



**ORLANDO
FAMILY
STAGE**

IN PARTNERSHIP WITH UCF

Cue to Cue

RESOURCE GUIDE

for Educators and Audience Members



GIRAFFES CAN'T DANCE

January 29 - February 25

Book and Lyrics by Gloria Bond Cunie with
Music by Elton Bradman and Leela Oleszkiewicz
Based on the Book by Giles Andreae and Guy Parker-Rees

Welcome to Cue to Cue, an educational resource guide created to help teachers, parents/guardians, and young audience members enhance the experience of watching *Giraffes Can't Dance, The Musical*.

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Big Themes

- Kindness
- Standing up for Others
- Believing in Yourself

Short Show Description

Gerald, the giraffe, dreams of dancing! When dancers from around the world come to celebrate dance at his home on a breathtaking West African Savanna– Gerald is terrified. With his skinny legs and knobby knees, he has trouble walking! Lion, Monkey, Zebra, and the other animals tease him and declare, “Giraffes can’t dance!” Sadly, Gerald believes them. He tries everything—including dance lessons—but feels like a useless clot. Then, with the help of his dear friend Cricket, he discovers if you find music that you love—everybody can dance!

Full Synopsis

Dreaming in the Moonlight

Gerald the giraffe is smart, thoughtful, tall, skinny, and very clumsy. (“I Am Gerald”) Gerald admires the moonlight and all its magic. (“Shine, Moon, Shine”) Gerald dreams of shining like the moon. Cricket, a wise and loving friend, encourages Gerald to shine like the moon and to dance in the moonlight to the sound of the Djembe. (“Shine! Moon! Shine”) Cricket and the animals dance in the moonlight, but Gerald is scared and hides instead. The animals realize that the Blue Moon is coming and that means they will have a celebration. All the animals from all over the world will come to the savanna to dance. Elephant takes charge and tells everyone they must decorate and then practice their dancing at the Djembe Dance Academy. (“When the World Comes to Dance–The List”)

A Dancing Disaster

Gerald feels like a disaster. He tells Cricket

that he dreams of being a dancer, but everyone is laughing at him and he cannot dance. He does not want to be laughed at. (“I Am Gerald”) Cricket encourages him to participate, because the Blue Moon Dance only happens once in a blue moon and it is a special event. Cricket asks Gerald to try, even just with a sway. (“Moonlight Waltz for Violin”) Gerald begins to sway and the animals enter to watch. Gerald sways and sways until he loses his balance and falls. The animals make fun of Gerald. (“Giraffes Can’t Dance”) They tell Gerald he is weird and has no rhythm.

Preparing for the Dance

The animals begin to prepare for the Blue Moon Dance by cleaning and decorating. (“When the World Comes to Dance”) Gerald helps all the other animals with their jobs. Elephant is in charge of the to-do list and keeping everyone busy. Everything must be perfect for the entire world to come and visit. Elephant wants the animals to learn to say “hello” to the animals who all speak different languages. Monkey gives all of the animals Word Wonders, translation devices, made out of gourds. With the Word Wonders, the animals learn hello in many languages. (“Greetings! Dumela! Hola! Namaste! Ni Hao! Bonjour!”)

Kindness and Community

As Gerald carries a skein of river water he bumps into Lion and spills the water all over the decorations. The animals are all upset with Gerald. They call him clumsy and leave to clean up. Gerald and Cricket take a break and share a honey-jam sandwich. Gerald tries to think of an excuse for why he can not go to the Blue Moon Dance. Cricket tells Gerald he must go to the dance because he is a part of the community, “And the community has got to show up.” They will soon have guests in their savanna and they must show up in order to be kind. (“Be Kind”) Cricket tells Gerald that even when the other animals are not kind to him, he can still be kind to others. Gerald agrees with Cricket but is still worried that he cannot

dance. Cricket encourages Gerald to take dance classes at the Djembe Dance Academy.

The Djembe Dance Academy

At the Djembe Dance Academy, the animals are practicing all kinds of dance. ("The World Loves to Dance") They are all the best dancers at the Academy. They do some dance demonstrations of the Waltz, Tango, and Cha-cha. Elephant, the dance teacher, tells all the animals that listening is very important in dance and they must listen for the music that speaks to them. Elephant teaches them all the words "Ago" that means, "listen", and "Ame" that means, "I am listening". Elephant also introduces the animals to the Djembe drum which is the oldest and wisest in the savanna. ("Djembe Drum Dance") Elephant encourages Gerald to let his body meet his dreams of dancing. They explore some rhythms that reflect the heartbeat of the community.

The Wiggle Hop

Gerald is actually having fun! However, he cannot tell his left from his right and none of the animals pick him as a dance partner. Gerald does not give up, but no matter what he tries, he still cannot dance. The animals grow impatient, but Elephant insists that EVERYONE can dance. Gerald gets an idea that he can wiggle and hop and that is a lot like dancing! ("I Can Dance: Wiggle, Hop! Don't Stop!") As Gerald gets carried away with his Wiggle Hop, he accidentally hurts Elephant's foot. The animals are all upset with Gerald. Who will teach the world to dance if Elephant is hurt? Cricket tells Gerald that everything will be ok and that he is a good friend. ("Friends") Gerald agrees to learn more new things tomorrow. ("Shine, Moon, Shine Reprise")

The Blue Moon Dance

The animals from around the world come to the savanna. ("Let's Dance") They say hello in many different languages. ("Hello Reprise") The animals admire all the beauty and excitement and wonder if Gerald will show up. He does

and he tries to be a good member of his community by greeting and being kind to the guests. The animals thank their ancestors and future spirits for the dance circle. It is a good thing. The animals from around the world share their many cultural dances. ("When the World Comes to Dance") Everyone is dancing, except Gerald. Cricket encourages him to try again. ("When the World Comes to Dance-Wiggle-Hop!") Gerald wiggles and hops as the other animals join in, until Gerald falls and there is a huge crash. The animals make fun of Gerald for embarrassing them in front of the whole world and yell at him "Giraffes can't dance!" Gerald runs away. Elephant stops everyone and tells the animals they are being bullies and that they are more embarrassing than Gerald. Everyone can and deserves to dance. The animals are ashamed.

