

teacher resource guide

schooltime performance series



underneath a magical moon

arts
education
njpac



about the performance

Underneath a Magical Moon is a play that reimagines the classic story of Peter Pan. Fly with Wendy Darling and her brothers as they create the world of Neverland, where time stands still, and the impossible seems possible. Wendy is the owner of stories, a mother to the Lost Boys, a believer in fairies, and a young girl with her feet firmly on the ground. Even everyday objects become extraordinary under the magical moon.

Underneath a Magical Moon is a sparkling new production written by international award-winning writer Mike Kenny and directed by Wendy Harris. This sparkling production boasts exquisite music by Ivan Scott, enthralling movement by Holly Irving, and a sprinkle of fairy dust for children and families to enjoy.

about the company

For over 30 years, Tutti Frutti Productions has created imaginative, visual, and meaningful story-based theatre for children. They specialize in bringing fantastic, distinctive, and carefully crafted shows to children and families worldwide. Tutti Frutti also offers online and community programming for children in Leeds, UK, where they are based.

njpac on the mic podcast

with Penelope Carrington
from Tutti Frutti Productions



How to listen to this episode of NJPAC On the Mic
Scan the QR code or visit 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 Penelope Carrington

Part 2: Connect | Post-show audio, 6 minutes

Includes: Reflection questions, excerpts from JM Barrie's original play *Peter Pan*; or the *Boy Who Wouldn't Grow Up*

Opening question voiced by Penelope Carrington

Original text from: *Peter Pan*; or the *Boy Who Wouldn't Grow Up* by J.M. Barrie

Performers: Penelope Carrington, Lael Harvey, Victor Pérez Caba, Alan Tejera

Part 3: Spotlight | Post-show audio, 9 minutes

Includes: A movement activity that recreates moments from the original play *Peter Pan*; or the *Boy Who Wouldn't Grow Up*

Performers: Penelope Carrington, Lael Harvey, Victor Pérez Caba, Alan Tejera



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!

Additional Episode Credits

Series producers: Michael Aquino and Dania Ramos

Written and hosted by Dania Ramos

Additional writing by the team behind *Underneath a Magical Moon*

Theme and outro music: Michael Aquino

Additional music from Epidemic Sound

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

inspired ideas in the classroom

P

Prepare for the performance

Have students listen to ***NJPAC On the Mic: About.*** Introduce the idea of an adaption and explain they will be seeing an adaptation of *Peter Pan*.

Optional: If students are unfamiliar with *Peter Pan*, you can share the summary and history from Britannica Kids included in the resources section.

Underneath a Magical Moon reimagines *Peter Pan* as a story about three siblings using their imagination to go on an adventure in their backyard. As a class, make two lists: one with the emotions students feel while at home spending time with family, and one with the emotions students feel while playing make-believe games.

Prepare students for their trip to the theater. Talk about where you will go, what they will see and hear and what audience participation looks like. Remind them that giving their attention to the performers is part of how the actors tell the story.

Listen to ***NJPAC On the Mic: About.*** You are going to see an adaptation of the story of *Peter Pan*.

The story you are going to see is about three siblings playing make-believe in their backyard. What are some emotions you feel when you are at home spending time with family? What are some emotions you feel when you are playing make-believe using your imagination?

When you are at the theater, what is one way you can share your energy with the performers to help them tell the story?

NJ Student Learning Standards

English Language Arts
NJLSA.R7.
Visual & Performing Arts
Anchor Standard 7, 8, 10
Social-Emotional Learning
Self-Awareness Sub-competency 1, 11

E

Experience the performance

Before the show, remind students about audience expectations and the way they can participate in the show by sharing their energy and focus with the performers. Ask students to notice if any of the characters experience any of the emotions that are on the home/make-believe emotion lists made in class.

Enjoy the show! Remember to give the performers your full attention and energy so you can help them make the performance a success.

