

teacher resource guide

**schooltime  
performance  
series**



**journey  
to oz**

**arts  
education  
njpac**

## about the performance

*Journey to Oz* is a fantastic new adaptation of the classic story by L. Frank Baum (author) and W. W. Denslow (illustrator). Audience members are invited to participate in the production, singing, dancing, and acting alongside professional actors. When the cyclone comes, the entire theater enters the eye of the storm with whisking lights and exciting music created by Barrymore award-winning composer, Josh Totoro. Students play 16 individual roles during the play, and several are chosen to dance in the Emerald City.

*Journey to Oz* is a co-production of the Experiential Theatre Company and the Children's Theatre of Charlotte, where it received its world premiere. It was originally developed by Florida Repertory Theatre and was written by Christopher Parks, based on the works of L. Frank Baum and W. W. Denslow.



### Christopher Parks

Christopher Parks is the Artistic Director of The Experiential Theater Company, which brings immersive, interactive theater to young audiences throughout the United States, Ireland, and the United Kingdom. His TYA work has been seen at theaters all over the country and abroad, including, McCarter Theatre Center, The John F. Kennedy Center (New Visions/New Voices 2010), Children's Theatre of Charlotte, and Florida Repertory Theatre. Past director/playwright TYA productions include *The Odyssey Experience*, *Sunjata Kamalenyra*, *The Adventures of Perseus*, *Aesop's Fables*, *Arabian Nights*, and *Quest for the Holy Grail*.

### L. Frank Baum

Renowned children's book author L. Frank Baum wrote his classic masterpiece *The Wonderful Wizard of Oz* in 1900 and penned the book and lyrics of a Broadway musical adaptation two years later. Baum wrote a total of thirteen books set in the magical world of Oz in addition to more than 40 other novels and hundreds of works in other literary forms.

### W. W. Denslow

Artist W. W. Denslow illustrated *The Wonderful Wizard of Oz* and other L. Frank Baum titles. Denslow also illustrated his own children's nursery rhyme compilations, and an original work, *The Pearl and the Pumpkin*.

## njpac on the mic podcast

with cast members,  
Jillian Paige Platero & Alana Frederick



**How to listen to this episode of NJPAC On the Mic**  
Scan the QR code or visit [njpac.org/arts-education/teacher-resources](https://njpac.org/arts-education/teacher-resources) to access the podcast and the following show notes:

**Part 1: About** | Pre-show audio, 5 minutes

**Includes:** An introduction to the performance, artists, venue and welcome message

**Welcome message voiced by** Jillian Paige Platero

**Part 2: Connect** | Post-show audio, 9 minutes

**Includes:** Reflection question, scenes from L. Frank Baum's original text *The Wonderful World of Oz*

**Opening question voiced by** Alana Frederick

**Performers:** Jillian Paige Platero, Alana Frederick, Lael Harvey, Preston Díaz, Victor Pérez Caba Jr.

**Part 3: Spotlight** | Post-show audio, 10 minutes

**Includes:** A movement activity that explores the main characters from *Journey to Oz*

### Additional Episode Credits

**Series producers:** Michael Aquino and Dania Ramos

**Written and hosted by** Dania Ramos

**Additional writing by** the team behind *Journey to Oz*

**Theme music:** Michael Aquino

**Additional music from** Epidemic Sound

**Sound editing, sound design and voiceover by** Michael Aquino



Scan the QR code to access the NJPAC on the Mic Podcast & show notes

### About NJPAC On the Mic

*NJPAC On the Mic* invites your students to expand their experience of attending a SchoolTime Performances show. We provide three podcast episodes for each production, suitably aligned with New Jersey Student Learning Standards (NJSLs) and New Jersey Social and Emotional Learning (SEL) Competencies. With *NJPAC on the Mic*, the learning begins before — and continues beyond — your visit to the New Jersey Performing Arts Center!

# inspired ideas in the classroom

## Teacher Focus

## Student Activity

## NJ Student Learning Standards

P

**Prepare for the performance**

Have students listen to *NJPAC On the Mic: About* for an introduction to the performance, what to expect at the theater and a welcome message. Review audience etiquette mentioned in the episode. Introduce students to the *Land of Oz* and the cast of characters by sharing the following clips from the Warner Brothers film *The Wizard of Oz* (1939): **Dorothy Steps into Technicolor**, **Dorothy Meets the Cowardly Lion**, **I'll Get You My Pretty**. Facilitate a classroom discussion using the questions in the student section.

