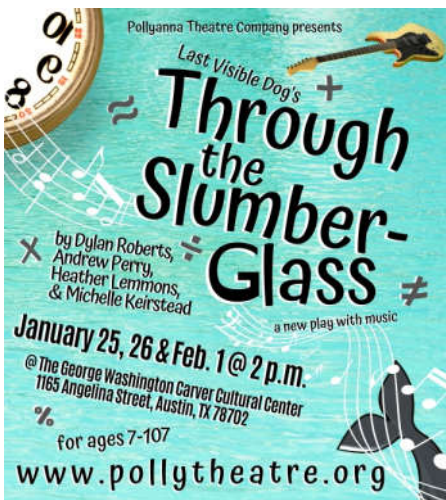


THROUGH THE SLUMBER-GLASS

By Last Visible Dog

.....

“Well, there are no magic potions for life, Darling. Sometimes you have to do a little hard work now to make things easier later. Get some sleep. Sleep really helps your brain!” - Mom



Did you ever wonder why your bedtime is so early? Did you ever wonder why you need to brush your teeth? Why must we have math tests? And why IS the sea salty? Let's find out together!

Many people believe that art imitates life. Others believe that life is actually a reflection of the meaning best expressed through art. THROUGH THE SLUMBER-GLASS invites children, their parents and their teachers to explore the concept of symbolism and the roots of the artistic movement known as Surrealism. Evolving from historical and political events in Europe during and immediately after World War I, Surrealism began first among writers who used symbolism and juxtaposition to express the complete lack of logic that they saw working in the world around them. 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. Eventually, this artistic movement began to influence theatre and theatrical design. THROUGH THE SLUMBER-GLASS invites young audiences to explore history and cultural development in a playful and fun-filled adventure story, 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.

Education Objectives / TEKS (Grades 3 & 6)

Grade 3

The fine arts incorporate the study of dance, music, theatre, and the visual arts to offer unique experiences and empower students to explore realities, relationships, and ideas. These disciplines engage and motivate all students through active learning, critical thinking, and innovative problem solving.

§117.111. 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.

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Study Guide assembled by
Margo Blevins, M.A.

Who's Who In THROUGH THE SLUMBER-GLASS

Theatre is the most collaborative of art forms (which means that it takes lots of people to make a play). These are the talented people who helped create THROUGH THE SLUMBER-GLASS:

JUDY MATETZSCHK-CAMPBELL, Ph.D.

Director

As the Director of THROUGH THE SLUMBER-GLASS, Judy worked with the actors, designers, and crew to bring life to the playwright's words. Judy loves to work with playwrights to create brand new plays for young audiences and has worked with playwrights and directors in professional theatre companies all over the country. She has helped bring over 40 new plays to life during her 25 year career. Judy is the founding Artistic Director of Pollyanna and holds a PhD in Theatre-Text Criticism from UT-Austin.

LAST VISIBLE DOG

Playwright

Last Visible Dog is an eclectic-sound pop band formed in 2015 based in Austin. THROUGH THE SLUMBER-GLASS is the first full production written by the group. Band members include Dylan Roberts, Andrew Perry, Heather Lemmons, and Michelle Keirstead.

ANDREW PERRY

Company Stage Manager, Sound & Video Designer

Andrew Perry graduated from Texas State University in 2003 with a BA in Theatre and Stage Management. He has been working with Pollyanna since 2007 and has stage managed over 50 productions, sound designed over 20, and has written six plays for young audiences, all of which were produced as Pollyanna mainstage shows. He also works for a variety of other companies in Austin, such as Ballet Austin, Salvage

Vanguard, and many more. In addition, Andy plays Friar Tuck every spring at the Sherwood Forest Faire, is a singer & songwriter for the band *Last Visible Dog*, and hosts bar trivia and various tours around town.

DYLAN ROBERTS

Sound & Video Design

Born in a log cabin he built with his own two hands, Dylan Roberts spent many of his school years involved in the theatre but found his truest love, music, in the uncounted eons since. He has spent much of the intervening years napping and uses the few remaining hours to write music with his friend Andrew Perry, who is also a puppet. This is the first play he has written. Dylan would like to thank all those who read the bios before the show as it cuts down on awkward questions after the fact.