While you're watching, think about these questions: Do you notice any of the characters feeling the emotions you listed when you're home with your family or when you're using your imagination?

Social-Emotional Learning
Self-Awareness Sub-competency 1, 8, 11
Visual & Performing Arts
Anchor Standard 7, 8

R

Reflect, respond and read

Look back at the two lists of emotions that you created as a class. Ask student if they noticed any of the characters in the performance feeling those emotions. How could they tell?

Listen to ***NJPAC On the Mic: Connect.*** Pause the podcast when prompted so students can share their favorite moments from the show. Encourage them to be specific and detailed. When students are prompted to answer the question, "How do you think it would feel to fly?" pause the podcast. Ask students to show you what that feeling would look like in their body, and what their body looks like when they feel that emotion.

Optional: To keep playing with how different emotions feel in your body, you can play the theater game "Spaghettii!" An instructional video is in the additional resources section.

Did you notice any characters feeling the emotions you thought of in class during the show? What did the actors do with their bodies that showed you how their character was feeling?

Listen to ***NJPAC On the Mic: Connect*** and answer the following questions when prompted:

1. What was your favorite moment in the show? Why?
2. How do you think it would feel to fly? Can you show the class what that feeling looks like in your body? Where in your body does that feeling live?
3. How do you move your hands or your feet when you feel that emotion? Is it an emotion that makes you want to stand still or move around?

Optional: To keep playing with how different emotions feel in your body, you can play the theater game "Spaghettii!" An instructional video is in the additional resources section.

English Language Arts
NJSLS.ELA.RL.IT.1.3.
NJSLS.ELA.SL.II.1.2.
NJSLS.ELA.SL.PI.1.4.
Career Readiness, Life Literacies & Key Skills
9.4.2.CI.1
Social-Emotional Learning
Social Awareness Sub-competency 1, 8
Visual & Performing Arts
Anchor Standard 1, 5, 9

F

Focus

Explain to students that you have been exploring what it feels like to be at home and playing make believe because these are two settings in *Peter Pan* and *Underneath a Magical Moon*. To explore these two worlds further, you will come up with your own special imagination land with your class.

Have students complete **Activity Sheet 1** and describe what their home and imagination land smell, look, sound and feel like.

Optional, for younger students: Walk through the worksheet together as a class so they know what to draw in each window.

Optional, for older students: Use this activity to talk about theme (*home vs. adventure*) and similes (*my house smells like, feels like, etc.*).

In *Underneath a Magical Moon* and *Peter Pan*, the kids' imagination land is called Neverland. Pick a name for your class's special imagination land.

Using pictures or words, fill out **Activity Sheet 1** and explore what your home and your name imagination land look like, feel like, smell like, sound like and imagine how it would make you feel to visit them.

English Language Arts
NJSLS.ELA.W.AW.K.1
NJSLS.ELA.L.VI.4.3. A.
NJSLS.ELA.RL.CI.4.2.
Social-Emotional Learning
Social Awareness Sub-competency 1
Visual & Performing Arts
Anchor Standard 5, 9, 10, 11

O

Originate

Have each student choose their favorite answers from **Activity Sheet 1** — one for home and your imagination land — and turn them into sentences (*ex. My home smells like pancakes*) and write them down on strips of paper.

For younger students: Complete **Activity Sheet 2** as a class and create two group poems about poem and your imagination land. Each line of the poem will be one of the students' similes.

For older students: Break them up into small groups to create several group poems using **Activity Sheet 2**.

Pick your favorite answer about home and your imagination land and turn them into sentences. With your classmates, create two group poems using your sentences and **Activity Sheet 2**.

English Language Arts
NJLSA.SL1.
Visual & Performing Arts
Anchor Standard 2, 10
Career Readiness, Life Literacies & Key Skills
9.4.2.CI.2, 9.4.5.CI.3
Social-Emotional Learning
Social Awareness Sub-competency 1, 8, 10
Relationship Skills Sub-competency 12, 16

R

Rehearse

Listen to ***NJPAC On the Mic: Spotlight*** and help students use their bodies, voices and imaginations to recreate moments from *Peter Pan*. Next, help your students create a performance of their group poems.