Listen to *NJPAC On the Mic: About*.  
Watch three clips from the Warner Brothers film *The Wizard of Oz* (1939).  
Participate in a classroom discussion by answering the following questions:  
1. Which emotions do you think Dorothy, the Good Witch and the Wicked Witch felt in the final clip? How did their body language express these emotions?  
2. How is viewing live theater different from watching television?

**English Language Arts**  
NJLSA.R7., NJLSA.SL1.  
NJLSA.SL2.  
**Visual & Performing Arts**  
Anchor Standard 7, 8  
**NJ Social-Emotional Learning**  
Relationship Skills Sub Competency 16

E

**Experience the performance**

Encourage students to observe how the story and emotions are conveyed to the audience during the performance. (Ex: an actor's voice or movement, a lighting or sound cue, costuming, etc.) Ask students to consider the questions in the student section as they watch the performance.

During the performance, observe how the story and emotions are conveyed. Consider these questions:  
1. How are the story and emotions shared with an audience during the performance?  
2. Which character(s) in *Journey to Oz* could you most relate to? Why?  
3. Which Oz character do you think is the strongest? What makes them strong?  
4. How does audience participation affect your experience of the show?

**English Language Arts**  
NJLSA.SL1., NJLSA.SL2.

R

**Reflect, respond and read**

**Reflect:** Facilitate a class discussion by having students answer the reflection questions in the experience section.  
**Read:** Review the vocabulary terms cyclone, cowardly, solemn and shriek. After reviewing, read along to the first chapter of *The Wonderful Wizard of Oz* by L. Frank Baum. Encourage students to look out for their vocabulary terms in the chapter.  
**Respond:** Have students listen to *NJPAC On the Mic: Connect*. When prompted in the podcast episode, pause the audio and have students respond to these prompts:  
1. What was your favorite moment from the show?  
2. Why do you think Dorothy had to make the journey alone?  
3. What do you think is the most important and why: a brain, a heart or courage?

Participate in a class discussion by answering the questions in the experience section. Then look out for new vocabulary terms in the first chapter of the book.  
Listen to *NJPAC On the Mic: Connect* and respond to the questions asked in the podcast episode.

**English Language Arts**  
NJLSA.SL1., NJLSA.SL2.  
NJLSA.RL3.1., NJLSA.RL.3.3.  
**Visual & Performing Arts**  
Anchor Standard 7, 8  
**NJ Social-Emotional Learning**  
Relationship Skills Sub Competency 16

F

**Focus**

Identify a space where students have space to move. Have students listen to *NJPAC On the Mic: Spotlight* and have them participate in the guided movement activity. Be sure to point out body positions (*low, medium, high, side-to-side*) and speed (*slow, quick*).  
**For younger students:** Share the definition of character from the vocabulary section. Have each student complete **Activity Sheet 1** (younger version) to explore their favorite Oz character by describing and drawing them.  
**For older students:** Share the definitions of character and character desire from the vocabulary section. Have students complete **Activity Sheet 1** (older version) to explore Dorothy, Scarecrow, Tin Man and Lion by listing their character traits and desires.

Listen to *NJPAC On the Mic: Spotlight* and follow along with the movement activity.  
Pay attention to your body positions (*low, medium, high, side-to-side*) and speed (*slow, quick*).  
Explore new vocabulary, and complete **Activity Sheet 1** to explore Dorothy, Scarecrow, Tin Man and Lion by listing their character traits and desires.

**English Language Arts**  
NJLSA.SL2., NJLSA.RL.3.3.  
**Visual & Performing Arts**  
Anchor Standard 6  
**Comprehensive Health & Physical Education**  
2.2.8.MSC.3  
**Dance**  
VPA.1.1.5.Pr4a, VPA.1.1.5.Pr4c

O

**Originate**

Read the definition of tableau from the vocabulary section. Identify a space where students have space to move. Break the class into groups of 3 – 4 students.  
Remind the students that in *Journey to Oz*, Dorothy goes on a journey from Kansas to Oz. In their groups, ask students to each share a personal journey and how they felt before it began and after it ended.  
Have students select one of the shared journeys to use for their tableau. Ask them to complete **Activity Sheet 2** to plan a sequence with two tableau images – one from before their journey and one after it ended. Encourage them to consider the suggestions in the student section.

Break into small groups. Share a personal journey and how you felt before it started and after it ended.  
As a group, select one of the journeys to use for your tableau and use **Activity Sheet 2** to help you plan. Include a variety of performance elements such as: emotions, transitions, size, level, shape and focus.  
Remember that group members can portray people or objects.