HEATHER LEMMONS

Member of Last Visible Dog

The child of two musicians, Heather Lemmons has spent her entire life surrounded by music. Her passion for performing is only matched by her passion for reading, and buying the love of her nephews and nieces. She would like to thank her perfect baby sister Jessica for being her constant cheerleader.

MICHELLE KEIRSTEAD

Member of Last Visible Dog

Michelle has been involved with several Austin theater productions in a musical capacity, including *The Brojan War* and *Dr. Faustus*, produced by *The Baron's Men*. She has been a member of the band *Last Visible Dog* for 5 years and before that, she was part of the country band *The Rough Riders*.

ZAC THOMAS

Set Designer

Zac hails from Butte, Montana. He is the resident technical director at Hyde Park Theater, and is the founder of Rabbitrunk Design.

COLLEEN MCCOOL-PIERCE

Costume & Prop Designer

Colleen McCool-Pierce is delighted to be the costume designer for the Pollyanna Theater Company. She has her BA in costume design from St. Edwards University. You may have seen her other works in Pollyanna shows such as *A MOON OF MY OWN* and *THE MYSTERY OF THE GREEN TEETH MONSTER*.

NATALIE GEORGE

PRODUCTIONS

Light Design

Natalie made sure we could see the play by designing special lighting. She is an artist based in Austin, who enjoys all things lighting and telling stories through performance.

JOE KELLY

Actor playing Our Plucky Hero

Joe Kelley is a recent graduate from ACC and is so thrilled to be included in such a talented group of people. He's been seen in Austin before as in Archive Theater's *Cyrano de Bergerac* (De Guiche), Summer Stock Austin's *Dirty Rotten Scoundrels* (André), City Theater's *As You Like It* (Touchstone). Pollyanna patrons will recognize Joe from our production of *THE TEXAS CHILI QUEENS*.

BETHANY HARBAUGH

Actor playing Mom & Ensemble

Bethany has been a company member with Pollyanna for over 10 years. She earned her BFA in Theatre from Texas State University-San Marcos, and worked with the Walt Disney Company in their Entertainment Department.

Cont. on p. 2

Who's Who, cont.

DIANA P. GUIZADO

Actor playing Barb Stanson, Docent, & Ensemble

Diana Patricia Guizado is a Mexican actor who graduated from UT Austin with a degree in theater. Passionate about new work, she recently performed in *Dionysus in America* (Thinkery & Verse, *The Vortex*), *Aftershock/La Réplica* (Thinkery & Verse, *Teatro Vivo*) and *A Place Called the Middle* (UTNT). She's thrilled to be performing with Pollyanna Theatre for the first time!

CARL GONZALEZ

Actor playing The Grip, Usher, & Ensemble

Some past shows that Carl has been in include: *Into The Woods* (Cindy's dad), *Doper Than Dope* (Lead Player), *Honk!* (Bullfrog), *Tartuffe* (Dorine), and *La Pastorela* (Bartolo). Carl has also been featured on *The Daily Show! With John Stewart* as well as various commercials. He also directs around town and writes music for movies and podcasts.

JULIUS ALUMS

Actor playing Shadow, Paddie, & Ensemble

Julius has been performing on stage for over a decade since he was age 12 in middle school. He performs mainly stand up and improvisational comedy and is now shifting his career path to acting on stage with the Pollyanna Theater Company.

What is Surrealism?

Surrealism is a cultural movement that started in 1917. At the time, Europe was torn apart by the violence of World War I and the very logic of how humans were treating each other seemed to many artists that the entire world had lost all sense of reason. Their art began to express this observation. Therefore, Surrealism as an art form, is really an artistic response to war. It is best known for its visual artworks and writings. Artists painted unnerving, illogical scenes, sometimes with photographic precision, creating strange creatures from everyday objects, and developing painting techniques that allowed the unconscious to express itself. Its aim was to resolve the previously contradictory conditions of dream and reality into an absolute reality, a super-reality", or *surreality*.

Works of surrealism feature the element of surprise, unexpected

Cont. on p. 5

Pre-Show Activity: Cubomania

This activity is a perfect introduction to Surrealism for Middle School students.