For younger students: Pick an area for the stage. Arrange students on the stage and have them recite the group poems, with each student saying their own lines.

For older students: Have them create performances of their group poems.

Encourage students to use their imaginations to really see what they are describing in the poem. Also encourage them to add physical gestures that go with their lines, like the shoulder wiggle they did during the podcast when they were pretending to learn to fly. They can also think about the emotions they chose for each location and perform those emotions with their body when they say their lines. Rehearse the poems a few times until students are comfortable with their parts.

Listen to podcast episode 3 and use your bodies, voices and imaginations to recreate moments from *Peter Pan*.

Next, use your bodies, voices and imaginations to create a performance of your group poems with your classmates.

Use your imaginations to really see what you are describing in the poems (like you did with the fairies in the podcast) and think about adding some physical gestures to your lines, like the shoulder wiggle you did during the podcast when you were pretending to learn to fly. What emotion did you say you felt in your home or imagination land? Can you perform that emotion with your body while you say your sentence?

Rehearse the poems a few times until everyone is comfortable with their parts.

Social-Emotional Learning
Self-Awareness Sub-competency 2
Self-Management Sub-competency 6
Relationship Skills Sub-competency 16
Visual & Performing Arts
Anchor Standard 3, 5

M

Make magic

Have a performance to share students' hard work! If students worked in groups have them share with the whole class. If you made poems together as a whole class invite parents or specialist teachers or admin from the building to come watch the whole class perform together.

After the performance ask students to share their favorite part of making the piece together, or one thing they would like to add if they kept working on the poems and performances.

For older students: Ask students to see if they can guess the emotions their classmates are performing with their bodies while they are watching the other group's perform.

Share your group poems with your classmates or with other special grown-ups from school or home! After the performance, share your favorite parts of making the performance together, or one thing you would like to add if you kept working on the poems

For older students: While you're watching your classmates perform, see if you can guess the emotions they are performing with their bodies.

English Language Arts
NJLSA.SL1.
Visual & Performing Arts
Anchor Standard 6, 7
Social-Emotional Learning
Self-Awareness Sub-competency 4, 6, 7
Relationship Skills Sub-competency 16

curriculum standards

NJ Visual & Performing Arts Standards

- 1: Generating and conceptualizing ideas.
- 2: Organizing and developing ideas.
- 3: Refining and completing 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.
- 9: Applying criteria to evaluate products.
- 10: Synthesizing and relating knowledge and personal experiences to create products.
- 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

common core state standards

Career Readiness, Life Literacies & Key Skills

9.4.2.CI.1
Demonstrate openness to new ideas and perspectives.

9.4.2.CI.2
Demonstrate originality and inventiveness in work.

9.4.5.CI.3
Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity.

English

NJSLSA.R7.
Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLS.ELA.RL.CI.4.2.
Summarize a literary text and interpret the author’s theme citing key details from the text.

NJSLS.RL.IT.1.3.
Describe characters, settings, and major event(s) in a story, using key details.

FIND THE STANDARDS

For more detailed information on the standards, visit these websites:
NATIONAL ENGLISH LANGUAGE ARTS STANDARDS
corestandards.org/ELA-Literacy
NATIONAL SOCIAL STUDIES STANDARDS
socialstudies.org/standards
NATIONAL CORE ARTS ANCHOR STANDARDS
nationalartsstandards.org

NJSLSA.SL1.
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.

NJSLS.SL.II.1.2.
Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

NJSLS.SL.PI.1.4.
Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

NJSLS.W.AW.K.1.
Use a combination of drawing, dictating, and writing to compose opinion pieces on topics or texts.

