sleeping beauty dreams
ABOUT THE COMPANY

Marionetas de la Esquina (“Puppet Corner”), a puppet theater company from Mexico, has been performing since 1975. The company, a leader in the art of puppetry, presents its shows in English and Spanish. They are the producers of the Festival Internacional Titerías, a popular annual event held in Mexico City that brings together many Mexican and international puppet companies.

ABOUT THE PLAYWRIGHT

Sleeping Beauty Dreams was written by award-winning playwright Amaranta Leyva, an actress, puppeteer and member of Marionetas de la Esquina. Leyva’s stories give voice to the dreams, desires, fears and happiness of children. She says that writing and directing for young audiences “allows me to find my most hidden, profound and intense emotions of being human.”

ABOUT THE PERFORMANCE

With Sleeping Beauty Dreams, Leyva reimagines the classic story of Sleeping Beauty. It begins with a queen who wishes to have a baby more than anything else in the world, and a magical frog who makes the queen’s wish come true. When the queen does not keep her promise to make the frog her child’s godmother, the frog puts a curse on the princess. In an attempt to protect her, the king and queen do not allow their daughter to leave the castle. But the princess wants nothing more than to break free of the castle walls in order to search for true love and her true self. Marionetas de la Esquina’s humorous storytelling and whimsical puppetry awaken this sleeping princess as never before.
ABOUT THE PUPPETS
There are several types of puppets used in *Sleeping Beauty Dreams*, but most of them are rod puppets, which are moved by rods and sticks. Other kinds of puppets include marionettes, hand puppets, finger puppets, shadow puppets, and Japanese bunraku puppets. Here is a quick guide:

- **Finger:** the puppet body fits on one finger
- **Hand/glove/sock:** one hand moves the puppet from inside
- **Rod:** named for the rods and sticks used to move the puppet
- **Marionette:** controlled from above using wires or strings
- **Body:** life-sized or bigger, they’re often seen in parades or on stage
- **Shadow:** a light shines on a cut-out shape and creates a large shadow on a screen
- **Japanese Bunraku:** an intricate form that requires three puppeteers to manipulate a single puppet

FEATURES OF A FAIRY TALE
Fairy Tales are stories that teach a main character a valuable lesson. Fairy Tales are magical in nature and have characters who are distinctively good and evil. Fairy Tales usually center around royalty and contain phrases like “Once Upon a Time” and “Happily Ever After”.

Complete the sentence below using all the features of a Fairy Tale.

**ONCE UPON A TIME......**
The P.E.R.F.O.R.M. activities will enable students to get the most out of a SchoolTime performance.

| PREPARE for the performance | Introduce students to the story of *Sleeping Beauty*. Allow students who are familiar with the story to share the version they know with the class. Then, read aloud the original version of *Sleeping Beauty*. Lead a discussion using the following questions as a guide:
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|   | • How would you describe Sleeping Beauty?  
|   | • How would you describe Sleeping Beauty's parents?  
|   | • What is the lesson learned from Sleeping Beauty? |

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<th>EXPERIENCE two versions of <em>Sleeping Beauty</em></th>
<th>View the <em>Sleeping Beauty Dreams</em> introduction video and the 1959 Disney version of <em>Sleeping Beauty</em>. Then, lead a discussion using the following questions as a guide:</th>
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|   | • How do you think puppets will be used in *Sleeping Beauty Dreams*?  
|   | • Are there any characters from the Disney version of *Sleeping Beauty* that you expect to see in *Sleeping Beauty Dreams*? If so, who?  
|   | • What do you think the main characters of *Sleeping Beauty Dreams* and *Sleeping Beauty* will have in common? |

| READ | Read different version of *Sleeping Beauty*. Provide students with access to multiple versions, adaptations or stories inspired by *Sleeping Beauty*. As students read, ask them to locate similarities and differences in the various stories. Ask them to summarize what they have read in response to the question: Based on what you know about *Sleeping Beauty*...  
|---|---|
|   | • Is the characterization of Sleeping Beauty consistent across the different stories? If so, provide examples. If not, provide examples of differences.  
|   | • What are the lessons learned from the different Sleeping Beauty stories? |

| FOCUS on the performance | As a class write a review of *Sleeping Beauty Dreams* by Marionetas de la Esquina. The version of *Sleeping Beauty* used in the performance is unique to Marionetas de la Esquina. Ask students to write a review in response to the questions:  
|---|---|
|   | • What is unique about *Sleeping Beauty Dreams*?  
|   | • How would you describe the princess? Compare her to one of the main characters in the *Sleeping Beauty* books you read.  
|   | • How did the use of puppets contribute to the story? |

| ORIGINATE | As a class write an original *Sleeping Beauty* story with original puppets. Create a new adaptation of *Sleeping Beauty* using the following questions as guides:  
|---|---|
|   | • Who will be in your *Sleeping Beauty* story?  
|   | • What will each character do in the story?  
|   | • How will the princess escape from the castle?  
|   | • How will she experience the curse?  
|   | • How will the curse be broken?  
|   | Create a script and give each student a role. |

| REHEARSE | Practice performing your *Sleeping Beauty* story with puppets. |

| MAKE magic! | Share. Perform your stories for the class. |
PRODUCTION SHEET

After reading the original Sleeping Beauty story, make a prediction about the roles these characters will play in Sleeping Beauty Dreams. What do you think these characters will do in Sleeping Beauty Dreams?