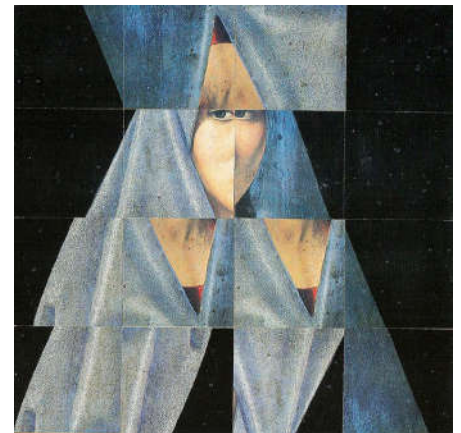
Cubomania is a kind of collage invented by Romanian Surrealist Artist Gherasim Luca. It's done by cutting an image into squares, which are then reassembled without regards for the original. Unlike collages, cubomania artworks are usually created from one single artwork cut into pieces.

Materials needed:

- Paper for each player
- Pencils / markers

How to :

1. Find a picture and flip it over so that the image is facing down.
2. Draw horizontal and vertical lines on the back of the picture using a ruler to make 2" x 2" squares.
3. Cut along the lines.
4. Flip the squares back over and rearrange them to create a new image.



Gherasim Luca,
"Cubomania" (image via
rhuthmos.eu via artsprout-
sart.com)

5. Collages invite people to explore unlikely connections between random images. Creative writing often does the same thing. Look closely at how cutting the image apart and recombining it changed the overall look of the picture. Look closely at your creation and find one point

Cont. on p. 5

Famous Surrealist Artists



La persistencia de la memoria ("The Persistence of Memory")
by Salvador Dalí (1931)



Le fils de l'homme ("The son of man")
by René Magritte (1964)

TEKS, cont.

Cont. from p. 1

The student is expected to:

(A) explore ideas from life experiences about self, peers, family, school, or community and from the imagination as sources for original works of art;

(B) use appropriate vocabulary when discussing the elements of art, including line, shape, color, texture, form, space, and value, and the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity;

(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. The student is expected to:

(A) integrate ideas drawn from life experiences to create original works of art;

(3) *Historical and cultural relevance.* The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:

(A) identify simple main ideas expressed in artworks from various times and places;

and (D) investigate the connections of visual art concepts to other disciplines

Grades 6-8

§117.202. Art, Middle School

(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

Cont. on p. 6

Cubomania, cont.

Cont. from p. 3

in the new image that you find especially interesting or surprising. Write a list of random words that come to mind when you look at that particular part of your newly created image. Challenge yourself to list a minimum of 12 words that come to mind. Next, put the image aside and use that list of words to write a short story that uses all of the words on your list.

Once your short story is completed, share it with your class and point out what section of your collage inspired your writing. Discuss with your classmates what it was like to create a narrative storyline from a list of words. What was most challenging? What came easiest to you? What inspired you most?

While collages find their meaning in the creation of implausible or unlikely connections between random images, cubomania art focuses on rendering images unintelligible, almost abstract, by disrupting their original composition.

Source: artsproutsart.com

Surrealism, cont.

Cont. from p. 3

juxtapositions and non sequitur. In this way, surrealism is like looking at a picture of a sleeping dream. Beside the use of dream analysis, surrealists emphasized that "one could combine inside the same frame, elements not normally found together to produce illogical and startling effects. Their influence is still seen today in the work of many modern artists.

Pre-Show Activity: Frottage

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 French *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.



The Blue Forest, Max Ernst, 1925

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.

What associations with people, objects, or things from nature do the resulting textures conjure for you? Elaborate on your associations by outlining certain sections, adding new features and colors to the rubbings.

When your picture is complete, share your work with others.

Sources: moma.org & ideo.com & artsproutsart.com

TEKS, cont.

Cont. from p. 4

qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:

(C) understand and apply the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artworks.

(3) *Historical and cultural relevance.* The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:

(A) identify the influence of historical and political events in artworks;

(C) explain the relationships that exist between societies and their art and architecture; art vocabulary appropriately;

(D) discuss the expressive properties of artworks such as appropriation, meaning, narrative, message, and symbol using art vocabulary accurately.

IN ADDITION, since *comparing and contrasting* is a skill heavily emphasized in the Language Arts Curriculum for both grade 3 and 6, expanding the visual art activities in this guide into written reflection is a natural extension of the learning in the classroom after the students see the production.

Post-Show Activity: Free Associate

After seeing the play, discuss with your students what Our Plucky Hero was afraid of. How was his fear manifested in his dream?

