

An Educational Guide to

URBANGATEWAYS

IN-PERSON PERFORMANCES

Welcome! Urban Gateways staff would like to welcome you to the exciting world of Live Performances.

Urban Gateways programs engage young people in the arts and build creative connections within schools and communities. Over its 60-year history, Urban Gateways has grown into one of the most comprehensive and largest arts education organizations in the country.

If this is your first experience with Urban Gateways, we hope you enjoy the show and will continue to include us as an important part of your arts education programming.

The enclosed pages provide all the information you need to experience an Urban Gateways Performance. We suggest you read this information thoroughly so that you and your students have an enjoyable and educational experience.

In-Person Performances Are:

- Approximately 40 minutes in length
- Adaptable for various settings
- Limited to an audience of 350
- Suitable for student and community audiences



"The Magic of The Spellbinder" (pre-pandemic).

Contents Include:

- **Before the Show:** Tips on how to prepare for the show with your students
- **During the Show:** Helpful hints about how to enjoy the Performance
- **After the Show:** Suggestions on what you can do to extend engagement & learning

BENEFITS OF AN URBAN GATEWAYS PERFORMANCE

Standards Addressed

The following standards are covered in every Urban Gateways show. Additional standards addressed in shows are listed in each individual show packet.

NCAS

The National Core Arts Standards cover all major arts disciplines and divide arts learning into four areas: creating, performing or presenting, responding, and connecting. By observing Urban Gateways programs, students engage in a handful of these standards including:

Responding

- *Anchor Standard #7: Perceive and analyze artistic work*
- *Anchor Standard #8: Interpret intent and meaning in artistic work*

Connecting

- *Anchor Standard #11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding*



"Travel Tales" with Jeremy Schaefer (pre-pandemic).



"Celebration Dances of West Africa" (pre-pandemic). Photo by Alayna Kudalis.

Illinois State Arts Learning Standards

GOAL 25: Know the language of the arts

Why This Goal Is Important: Through observation, discussion, interpretation and analysis, students learn the "language" of the arts. They learn to understand how others express ideas in dance, drama, music, and visual art forms. In addition to acquiring knowledge essential to performance and production, students become arts consumers (e.g., attending live performances or movies, purchasing paintings or jewelry, or visiting museums) who understand the basic elements and principles underlying artworks and are able to critique them.

GOAL 26: Through creating and performing, understand how works of art are produced.

Why This Goal Is Important: Students acquire skills to produce and perform dance, drama, music and visual art. They learn to shape ideas and emotions into sounds, images, and actions. As students create and perform their own artworks and review the works of others, they become more imaginative, strengthen their problem solving skills and learn to respond to the creativity of others. Creating and performing are at the core of the fine arts. Students also learn about the role of the artist (e.g., dancer, actor, director, script writer, and musician).

GOAL 27: Understand the role of the arts in civilizations, past, and present.

Why This Goal Is Important: The arts are a record of civilizations, past, and present. Artists are influenced by—and influence—the times and places in which they live and work. As students learn through the arts about people and civilizations, they learn about others and themselves. Also, students learn about careers related to this goal (e.g., animator, curator, art historian, sound technician).

BEFORE THE SHOW

Introduce & Explore Artists' Vocabulary

- Discuss artistic and production roles (what do these people do?)
- See the Classroom Guide for vocabulary relevant to the show you will be attending.

Learn About the Artists

- See the Classroom Guide for more information about the artist and performance.
- Discuss show titles and group names:
 - Based on the title, what do students think the show is about?
 - Research the etymology of artists' names.
- **Activity:** After learning about artists' names and show titles, ask students to create their own "artist alter ego."
 - What type of artist would they be (dancer, rapper, poet)?
 - Artists often use a different name when performing; what would their artist alter ego be called?
 - What steps would they need to take to make this alter ego a reality?



Breakin' It Down: Hip Hop History" with Chicago Dance Crash (pre-pandemic). Photo courtesy of North Shore Country Day School.

Discuss How to Be the Best Audience Member

Teachers/Coordinators: Introduce these helpful tips to audience members before the show to help everyone have the best possible experience.

