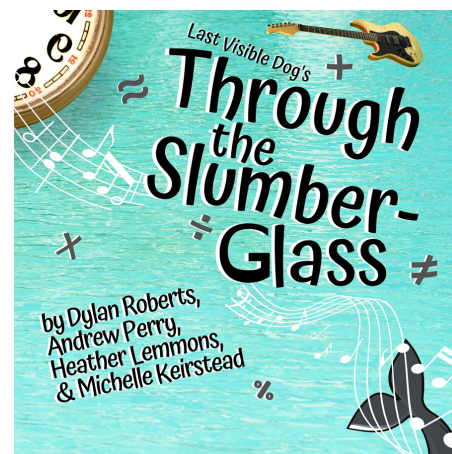


# Pollyanna theatre company

## Distance Learning Activities 2020



### **Activity #2 (for Scene #2) from *Through The Slumber-Glass***

This activity will help teachers and those teaching at home meet the following learning objectives:

Art, Grade 3 - Knowledge and skills

(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating artworks. The student is expected to explore ideas from life experiences about self, peers, family, school, or community and from the imagination as sources for original works of art.

(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem solving skills.

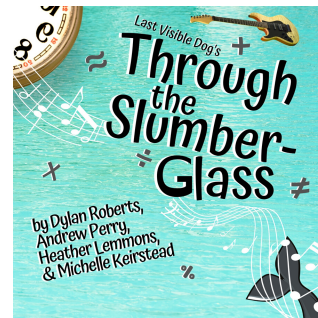
### **Setting the Scene**

In Scene I from *Through The Slumber-Glass*, young learners were introduced to the characters of the play and met Our Plucky Hero, the play's protagonist. We watched as he went to sleep and began to dream. We (literally!) saw his brain begin to dance and take him on a great adventure. In scene 2, we will see where his dream takes him on his first stop for the night, a television studio where the nightly news is being created for broadcast.

Begin by sharing this information about the context of the scene with your young learner(s). Tell them that first they will see the scene change. Sometimes in plays, a production will stop the action and close the curtain and change the scenery and then will start again. At Pollyanna Theatre, we don't ever like to stop the action and story from moving forward. We are always excited to move forward! So we never close our curtain to change scenery. Ask the young learner to watch for how the theatre company moves set pieces and adds new ones, transforming the space to take us from OPH's bedroom into the television studio. Tell them that when you start the scene for them for the first time, you want them to count the ways Pollyanna's production changes things visually to turn the bedroom into the studio. What is added? What is removed?

Tell them that as the set changes, Pollyanna's production takes the opportunity to introduce them to the characters that they will meet in the coming scene. Often it will be the same actor they saw in the previous scene but now they are playing a different character. Ask them to watch to see how the actress playing Mom in the first scene is now playing a different character. Who else do they see that is transformed when the set changes?

As the action begins to unfold in scene 2, the young learner will notice that elements of OPH's waking world (watching the news before bedtime, discussing the dragon with his mother, the fish tank in his room, etc.) are transformed and become part of his dream world. This happens in our dreams all the time as our sleeping brain rests and processes the events in our day. This bringing the dreaming world into art is found in the artistic movement SURREALISM.



**Watch** Scene 2 and count all of the ways the scene changes (both physical and characters). **Discuss** that list of changes and transformations. **Watch** Scene 2 a second time and watch for how many different things in OPH's waking world appear in his dream. **Define** SURREALISM for the young learner. Briefly, you can explain it this way:

*Evolving from historical and political events in Europe during and immediately after World War I (a period of time of great conflict and unrest), Surrealism began first among writers who used symbolism and juxtaposition to express the complete lack of logic that they saw in the world around them. It made no sense to them to see so many people suffer because governments could not get along. Their writing soon influenced painters and other visual artists who gave rise to a completely new way to compose and combine images in their work. They combined images that one would not naturally put together to express how illogical they found the world to be. Eventually, this artistic movement began to influence theatre and theatrical design.*

**Through The Slumber-Glass** invites young audiences to explore a dream world come to life before their very eyes as one of their peers, a young boy just like them, worries about an upcoming math quiz.

### **The Activity: Frottage!**

This is a great activity for lower elementary grade students! Even the youngest audience members can create this form of art that was inspired by the Surrealists. This activity requires an awareness of textures and how we can use our sense of touch to recognize and identify many textures in our everyday world. It can also be used to build a young child's art and textural vocabulary by using words such as "smooth, rough, bumpy," etc. as they feel, find, and select textures to include in their art work. And as they work, share the following information with them.

In art, *frottage* (from the French verb *frotter*, "to rub") is a surrealist and "automatic" method of creative production developed by Max Ernst. Ernst was inspired by the wooden floor in his studio. He thought that he could see images of trees and forests in the patterns and scratches of the floor, so he started tracing these patterns by placing thin sheets of paper on the floor and rubbing over them with soft pencils.

### **Materials needed:**

- Paper
- Pencils/crayons/charcoal
- Textured surfaces, e.g., leaves, bark, seashells

1. Place a sheet of paper on a variety of textured surfaces.
2. Rub the paper with a soft pencil or crayon.
3. Layer several rubbings on top of each other to create an entirely new image.

Ask the child in your care, "What associations with people, objects, or things from nature do the resulting textures conjure for you?" *Ask them to go out on their own in the house or in the backyard and make rubbings of at least 5 other surfaces.* When they are finished, ask them to return to you so you can guess what surface they used. This step can be repeated several times. Challenge the children to elaborate on their associations by outlining certain sections, adding new features and colors to the rubbings.

*When your picture is complete, please share it on Pollyanna's FaceBook page! We'd love to see what you create!*