**English Language Arts**  
NJLSA.SL1.  
**Visual & Performing Arts**  
Anchor Standard 1, 2, 10  
**Dance**  
VPA.1.1.5.Pr4a, VPA.1.1.5.Pr4c  
**NJ Social-Emotional Learning**  
Relationship Skills Sub Competency 16

R

**Rehearse**

Identify a space where students have space to rehearse their tableau sequence in groups. Offer feedback and support as they practice. Encourage them to clearly show two still images with a planned transition in between and remind them to include a variety of the performance elements listed in the Originate section.

Rehearse your tableau with your group. Remember to show two still images. Do you have a variety of sizes, levels, shapes and focus? How are you transitioning from one emotion to the other?

**Visual & Performing Arts**  
Anchor Standard 3, 5, 10  
**Dance**  
VPA.1.1.5.Pr4a, VPA.1.1.5.Pr4c  
**NJ Social-Emotional Learning**  
Relationship Skills Sub Competency 16

M

**Make magic**

Provide space and time for all groups to share their presentations. Remind everyone about audience expectations.  
After each presentation, invite students to offer feedback on the images, emotions and performance elements they observed.  
After each group presents, allow performers the opportunity to describe the journey they chose to depict.

It's time to bring your journeys to life!  
Perform your group's tableau sequence and observe the other presentations.  
Offer support and feedback by sharing the images, emotions, and performance elements you observed during their presentations. What levels did they show (*low, medium, high*)? What shapes did their bodies make (*straight, curved, zigzag, etc.*)? How did they adjust the size of their bodies (*small, medium, large*)?

**Visual & Performing Arts**  
Anchor Standard 4, 6  
**Dance**  
VPA.1.1.5.Pr4a, VPA.1.1.5.Pr4c  
**NJ Social-Emotional Learning**  
Self-Management Sub-competency 6

## curriculum standards

### NJ Visual & Performing Arts Standards

- 1: Generating and conceptualizing ideas.
- 2: Organizing and developing ideas.
- 3: Refining and completing work.
- 4: Selecting, analyzing, and interpreting work.
- 5: Developing and refining techniques and models or steps needed to create products.
- 6: Conveying meaning through art.
- 7: Perceiving and analyzing products.
- 8: Interpreting intent and meaning.
- 10: Synthesizing and relating knowledge and personal experiences to create products.

### FIND THE STANDARDS

For more detailed information on the standards, visit these websites:

NATIONAL ENGLISH LANGUAGE ARTS STANDARDS  
[corestandards.org/ELA-Literacy](http://corestandards.org/ELA-Literacy)

NATIONAL SOCIAL STUDIES STANDARDS  
[socialstudies.org/standards](http://socialstudies.org/standards)

NATIONAL CORE ARTS ANCHOR STANDARDS  
[nationalartsstandards.org](http://nationalartsstandards.org)



## common core state standards

### Comprehensive Health and Physical Education

#### 2.2.8.MSC.3

Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., *creative, cultural, social, aerobics dance, fitness*).

### Dance

#### VPA.1.1.5.Pr4a

Perform planned and improvised movement sequences with increasing complexity in the use of space. Establish relationships with other dancers, increasing spatial awareness and design (e.g., *diverse pathways, levels, patterns, focus, near/far*).

#### VPA.1.1.5.Pr4c

Perform planned and improvised movement sequences and dance combinations applying a variety of dynamics and energy (e.g., *fast/slow, sharp/smooth, strong/gentle, tight/loose*).

### English Language Arts

#### NJLSA.R.7.

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

#### NJLSA.SL.1.

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

#### NJLSA.SL.2.

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

#### NJLSA.RL.3.1.

Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

#### NJLSA.RL.3.3.

Describe the characters in a story (e.g., *their traits, motivations, or feelings*) and explain how their actions contribute to the plot.

### NJ Social-Emotional Learning

#### Relationship Skills Sub Competency 16

Utilize positive communication and social skills to interact effectively with others.

#### Self-Management Sub-competency 6

Recognize the skills needed to establish and achieve personal and educational goals.



## vocabulary

### Adaptation

A re-telling of an original story, often in a new art form

### Character

A person, animal, or being in a story

### Character desire

What a character wants to do or get in the story. Also called an objective

### Conflict

A problem the main character faces in a story that keeps them from getting what they want

### Cowardly

Lacking confidence or courage

### Cyclone

A storm with heavy rain and wind that moves rapidly in a circle

### Plot

The events within a play that are presented in a sequence chosen by the writer.

### Setting

The time and place of a story.