NJSLS.ELA.L.VI.4.3. A.
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.

common core state standards

Social-Emotional Learning

Relationship Skills Sub-competency 12
Develop, implement, and model effective problem-solving and critical-thinking skills.

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.

Self-Awareness Sub-competency 1
Recognize one’s feelings and thoughts

Self-Awareness Sub-competency 2
Recognize the impact of one’s feelings and thoughts on one’s own behavior.

Self-Awareness Sub-competency 4
Recognize the importance of self-confidence in handling daily tasks and challenges

Social Awareness Sub-competency 7
Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals

Social Awareness Sub-competency 8
Recognize and identify the thoughts, feelings, and perspectives of others

Social Awareness Sub-competency 10
Demonstrate an understanding of the need for mutual respect when viewpoints differ

Social Awareness Sub-competency 11
Demonstrate an awareness of the expectations for social interactions in a variety of settings





vocabulary

Actor

A person who uses their voice, body and imagination to pretend to be a character in a performance

Adaptation

A new story that is created by changing some details about an original story

Character

A person or animal who is part of a story

Costumes

Outfits or clothing characters wear in a performance to help show the audience what role they are playing and where/when the story takes place

Emotion

How a person is feeling. Examples include anger, fear, excitement or joy

Gesture

A physical motion a performer makes that can be repeated

Group Poem

A poem that is created and sometimes performed by a whole group working together. Instead of one author, it has many authors who all contribute to the poem

Light Design

The lights in a performance that help show an audience where/when a story takes place and help communicate the emotions in a story

Prop

Objects performers hold that help them tell a story

Set

Furniture or paintings on stage that help show where the story happens

Setting

Where and when a story takes place. In a performance, artists use set pieces, props, puppets, costumes, lights and words to show the audience the story's setting

resources

NJPAC

About NJPAC
njpac.org/about

NJPAC's Arts Education programs
njpac.org/arts-education

NJPAC's David G. Berger Master Class Series
njpac.org/berger

NJPAC Resources | *Underneath a Magical Moon*
njpac.org/education-program/magical-moon-resources

Website

Tutti Frutti Productions | *Underneath a Magical Moon*
tutti-frutti.org.uk/shows/underneath-a-magical-moon-2

Peter Pan; or The Boy Who Would Not Grow Up
The Play by J Barrie
gutenberg.net.au/ebooks03/0300081h

Britannica Kids | Summary of Peter Pan
kids.britannica.com/students/article/Peter-Pan/624534

Britannica Kids | Biography of J.M. Barrie
kids.britannica.com/students/article/JM-Barrie/273112

'Peter Pan' had a Tiger Lily problem. How the musical now does right by Indigenous people
latimes.com/entertainment-arts/story/2024-07-23/peter-pan-musical-tiger-lily-problem-indigenous-people

Videos

Underneath a Magical Moon Trailer
vimeo.com/189913098

Theatre Game: Spaghetti
youtube.com/watch?v=x4J487QtUIM

Examples of Other Story Adaptations

The Gingerbread Man

Original: retold by Louise Martin & illustrated by Gail Yerrill
youtube.com/watch?v=GpdsBysCreo

Adaptation:

The Stinky Cheese Man and Other Fairly Stupid Tales by Jon Scieszka & Lane Smith
youtube.com/watch?app=desktop&v=BfVfJDH11IU

The Three Little Pigs

Original: retold by Clare Lloyd & illustrated by Giuseppe Di Lernia
youtube.com/watch?v=FNyBQsay_Ek

Adaptations:

Three Little Wolves and the Big Bad Pig by Eugene Trivizas and illustrated by Helen Oxenbury
youtube.com/watch?app=desktop&v=xxhaMmsXYmo

The Three Little Aliens and the Big Bad Robot by Margaret McNamara and illustrated by Mark Fearing
youtube.com/watch?app=desktop&v=3VX7oG1RwTs

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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. Or visit 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