- The King and Queen
- Octavia, the Queen’s Maid
- Mateo
- Fairy Godmother
- The Princess

CREATE A PUPPET

Imagine you have been asked to create puppets for the characters in Sleeping Beauty Dreams. Draw what the new puppets will look like. Use magazine and newspaper images to help you develop the puppets.

- The King and Queen
- Octavia, the Queen’s Maid
- Mateo
- Fairy Godmother
- The Princess
## ENGLISH LANGUAGE ARTS

### Pre-K
- SL.PK.1: Participate in conversations and interactions with peers and adults individually and in small and large groups.
- SL.PK.2: Ask and answer questions about a text or other information read aloud or presented orally.
- SL.PK.4: Begin to describe familiar people, places, things, and events and sometimes with detail.

### Kindergarten
- SL.K.1: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- SL.K.2: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- SL.K.4: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

### Grade 1
- SL.1.1: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- SL.1.2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- SL.1.4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

## VISUAL AND PERFORMING ARTS

### Pre-K
- 1.1: Children express themselves through and develop an appreciation of creative movement and dance.
- 1.2: Children express themselves through and develop an appreciation of music.
- 1.3: Children express themselves through and develop an appreciation of dramatic play and storytelling.

### Grades K – 1
- 1.1: The Creative Process
- 1.2: History of the Arts and Culture
- 1.3: Performance
- 1.4: Aesthetic Responses & Critique Methodologies
**Biography of Amaranta Leyva**
www.unima-usa.org/publications/40under40/AmarantaLeyva.html
This page provides a biography of playwright Amaranta Leyva and links to her work.

**Playwright’s Message**
www.youtube.com/watch?v=8vtWtxEZkVM
This short introductory video will introduce the characters and give students a preview of what the puppets will look like.

**Sleeping Beauty Dreams**
www.issuu.com/artsedge/docs/1213_sleepingbeautydreams_english
A performance guide from the Kennedy Center’s ArtsEdge

**Disney’s Sleeping Beauty**
www.putlocker.is/watch-sleeping-beauty-1959-online-free-putlocker.html
The Disney version of *Sleeping Beauty* was created in 1959. It is an adaptation of the classic tale of *Sleeping Beauty*. In the movie, Princess Aurora is cursed by the evil witch Maleficent. Maleficent says that before Aurora reaches her 16th birthday she will die by pricking her finger on the spindle of a spinning wheel. To try to prevent this, the king hides her away. Please view the movie first to determine its appropriateness for your class.

**Original Sleeping Beauty**
www.licm.org/images/LICM-SBeautyActivity.pdf
The Long Island Children’s Museum has created an activity guide for *Sleeping Beauty Dreams*. Within the guide is a child-friendly version of Sleeping Beauty that is appropriate to be read aloud.

**Other Versions of Sleeping Beauty**
- **Interactive Book**
- **Sleeping Beauty retold by Kate Knighton**
- **Ella Bella Ballerina and the Sleeping Beauty by James Mayhew**
- **The Curse of Maleficent: The Tale of a Sleeping Beauty by Elizabeth Rudnick**
- **Disney Princess: My Side of the Story – Sleeping Beauty/Maleficent - Book #4**

**History of Fairy Tales**
www.childrens-books.lovetoknow.com/History_of_Fairy_Tales
CHAMPIONS OF CHANGE: THE IMPACT OF THE ARTS ON LEARNING STUDY

“The ultimate challenge for American education is to place all children on pathways toward success in school and in life. Through engagement with the arts, young people can better begin lifelong journeys of developing their capabilities and contributing to the world around them...The arts can play a vital role in learning how to learn, an essential ability for fostering achievement and growth throughout their lives. ... Young people can be better prepared for the 21st century through quality learning experiences in and through the arts.” — Richard Riley, former Secretary of Education

An extensive study performed by Judith Burton, Robert Horowitz and Hal Abeles of the Center for Arts Education Research at Columbia University looked into the effects of arts education on cognitive development and overall academic success. The study revealed that students at high arts schools out-performed students at low arts schools in several key areas:

CREATIVE THINKING
- Solutions: a greater number of ideas or approaches to solve problems.
- Originality: more innovative approaches to solving problems.
- Elaboration: mentally constructing more detail in formulating solutions.
- Resistance to closure: tendency to keep an open mind, to avoid rushing to premature judgments or being satisfied too quickly with a possible solution.

GENERAL COMPETENCIES
- Expression: better able to express thoughts and ideas to teachers and peers and to do so in different ways.
- Risk-taking: an increased willingness to try new things, use new materials and approaches, even at the risk of failing; more willing to risk expressing novel ideas to peers and parents.
- Cooperation: worked better with peers and with teachers.
- Synthesis: better at unifying divergent thoughts, feelings and facts.

PERCEPTION OF SELF AS LEARNER
- Higher self-concept in reading, math and general academics.
- Teachers rated them as having more self-confidence.

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