You will need a partner for this activity.

1. Copy five of the following words onto a sheet of paper and read them to your partner one at a time.
2. After you read each word, instruct your partner to respond immediately with the first word that comes to mind. Jot down their responses next to each word on the paper, then switch! Are any of these associations surprising?

3. Pick your favorite 5 words from your Free Association list and use them to write a short 5 sentence story.

Feel free to come up with a new list of words for additional rounds.

Round 1:

dragon
the number nine
magic potion
sheep
wizard

Round 2:

fish
the evening news
T.V.
brain
magic wand

Source: moma.org

Surreal Story Books

- *The Nonsense Show* by Eric Carle
- *Magritte's Marvelous Hat* by D.B. Johnson
- *Where the Wild Things Are* by Maurice Sendak
- *Cloudy With a Chance of Meatballs* by Judi Barrett, Ronald Barrett (illus.)
- *A Book of Surrealist Games* by Alastair Brotchie, Mel Gooding
- *Rules of Summer* by Shaun Tan

Audience Behavior

It is also important to discuss appropriate audience behavior with the children before coming to the theatre so they are prepared.

- Stay seated.
- Stay still.
- Stay quiet.

“Keep your thoughts in your head until after the show!”

Pre-Show Activity: Collage

The surrealists invented this technique of cutting out imagery from multiple sources and reassembling it to create something surprising and new. They chose images of similar styles (for example, all black and white etchings) so that they all worked together in the final image.

Materials needed:

- Magazines
- Scissors
- Glue stick
- A large sheet of blank paper

How to :

Surrealists often used images of every day objects but placed them in unexpected locations or next to other unrelated objects. In this activity, you will look for images of items from your everyday world to do the same thing.

1. Look through the magazines and cut out pieces of images you see that look familiar to your daily world.
2. Choose a full-page image to be your background
3. Arrange the other pictures you cut out onto the background. Challenge yourself to mix unrelated items together in your collage. Although each item may represent something from your world, put them together in an unexpected way. Once you like the arrangement, glue the cut out items in place.

Expand the activity into

WRITING:

Remember, Surrealism was not only visual art, it was a movement that included writers and



Image from: www.fridgedoorgallery.com

music, too! Spend a moment looking at your image and select one item in your collage that you especially like. Give that item a human name and make it the main character in a short story you write in three or four sentences.

Example: Jason the Blender loved to ride in the car. He waited all day in the front yard watching for the blue car to turn the corner. Jason is still waiting.

Source: ideo.com

Pre-Show Activity: Writing Prompt

Students of all ages need inspiration for writing. Use this surrealist related prompt in your classroom.

1. Choose a page from a newspaper or magazine and cut out 15 words from the page.
2. Shuffle the words in your hand, then randomly pick five of them.
3. Write a story inspired by those five words

Post-Show Activity: Picture Consequences

This is an adaptation of a Surrealist game. Drawings are created by a group of people, each person unaware of what previous players have drawn.

Materials needed:

- Paper for each player
- Pencils / markers

How to play:

1. Give every person playing a single sheet of paper and a writing utensil
2. Fold a piece of paper into thirds.
3. On the folds, draw two small lines.
4. Draw a head (whatever kind they want—human, animal, alien, etc.) on the top third of the paper, making sure that they end their drawing on the two lines on the fold.
5. Fold the paper so that the head drawing is not visible, and pass it to the person to your right.
6. Draw a body (whatever kind they want) on the middle third of the paper, making sure that they begin and end their drawing on the two lines on the folds.

Cont. on p. 9



Source: tes.com

Post-Show Activity: Decalcomania

The set and costume designers used many colors in the play. Color is a strong communicator of emotion and energy. This art activity asks you to use colors found in the play.

Materials needed:

- Paper
- Paintbrushes
- Blue, orange, purple, black, and white paint (acyclic or watercolor)*

* Ask your students which color they remember most from the play and add it.

1. Drop a bit of your chosen stain on the sheet of paper.
2. Fold the paper in the center, pressing the two halves together.
3. Repeat this process three to five more times.

Cont. on p. 9

Picture Consequences, cont.

Cont. from p. 8

7. Fold the paper so that the head and body drawings are not visible, and pass it to the person to your right.
8. Draw 'feet' (whatever kind they want) on the bottom third of the paper, making sure that they begin their drawing on the two lines on the folds.
9. Open the paper and share your art with others.

