

teacher resource guide

**schooltime
performance
series**



***giraffes can't dance:
the musical***

**arts
education
njpac**



Sophie Coward as Gerald the Giraffe. Photograph by Pamela Raiith

about the performance

Come meet gentle Gerald the Giraffe in this delightful musical adaptation of the charming picture book *Giraffes Can't Dance: The Musical*.

All the animals in the jungle know their own special dance, but Gerald the Giraffe can't seem to move without a clumsy step. With the help of a wise cricket, he finds his own song, and dances to the beat of his own drum! This stage adaptation of the beloved children's book features puppets, African rhythm, and lots of dancing. You'll see Gerald learn that his differences are what make him special.

Giraffes Can't Dance: The Musical is based on the book of the same name written by Giles Andreae and Guy Parker-Rees. The adaptation is produced by Wishing Star Productions, with the book and lyrics by Gloria Bond Clunie and music by Elton Bradman and Leela Oleszkiewicz.

njpac on the mic podcast

with Kendall Lipham



Photo credit: Tacoma Arts Live

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 Kendall Lipham

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

Includes: Reflection questions and a look at key moments in the play that highlight areas of social-emotional learning

Opening question voiced by Kendall Lipham

Excerpts from the book *Giraffes Can't Dance* by Giles Andreae and Guy Parker-Rees

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

Includes: An overview of the animals and dances featured in the play

Special message voiced by Kendall Lipham

Additional Episode Credits

Series producers: Michael Aquino and Dania Ramos

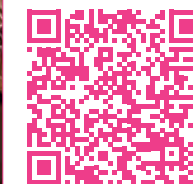
Written and hosted by Dania Ramos

Additional writing by the team behind *Giraffes Can't Dance*

Theme and outro music: Michael Aquino

Additional music from Epidemic Sound, Aurora Mendez and Dancing Willow

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 is an audio resource that takes SchoolTime performances to the next level. This podcast series features three exclusive, curriculum-aligned episodes for all of NJPAC's 2023-2024 SchoolTime performances. *On the Mic* offers students the opportunity to engage their listening skills, deepen their understanding of the performance and learn about the process of bringing a live or recorded production to life. This immersive audio experience features a theme song by students in the NJPAC arts education program.

inspired ideas in the classroom

Teacher Focus

Student Activity

NJ Student Learning Standards

P

<p>Prepare for the performance</p>	<p>If you have ... 10 minutes: Share the book <i>Giraffes Can't Dance</i> with your class. Have a short discussion about the characters and themes in the book. 20 minutes: Have students listen to <i>NJPAC On the Mic: About</i> for an introduction to the performance and what to expect at the theater. 30 minutes: Challenge students to share something that they are good at and something they wish they were better at. Talk about strategies they could use to improve at something.</p>	<p>Have you ever felt like the character Gerald in <i>Giraffes Can't Dance</i>? Have you ever felt like there was something you wish you could be better at? What can you do to improve?</p>	<p>English Language Arts NJLSA.R7, NJLSA.SL1. Visual & Performing Arts Anchor Standard 7 Social-Emotional Learning Self-Awareness Sub-competency 3</p>
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E

<p>Experience the performance</p>	<p>Share audience expectations and appropriate behaviors for the theater with your students. Remind students they will see a live version of the book and encourage them to pay attention to how the production uses theatrical tools (actors' movements/gestures, sound, props, costumes, scenery, etc.) to bring the book to life.</p>	<p>Do you think the performance will look like the book? Look and listen to how the story is brought to life using movement, sound, props, costumes or scenery. Notice what is similar to the book and what is different.</p>	<p>English Language Arts NJLSA.R7. Visual & Performing Arts Anchor Standard 7, 8</p>
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R

<p>Reflect, respond and read</p>	<p>Have students listen to <i>NJPAC On the Mic: Connect</i>. During the episode, students will hear three moments from the story:</p> <ul style="list-style-type: none"> • When Gerald tries to dance in front of the animals and then leaves the jungle dance • When Gerald meets the cricket who plays the violin for him • When the animals watch Gerald dance <p>Pause the audio when prompted so students can reflect on each moment. At the end of the episode, students will be asked about moments from the show. Use this as a lead-in to Activity Sheet 1. Option for older students: Create an anchor chart that shows the similarities and differences between the book and performance.</p> <p>Have students break into pairs or small groups, and ask them to rewrite the first scene of the performance (when Gerald tries to dance in front of the animals and then leaves the jungle dance). Have one or two students perform as Gerald and show an appropriate emotion. Another student can play a different animal and say something to Gerald that is a better choice than what was said in the book. The actor playing Gerald can respond as appropriate. Share some or all of the scenes with the class.</p>	<p>Consider the following questions while listening to <i>NJPAC On the Mic: Connect</i>:</p> <ul style="list-style-type: none"> • How did Gerald feel when the animals made fun of him? What could the other animals have done differently in this situation? • How did Gerald feel when he met the cricket? What did the cricket say and do to help Gerald? • How did Gerald feel when the other animals watched him dance to the violin? <p>Use Activity Sheet 1 to draw your favorite moment from the performance of <i>Giraffes Can't Dance</i>.</p> <p>Act it out: What if the animals saw that they hurt Gerald's feelings and started speaking or acting in a kinder or more helpful way? Show your answers by taking turns to act out how it could have happened.</p>	<p>English Language Arts NJLSA.R7., NJLSA.SL1. NJLSA.SL2. Visual & Performing Arts Anchor Standard 1 Social-Emotional Learning Self-Awareness Sub-competency 8, 10 Comprehensive Health & Physical Education 2.1.2.EH.4</p>
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F