Set Yourself Up for Success

We highly recommend leaving items that may be a distraction in the classroom (book bags, cell phones, etc.). Encourage teachers to avoid seating students next to people who they may be tempted to talk to during the show.

Clap & Cheer, Don't Chat

Tell students if they like what they see happening on the stage, they are more than welcome to clap and give encouraging cheers. Artists' love hearing an audience get excited about their work. However, it is important to remind students that it is not okay to turn to a friend during a performance and have a conversation, even if it is about how much they like the show, because it is distracting to other audience members.

Full Participation

Audience members should participate in the performance fully, whether as an active listener/viewer or a participant when asked.

Bathroom Breaks

All Touring Performances run approximately 40 minutes long, we ask that schools do their best to avoid having students get up during the show to use the bathroom. We also ask to remind everyone to exit and enter the performance quietly to not disrupt other audience members.

Lead by Example

Adults in the room should follow the same rules as the students to show students model audience behavior.

DURING THE SHOW

Students who attend Urban Gateways Performances are the audiences and artists of tomorrow. Preparing students makes the show both more meaningful and more enjoyable.

Teacher/Facilitator Role

- Allow plenty of time to get settled and use the restroom if needed before the performance begins.
- During the performance, please have an adult escort any child needing to leave for any reason. Large groups of students exiting during the show are very distracting to other audience members as well as to the performers.
- Please ensure that all students and staff have turned off cell phones, if permitted in the school.
- Remind students of model audience behavior.
- Try to help keep students focused by addressing issues discreetly, when possible. Please try to avoid calling out or yelling to discipline students during the performance.

Audience Member Role

- Be present.
- Clap and cheer for the performers
- Avoid talking with friends during the performance as it is distracting for other audience members and the performers
- Leave personal belongings and anything that could be a distraction (i.e. food or cell phones) in the classroom
- Stay in your seat unless the performers ask them to get up
- Ask a teacher before leaving the performance for any reason

**** Recording the Performance is not permitted. ****

Use of cameras or recorders during the performance is strictly forbidden.

The use of cameras with flash attachments distracts and endangers performers.

It is important for students to understand that this restriction is universal in theaters all over the world.

Expectations for Hosting an In-Person Performance

- The performance starts at the agreed upon time, this means all students are seated and ready to observe by the scheduled start time.
- Sufficient number of teachers/staff are present for the duration of the performance.
- Students demonstrate appropriate audience behavior.
- The school accommodates all technical requirements, unless previously agreed upon with artist and Urban Gateways.



"Made Up Musical" with Storytown Improv Theatre

AFTER THE SHOW

After the performance has ended, there are many ways to continue the experience. Below are just a few examples. Each show packet also includes specific post-show activities related to the specific performance.

Initiate Reflective Dialogue

- Close your eyes. What image or moment from the performance comes to mind?
- What are the different roles (director, choreographer, composer, etc.) needed to create this performance?
- What did the performance communicate and/or express to you?
- How did the performance make you feel?
- Ask students to write and/or sketch about the performance.

Thank's
For From: Pam
The
ASSEMBLY
!!!

Yesterday I saw the
most amazing thing.
I thought no one
could do those things
but wow you guys



"Finding the Light Inside" with Mama Edie Armstrong



"Cha Cha Cha: Latin American Dances" with Nelson and Paola Sosa

Write to the Artist!

Artists love to hear from their audience! Ask the students to write thank you letters following your In-Person Performance.

Send all letters to:

Urban Gateways
1637 N Ashland Ave, Ste 1
Chicago, Illinois 60622

performances@urbangateways.org

Connect with us on social media!



[@UrbanGatewaysChicago](https://www.facebook.com/UrbanGatewaysChicago)



[@urbangateways](https://www.instagram.com/urbangateways)



[@urbangateways](https://twitter.com/urbangateways)

Let us know how we're doing!

Please take time to fill out the Performance Feedback Survey after the performance. This information helps Urban Gateways in program planning and improvement.

Feedback Survey: bit.ly/UGperformancesurvey