ADAPTING THIS GAME FOR YOUNGER STUDENTS :

Leaders can easily adapt this game for students as young as grade 2 with a little additional prep.

Rather than asking students to fold and pass the same page along to the other students on their team, cut the paper into stripes, each equal to 1/3 of the page.

Draw 2 small lines or "hash marks" on the edge of each strip where the students are to end their drawings.

Skip steps 1 - 3 below and give the students specific instructions about what part of the animal they are to draw, such as student A draws the head on their stripe of paper, student B draws the body, etc. Then, these stripes can be laid out on the table together to reveal the group drawing.

Even very young children can play this visual art game with a few simple adaptations. For example, encourage the students to focus on animals that they saw in the play such as fish, sheep, and the dragon.

Source: mvrmsart.blogspot.com/2013/11/decacomania-6th-grade.html

Decalcomania, cont.

Cont. from p. 8

4. Look at your paper — what do you see? Trace shapes to 'expose' what you see in the picture.

If you have friends or family nearby, show your inkblot drawings to them and ask what they see. How are your answers similar? How are they different? Are you surprised by the different associations people have for the same inkblots?

Sources: moma.org & artsproutsart.com



Post-Show Activity: Dream Journal

Everyone dreams while they sleep, but why? What is going on in the world of your dreams? And why do some of the images and characters in our dreams seem to follow their own logic? Experts have long believed that it is when we sleep that our brain continues to process our day long after our bodies go to sleep. This dream activity may even help us solve problems! Keep a dream journal for a week. When the week is over, read through it and look for patterns. You can even use your dreams as inspiration for art!

Tips and tricks:

- Find a notebook or journal to specifically record your dreams. Keep the journal next to your bed with a pen or pencil.
- Write in the journal *right after* you wake up. Dreams fade quickly after you get out of bed.
- Write as many details as you can.
- Try drawing images from your dream
- Try separating a page of the notebook into parts, and write down:
 - The location of the dream
 - Your emotions and feelings
 - The people
 - The weather
 - What were you doing (activities)

Sources: luciddreamsociety.com & penzu.com & www.teacherspayteachers.com/Product/Free-Dream-Journal-3086085



PO Box 302037
 Austin, TX 78703
 512-743-7966
 www.pollytheatre.org

We'd like to thank our sponsors, without whom we wouldn't be here!



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This project is funded and supported in part by a grant from the Texas Commission on the Arts, The National Endowment, and the City of Austin through the Economic Growth & Redevelopment Services Office/Cultural Arts Division believing an investment in the Arts is an investment in Austin's future. Visit Austin at NowPlayingAustin.com.

The founders of Pollyanna Theatre Company believe in the power of the arts to bring much needed joy and hope into the lives of young people as well as into the life of the child that is alive inside each of us regardless of our age. And no other character we know embodies this timeless power of optimism better than Eleanor Porter's timeless little girl, Pollyanna.



Are you looking for a way to give back to the community and support education? Pollyanna is currently looking for people who understand the power of the arts in learning who are interested in becoming a member of our volunteer Board of Directors. Would you like to know more about this fun and fulfilling opportunity? Contact us today at pollytheatre@gmail.com.



Cultural Arts
 CITY OF AUSTIN
 ECONOMIC
 DEVELOPMENT



George Washington Carver
 Museum, Cultural and
 Genealogy Center

We thank the City of Austin's Parks and Recreation Department for including Pollyanna Theatre in their Artist Access Program.

Pollyanna offers special appreciation to **Kelly Hasandras** for her amazing guidance of the creative movement found in this production. Thank you, Kelly!



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A new play by Nick Kryah

June 19, 22, 25 & 26 at 9:45 & 11:30 a.m.

June 20, 21, 27 & 28 at 2 p.m.

For ages 7 to adult

Luna is a woman who lives in an alley of a big city in a beautiful house made of cardboard. Having traveled the world, Luna has filled her home with treasures and her heart with love. So much love, in fact, she must have someone to share it with! Inspired by the visual art of Joseph Cornell, this unique play mixes heartfelt truths with playful surrealism. Come meet Luna, Baby Moon, and Traveling Man — and see why the night sky is so magical. **WORLD PREMIERE!**

Performed at the Long Center's Rollins Studio Theatre