<p>Focus</p>	<p>Have students listen to the next podcast episode: <i>On the Mic: Spotlight</i>. The episode offers an overview of the dances featured in the story. Play some or all of the instructional videos of the dances mentioned in the book. Encourage your students to follow along and learn these dances: Viennese Waltz, Rock 'n' Roll, Tango, Cha-Cha, Scottish dancing</p>	<p>Learn one or more of the jungle dances: waltz like the warthogs, rock 'n' roll like the rhinos, tango like the lions, cha-cha like the chimps, Scottish reel like the baboons. Do you know other dances that you can share with your classmates?</p>	<p>Visual & Performing Arts Anchor Standard 1, 5 NJ Career Readiness, Life Literacies & Key Skills 9.4.2.CI.1 Comprehensive Health & Physical Education 2.2.2.MSC.1, 2.2.2.MSC.2, 2.2.2.MSC.6, 2.2.2.MSC.7</p>
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O

<p>Originate</p>	<p>Now, your students will create signature dances that are all about them!</p> <p>Have students complete Activity Sheet 2 to help them break down the process. Then, ask students to stand in a circle and work through creating a dance together. This can be done with the whole class working simultaneously through each step or by having the students take turns.</p> <p>Option for older students: Have students work individually to create their signature dances. Remind them to use Activity Sheet 2 to guide them.</p>	<p>Your name and the things that are special to you are some of what makes you an individual. Think about what you like to do and how you can show that through movement while saying your name. Complete Activity Sheet 2 and use it to create a signature dance.</p>	<p>Visual & Performing Arts Anchor Standard 1, 2, 3 NJ Career Readiness, Life Literacies & Key Skills 9.4.2.CI.1, 9.4.2.CI.2 Comprehensive Health & Physical Education 2.2.2.MSC.1, 2.2.2.MSC.2, 2.2.2.MSC.3, 2.2.2.MSC.6, 2.2.2.MSC.7</p>
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R

<p>Rehearse</p>	<p>Have students work in groups to create a dance that connects their signature dance with the others. The group should perform all signature dances in the new performance piece. Students will no longer speak their names, and instead just dance. Encourage dancers to add feelings and energy to their performances (optional: turn on background music or add props like scarves or shakers).</p> <p>Younger students: Split the class into two or three groups and have an adult work with each. Encourage students to stand in a semicircle to watch each other to build a visual sequence to help them remember.</p> <p>Older students: Have students work in pairs or small groups. Remind students that it will be easier to remember the dance and follow each other if they can see each other.</p>	<p>Combine your signature dance with your classmates and practice your dances together. Make sure you can see everyone in your group, and that the audience can also see everyone. You don't need to say your names anymore — focus on expressing who each person is through dance. Choose an order for the dances. Are the movements slow or fast? What feelings or energy can your face and body show while dancing?</p>	<p>English Language Arts NJLSA.SL2. Visual & Performing Arts Anchor Standard 2, 3, 4, 5 Social-Emotional Learning Self-Awareness Sub-competency 1, 4 Comprehensive Health & Physical Education 2.2.2.MSC.1, 2.2.2.MSC.2, 2.2.2.MSC.3, 2.2.2.MSC.4 2.2.2.MSC.6, 2.2.2.MSC.7 NJ Career Readiness, Life Literacies & Key Skills 9.4.2.CI.1, 9.4.2.CI.2</p>
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M

<p>Make magic</p>	<p>When students are ready to perform, remind them about appropriate audience behavior: the audience should watch each presentation quietly and applaud at the end.</p> <p>Optional: Have a brief audience reflection after each dance.</p>	<p>Take a breath and do your best — share your group dance with the class!</p> <p>Be an audience superstar — quietly watch your classmates and notice what they are doing. Applaud everyone for trying their best!</p>	<p>Visual & Performing Arts Anchor Standard 6 Social-Emotional Learning Self-Awareness Sub-competency 4, 8, 10</p>
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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.

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

common core state standards

NJ 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.

NJ Comprehensive Health & Physical Education

2.1.2.EH.4

Demonstrate strategies for managing one's own emotions, thoughts and behaviors. (2nd grade benchmark).

2.2.2.MSC.1

Perform a combination of sequences of locomotor movements and rhythmic activities.

2.2.2.MSC.2

Differentiate non-locomotor and locomotor movements as well as transferring body weight (e.g., stretching, bending, twisting, curling).

2.2.2.MSC.3

Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways and ranges.