Listening to Your Heart

Cricket finds Gerald in a clearing. He is so sad and confused. The moon looks down on Gerald and tells him he is unique and special. He just needs to find a different song. ("A Different Song") The sounds of the savanna begin to inspire Gerald as he listens. Gerald begins to feel more confident and powerful ("I Can Dance") Gerald finally begins to dance and makes his way back to the dance circle where the animals are amazed. Gerald is the best dancer they have ever seen! Gerald teaches the other animals how to do his dance. The animals celebrate together! ("Can't Stop Dancing")

Pre-Show Discussion Questions

The following conversation starters will help you think about the themes in *Giraffes Can't Dance, The Musical*, as well as make some predictions about the production itself. Discuss the following before you join us at the theatre:

- 1.) Gerald dreams of dancing but does not think he can do it. What inspires you to dance?
- 2.) Have you ever felt different? Why?
- 3.) Have you ever had trouble trying to learn a new skill? What made learning difficult? Did anyone help you? Did you stick with it?
- 4.) The play takes place in the West African Savanna. What words would you use to describe a savanna? Where could you find out more about this setting?

Post-Show Discussion Questions

We hope you enjoyed Orlando Family Stage's production of *Giraffes Can't Dance, The Musical*. Discuss the following questions after attending the performance:

- 1.) What was *Giraffes Can't Dance, The Musical* about? Describe the beginning, middle, and end. What was the climax of the story? Why? If you had to summarize the play in one sentence, what would it be?
- 2.) What did you notice when you first entered the theatre? Describe the stage.
- 3.) What was the setting of the story? Did the scenery help establish the show's location? What specific things did you notice about the scenery or stage lighting?
- 4.) What did you notice about the actors and their performances? How did they use their voices and bodies to bring the characters to life?
- 5.) Which character do you relate to the most? Why? What words describe that character?

Florida State Standards

Detailed list of Florida State Standards satisfied by using this guide and attending Orlando Family Stage's production of *Click, Clack, BOO! A Tricky Treat*.

Language Arts Florida Standards

(Text refers to the play, the script, or the content in this guide.)

Reading/Text Analysis Standards:

LAFS.K-8.RI.1.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

LAFS.K-8.RI.1.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

LAFS.K-8.RI.1.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

LAFS.K-8.RI.3.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

LAFS.K-8.RI.1.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral.

LAFS.K-8.RI.1.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

LAFS.K-8.RI.2.6 Distinguish their own point of view from that of the narrator or those of the characters.

LAFS.K-8.RI.1.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

Vocabulary Standards:

LAFS.2-8.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

LAFS.2-8.L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.

Writing Standards:

LAFS.K-8.W.1.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

WLK12.AH.5.7 Write creative pieces (poetry, narratives, and plays) using effective imagery and the appropriate literary devices to genre.

Theatre Arts:

TH.K.C.2.1 Respond to a performance and share personal preferences about parts of the performance.

TH.K.C.3.2 Share reactions to a live theatre performance.

TH.1.C.2.2 Identify elements of an effective performance.

TH.1.S.3.2 Describe characters and plot development discovered during dramatic play.

TH.2.O.2.1 Re-tell what happened in the beginning, middle, and end of a story after viewing a play.

TH.3.C.1.2 Watch a play and describe how the elements of light,

costumes, props, and sound influence the mood of the production.

TH.3.C.2.2 Discuss the meaning of an artistic choice to support development of critical thinking and decision-making skills.

TH.3.O.2.1 Describe what happened in a play, using age-appropriate theatre terminology.

TH.3.O.1.2 Discuss why costumes and makeup are used in a play.

TH.3.S.1.3 Evaluate a performance, using correct theatre terms, and give specific examples to support personal opinions.

TH.3.S.3.3 Describe elements of dramatic performance that produce an emotional response in oneself or an audience.

TH.4.O.1.1 Describe what a designer and director do to support the actor in creating a performance.

TH.4.C.3.1 Identify the characteristics of an effective acting performance.

TH.4.S.1.1 Exhibit proper audience etiquette, give constructive criticism, and defend personal responses.

TH.4.S.1.3 Use theatre terms to evaluate a live performance and discuss the qualities that directly impacted the audience's response to the production.

TH.4.S.3.3 Describe elements of dramatic and technical performance that produce an emotional response in oneself or an audience.

TH.5.O.1.1 Explain an actor's choices in the creation of a character for a scene or play.

TH.5.O.1.3 Evaluate how an actor or designer's choices about a character affect the audience's understanding of a play.

TH.5.O.3.1 Describe a variety of theatrical methods and/or conventions that a group of individuals can use to communicate with audiences.

TH.5.S.1.3 Evaluate a performance, using theatre terminology, and articulate emotional responses to the whole and parts of dramatic performances.

TH.5.S.3.3 Use elements of dramatic and technical performance designed to produce an emotional response in an audience.

TH.68.O.1.2 Discuss how color, line, shape, and texture are used to show emotion in technical theatre elements.

TH.68.S.2.3 Analyze the relationships of plot, conflict, and theme in a play and transfer the knowledge to a play that contrasts in style, genre, and/or mood.

TH.68.H.1.5 Describe one's own personal responses to a theatrical work and show respect for the responses of others.