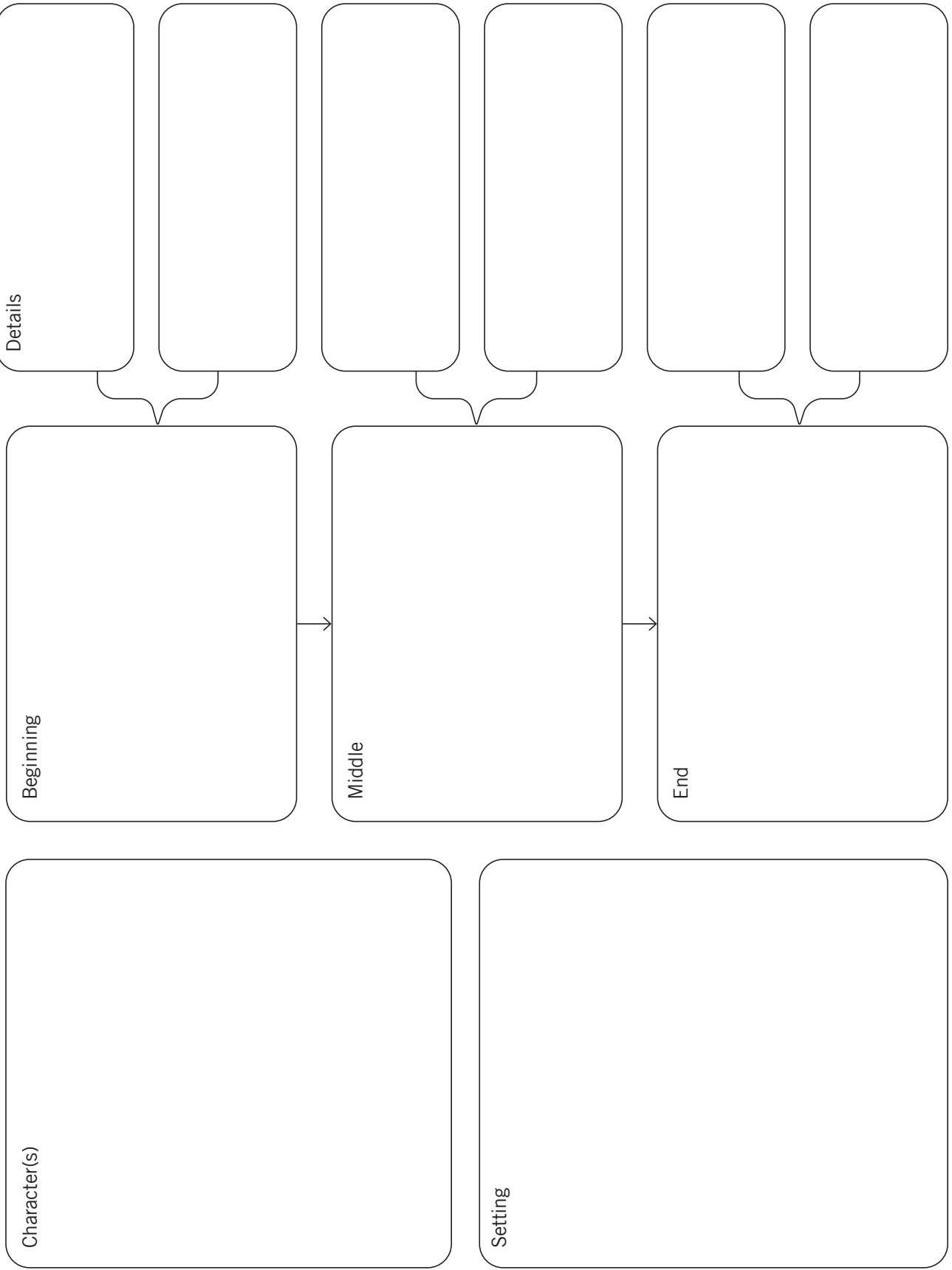
The Ohio Learning Standards listed below are addressed in the following post-show activity:
CCR.W.K.1, CCR.W.1.3, CCR.W.2.3

Allow your students to illustrate their own wordless picture book. Have students use the storyboard to help them develop and organize their thoughts. The storyboard will help them to think about the character(s), the setting, and the plot. Students can jot down words and phrases

on the storyboard. Complete sentences are not needed. Once their storyboard is complete, have them illustrate their book. If time permits, allow them to share their wordless picture book with others.



Storyboard



RESOURCES

WORDLESS PICTURE BOOKS

A Ball for Daisy by Chris Raschka
Aquarium by Cynthia Alonso
Boat of Dreams by Rogerio Coelho
Chalk by Bill Thompson
Draw the Line by Kathryn Otoshi
Flashlight by Lizi Boyd
Flora and the Flamingo by Molly Idle
Flora and the Peacocks by Molly Idle
Flora and the Penguin by Molly Idle
Fossil by Bill Thompson
Good Dog, Carl by Alexandra Day
Hike by Pete Oswald
I Got It! by David Wiesner
Imagine a City by Elise Hurst
Inside. Outside by Lizi Boyd
Journey by Aaron Becker
The Line by Paula Bossio
Lines by Suzy Lee
The Lion and the Mouse by Jerry Pinkney
Little Butterfly by Laura Logan
Little Fox in the Forest by Stephanie Graegin
Mr. Wuffles by David Wiesner
No Dogs Allowed! By Linda Ashman & Kristin Sorra
Nope! A Tale of First Flight by Drew Sheneman
Owl Bat. Bat Owl by Marie-Louise Fitzpatrick
Pancakes for Breakfast by Tomie De Paola
Professional Crocodile by Giovanna Zoboli & Mariachiara Di Giorgio