2.2.2.MSC.4

Adjust and correct movements and skill in response to feedback.

2.2.2.MSC.6

Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment.

2.2.2.MSC.7

Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.

NJ 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.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.

NJLSA.SL2.

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

NJ Social-Emotional Learning

Self-Awareness Sub-competency 1

Recognize one's feelings and thoughts.

Self-Awareness Sub-competency 3

Recognize one's personal traits, strengths, and limitations.

Self-Awareness Sub-competency 4

Recognize the importance of self-confidence in handling daily tasks and challenges.

Social Awareness Sub-competency 8

Recognize and identify the thoughts, feelings and perspectives of others.

NJSEL Social Awareness Sub-competency 10

Demonstrate an understanding of the need for mutual respect when viewpoints differ.



Gracia Rios and Joshua Coley. Photograph by Pamela Raith

vocabulary

Cha-cha

A Latin American ballroom dance style with a fast rhythm and a basic pattern of three steps

Costume

A set of clothes worn by a performer for a particular role or character

Jungle

A big land area often covered in overgrown trees and plants, usually in a warm, humid climate

Prop

Any item on the set of a production other than the costumes and scenery. It especially refers to an object handled or used by actors during their performance

Puppet

A movable model of a person or animal. They are typically moved either by strings controlled from above, a rod from below, or a hand inside it

Puppeteer

A person who moves an inanimate object (a puppet) to create the illusion that the puppet is alive. Puppeteers are often not seen by an audience

Savannah

A grassy plain with scattered trees in a tropical area with a rainy season

Scenery

Backdrops, hangings, furnishings, and other accessories on a theater stage that represent the location of a scene

Scottish reel

A lively country dance from the Scottish Highlands that uses circular moves and gliding steps

Tango

A ballroom dance from Buenos Aires marked by pauses between steps and specific body poses

Waltz

One of the oldest ballroom dances. It originated in the area that is now Germany and Austria. It is a smooth dance with an accent on the first beat and a step, step, close pattern



GIRAFFES CAN'T DANCE

resources

NJPAC

About NJPAC
njpac.org/about

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

NJPAC Resources | *Giraffes Can't Dance: The Musical*
njpac.org/education-program/giraffes-cant-dance-the-musical-resources

Websites

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

About NJPAC
njpac.org/about

Elements of Dance
elementsofdance.org

Audio

Wikimedia Commons | "The Wind That Shakes
the Barley" (Dancing Willow)
[commons.wikimedia.org/wiki/File:Dancing_Willow_-_
Demo-CD_2007_01_-_The_wind_that_shakes_that_Barley.ogg](https://commons.wikimedia.org/wiki/File:Dancing_Willow_-_Demo-CD_2007_01_-_The_wind_that_shakes_that_Barley.ogg)

Videos

Giraffes Can't Dance: Read Aloud Books for Children
youtube.com/watch?v=DJashBHpfQA

Las Jirafas No Pueden Bailar: Cuento En Español
youtube.com/watch?v=wglNS2WjGAM

Beginner's Waltz Tutorial: Viennese Waltz
youtu.be/J6AsN4vL03g?si=Yu9hi8KK69i2xExX

Let's Rock and Roll
youtu.be/upFQWPPLqEk?si=sTp-dnY5ZcHHuy5b

I Can Tango Children's song
youtu.be/Vhfx2D7Q0q!si=NZdRJyO6i6JcXLMW

How To Dance The Cha Cha
youtu.be/gb6TlMeDlI4?si=skTbyOqTxWCig46Y

Scottish Dancing for Kids
youtu.be/iCpmUWmGsK8?si=LkhfC6q78zx17voc

Artsville Episode 1: Elements of Dance
youtube.com/watch?v=_h-DCc8kaLk

Cosmic Kids Yoga | Giraffes Can't Dance
youtube.com/watch?v=QMqHy-KvDP0

I Can Move My Body Like Anything
youtube.com/watch?v=oLaJ4jyKBUY

Livy's Family Adventures | Learning Jungle Animals
youtube.com/watch?v=PbmWs1rR8io

Giraffes! Learn about Giraffes for Kids (younger students)
youtube.com/watch?v=DJiodGCg6s

Giraffes for Kids: Learn about Giraffes
youtube.com/watch?v=bNYXweQ81vl

Books

Giraffes Can't Dance
by Giles Andreae, illustrated by Guy Parker-Rees

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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

Generous support for SchoolTime provided, in part, by



Generous support provided by The Joan and Allen Bildner Family Fund, Broadridge Financial Solutions, Inc., The Arts Education Endowment Fund in honor of Raymond C. Chambers, Jennifer A. Chalsty, Judy and Stewart Colton, Toby and Leon Cooperman, Mimi and Edwin Feliciano, The Izzo Family, Don Katz & Leslie Larson, McCrane Foundation, Inc., care of Margrit McCrane, The MCJ Amelior Foundation, Albert+ and Katharine Merck+, NJ Advance Media, David & Marian Rocker, The Sagner Companies/The Sagner Family Foundation and an anonymous donor.

+ deceased