### Shriek

A dramatic and high-pitched scream

### Solemn

Serious

### Tableau

One or more actors using their bodies to create a still image that conveys emotion or action

## resources

### NJPAC

About NJPAC  
[njpac.org/about](http://njpac.org/about)

NJPAC's Arts Education programs  
[njpac.org/arts-education](http://njpac.org/arts-education)

NJPAC Resources | *Journey to Oz*  
[njpac.org/education-program/journey-to-oz-resources](http://njpac.org/education-program/journey-to-oz-resources)

### Website

Experiential Theatre Company  
[facebook.com/exptheater](https://www.facebook.com/exptheater)

Project Gutenberg | *The Wonderful Wizard of Oz*  
[gutenberg.org/ebooks/55](http://gutenberg.org/ebooks/55)

Britannica | *The Wonderful Wizard of Oz*  
[britannica.com/topic/The-Wonderful-Wizard-of-Oz](http://britannica.com/topic/The-Wonderful-Wizard-of-Oz)

*The Wizard of Oz* Characters  
[litcharts.com/lit/the-wizard-of-oz/characters](http://litcharts.com/lit/the-wizard-of-oz/characters)

L. Frank Baum – Books, Quotes & Facts  
[biography.com/authors-writers/l-frank-baum](http://biography.com/authors-writers/l-frank-baum)

16 Hidden Symbolic Messages in *The Wizard of Oz* You May Have Missed  
[historycollection.com/16-hidden-symbolic-messages-in-the-wizard-of-oz-you-may-have-missed/](http://historycollection.com/16-hidden-symbolic-messages-in-the-wizard-of-oz-you-may-have-missed/)

### Videos

*Journey to Oz* Promo Video  
[youtu.be/96KT59eM4Cs?si=XMybvdWc7KYP1isc](https://youtu.be/96KT59eM4Cs?si=XMybvdWc7KYP1isc)

*The Wizard of Oz* | Dorothy Steps into Technicolor  
[youtube.com/watch?v=YWFHeDcVNiw](https://youtube.com/watch?v=YWFHeDcVNiw)

*The Wizard of Oz* | Dorothy Meets the Cowardly Lion  
[youtube.com/watch?v=BzlhEsWI2Pw](https://youtube.com/watch?v=BzlhEsWI2Pw)

*The Wizard of Oz* | I'll Get You My Pretty  
[youtube.com/watch?v=IT8qgvk1rU](https://youtube.com/watch?v=IT8qgvk1rU)

*The Wonderful Wizard of Oz* Chapter 1  
[youtu.be/djb9SOZal1o?si=NpqAKn9Bpr2N-rZE](https://youtu.be/djb9SOZal1o?si=NpqAKn9Bpr2N-rZE)

### Books

*The Wonderful Wizard of Oz* by L. Frank Baum. 1900

# njpac staff

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## NJPAC Arts Education performances team:

Rosa Hyde, Treasure Borde, and Kendall Lipham. On the Mic is an NJPAC Arts Education production, produced in partnership with CM Studios. CM Studios producers: Michael Aquino and Dania Ramos. NJPAC and CM Studios are located in Essex County, New Jersey, situated on the traditional territory of the Leni Lenape people.

## the arts in your school

**In-School Residencies:** NJPAC teaching artists come right to your school to teach the performing arts to your students. Our super-flexible in-person residencies are designed to meet your needs and you'll have a dedicated program manager to help you every step of the way. It's the perfect program to keep your students creating, connecting and expressing themselves through the magic of the arts.

**Professional Development:** Calling all educators! Expand your teaching skills, deepen your curriculum and give yourself a creative boost in NJPAC's forward-thinking professional development workshops. Our virtual PD programs are for teachers all the way from pre-K to high school and include hip hop, dance, storytelling, theater, music and more. Not only will you learn something... you'll also have fun and be inspired.

For more information or to schedule an appointment, please email our education sales team at [artseducation@njpac.org](mailto:artseducation@njpac.org). Or visit [njpac.org/education](http://njpac.org/education)

## study the arts at njpac

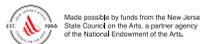
**Saturday Programs:** NJPAC's Saturday programs are geared towards students at every level — from those who dream of starring on Broadway to those who are still learning their scales. Students work with professional artists to build technique and develop their own creative style in hip hop, jazz, theater, musical theater and symphonic band.

**Summer Programs:** Want to begin to explore the arts? Or immerse yourself in the study of one genre? Then join us at NJPAC next summer in one of seven programs that spark the creativity in every child through the study of music, dance and theater.

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Turrell Fund



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+ deceased