Quest by Aaron Becker
Red Again by Barbara Lehmann
Return by Aaron Becker
Skunk on a String by Thao Lam
The Snowman by Raymond Briggs
Tuesday by David Wiesner
Where's Walrus? by Stephen Savage



CURRICULUM STANDARDS INDEX

Standard	Description	Grade	Activity	Page
CCR.RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear.	K	Making Inferences	6
CCR.K.PS.1	Objects and materials can be sorted and described by their properties.	K	Light Scavenger Hunt	8
CCR.SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	K	Creative Possibilities	9
CCR.SL.K.2	Confirm understanding of a text read aloud or information presented in various media and other formats.	K	Making Inferences; Doodle Pop: Discussion Questions; Retelling a Wordless Picture Book	6 10 11
CCR.RL.K.3	With prompting and support, identify characters, settings, and major events in a story.	K	Retelling a Wordless Picture Book	11
CCR.W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	K	My Own Wordless Picture Book	13
CCR.RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.	1	Making Inferences	6
CCR.SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	1	Creative Possibilities	9
CCR.SL.1.2	Ask and answer questions about key details in a text read aloud or information presented in various media and other formats.	1	Making Inferences; Doodle Pop: Discussion Questions; Retelling a Wordless Picture Book	6 10 11
CCR.RL.1.3	Describe characters, settings, and major events in a story, using key details.	1	Retelling a Wordless Picture Book	11
CCR.W.1.3	Write narratives to recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	1	My Own Wordless Picture Book	13
CCR.RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting or plot.	2	Making Inferences	6

Standard	Description	Grade	Activity	Page
CCR.W.2.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	2	Creative Possibilities	9
CCR.SL.2.2	Retell or describe key ideas or details from a text read aloud or information presented in various media and other formats.	2	Making Inferences; Doodle Pop: Discussion Questions; Retelling a Wordless Picture Book	6 10 11
CCR.RL.2.3	Describe how characters in a story respond to major events and challenges.	2	Retelling a Wordless Picture Book	11
CCR.W.2.3	Write narratives to recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event orders, and provide a sense of closure.	2	My Own Wordless Picture Book	13





from BRUSH Theatre of Seoul, South Korea

A mischievous duo starts to doodle...and ends up creating a whole imaginative world! They invite us along on their sea adventure with a tiny little turtle. What will happen as we follow their vivid drawings into this beautiful watery world, and will they return the turtle to the sea safely? This touching and playful non-verbal show uses live musicians who perform the accompanying score and sound effects, interactive animation projections and live whiteboard drawings, and an abundance of theatrical imagination.

The performance is approximately 50.5 minutes long. You can watch it all at once or it can be broken up into the following 4 digital "chapters" with the accompanying discussion questions.

Chapter 1 - Approx. 15 minutes. Start of show until 14 minutes 37 seconds.

The play has very little spoken language - How do the performers develop character without any dialogue? How do the performers use their bodies and pantomime within the performance?

How is the music used throughout the performance? How do the changes in tone and speed reflect the action on stage or the mood and atmosphere of the moment? Notice and describe the music in various moments throughout the play. How did they use sound to make imaginary objects come to life?

How do they use light in the performance? How do they use scale and perspective?

Chapter 2 - Approx. 14 minutes. Start at 14 minutes 37 seconds until 28 minutes 35 seconds.

The performance uses a mix of live illustration and animation. What did you notice about the use of these elements? Was there a drawing or sketch that stuck out to you? Why?

The turtle and fish are sometimes represented by puppets. Why do you think the company made that choice to use puppets as well as animation? What did the designers need to think about in portraying the real animal (ex: how it moves)?

Chapter 3 - Approx. 10 minutes. Start at 28 minutes 36 seconds until 38 minutes 56 seconds.

The performers create images by drawing with their markers and putting black ink on the white board. They also create images by erasing - taking away the black ink to show more of the whiteboard and reveal a new image. By drawing and erasing, the performers are able to create lots of different environments and creatures. What different environments or creatures do you remember seeing?

We see the performers express themselves through sketching and drawing, everything from faces to plants, horses to fish, ships to racing turtles. Do you like to draw? If so, what do you like to draw? Try a mix of drawing and erasing to create different shapes, animals, and environments like Oogie and Woogie!

Chapter 4 - Approx. 13 minutes. Start at 38 minutes 57 seconds until 50 minutes 52 seconds (the end).

Even though Oogie and Woogie didn't want to say goodbye to the turtle, they knew it was right to return the turtle to the water. Have you ever done something even though it was difficult because you knew it was the right thing to do? How did you feel after?

Most of the performance uses black and white as the primary colors. It's in the performers' costumes and their drawing material. But at the very end, we see a colorful ocean scene. Why do you think the artists chose to use color only at the very end?

What was your favorite moment in the performance and why? What were parts of the performance that surprised you?