

School Matinee Series Study Guide

2019/20



FLIP Fabrique

Blizzard

**Hopkins Center
for the Arts**
at Dartmouth

Fri, Dec 6, 10 am



Welcome to the Hop

A performance needs an audience, so be prepared to play your part!

Theater Etiquette

When entering the Hopkins Center, show consideration for all those sharing the building by remaining quiet and respectful in common areas.

Be aware and use quiet voices. Remember that live theater differs greatly from watching television or movies or attending a sporting event. Live performers can hear and see you and are easily distracted by any talking or moving around in the audience. Since even the smallest sounds can be heard throughout the theater, it's best to be quiet so that everyone can enjoy the performance. Applause is the best way to show your enthusiasm and appreciation!

Important to remember: Backpacks, food, drink, and gum are not allowed in the theater. Please turn off all cell phones and note that recording the performance or taking any photos is strictly prohibited. Hats off! It is respectful to remove hats during your time in the theater.

Information for Teachers

Prepare—Review this study guide for context that will help your students engage with the performance. Check in with the Hop if you have any questions or concerns about content. Read the email that accompanies this guide—Hop staff often request details about your visit including how many buses you'll be bringing and what accommodations you need.

Arrival—Arrive 30 minutes prior to start time to allow time for Hop staff to check you in and escort the students to their seats. Hop staff will ask you for a headcount of students. Please review our bus policy before arrival: hop.dartmouth.edu/online/plan_a_successful_visit

Lunch—Sometimes we are able to offer a space for schools to eat bag lunches following the show. Check the email that accompanies this guide to confirm. If staying for lunch, please confirm with Hop staff one week prior to show. Please bring lunches in boxes or tubs labeled with the school's name. Hop staff will take lunches to the lunch space and escort school group there following the show. **Schools are responsible for calling their own bus back to the Hop when they are ready to leave.**

Ticketing Policy—no tickets are issued for school matinee performances. Seating placement for each school group is determined by Hop staff. Please let them know if you have a seating request or accommodation; we do our best to keep each school group seated together. Payment is required 30 days before the performance regardless of whether all students are able to attend on the day of the show. Please feel free to bring extra chaperones or school staff to fill any empty seats.

Photography—Though photography by the audience is prohibited, the Hopkins Center may take photographs during the performance for use on our website or other promotional materials. If you or your students do not wish to be photographed, please let Hop staff know.

The Show Must Go On!—We do not cancel events due to school closings for inclement weather. Performances will only be cancelled if the artist is unable to reach the theater. Schools will be notified by phone if this occurs. We do not issue refunds for performances missed due to school closure. Please contact Hop staff if you find your school unable to attend for this reason.

This study guide was created by Kate Adams. To download copies of this and other guides, visit hop.dartmouth.edu/study-guides

Enjoy the Show!

The Hopkins Center's mission is to ignite and sustain a passion for the arts within Dartmouth and its greater community and to provide the core educational environment for the study, creation and presentation of the arts.

Did You Know?

- The Hopkins Center opened in 1962.
- The Hopkins Center was designed by Wallace Harrison, architect of Lincoln Center and the United Nations Building in New York City.
- In The Moore Theater, the area over the stage, called the "fly loft," is 63 feet tall.

About the Show

What if winter has taken over? Not just outside, in the streets and in the fields, but also in the houses, in the bedroom, underneath our clothes, and even right into our hearts.

Everything, absolutely everything, is buried under the snow, obliterated by a **white-out**.

The north wind freezes time as it flows over us. Would it be a catastrophe?

Or a chance to start over, to fix our mistakes? A new blank page in the shape of a **blizzard**.

With *Blizzard*, FLIP Fabrique takes you on a crazy yet gentle journey in the dead of winter, and invites you to lose yourself in a moment of complete wonder. With performers at the peak of their art and outstanding visual poetry, *Blizzard* promises to blow away everything in its path.

Blending storytelling, theatricality, and fabulous athletic feats, the artists play with the theme of winter. Live music underscores the brilliant **visual effects**, making for a madcap, poetic journey through the season.



FLIP Fabrique performing *Blizzard*



FLIP Fabrique performing *Blizzard*

About the Artists

FLIP Fabrique is a young troupe founded by a group of friends who are at the peak of their talents as professional **circus** artists. Their shared dream is to create CIRQUE shows that are built in the image of their artists, inspired by their personalities and their experiences.

From the Artists:

“FLIP Fabrique is the story of each one of us.

A story of long-time friends, who were dreaming of a collective project that would draw the people in; a project of circus that suspends time, feeds our imagination and moves us by its beauty. A circus that displays the colors of its people, inspired by those near and dear to us; a circus where we can be audacious, and express ourselves freely through unadulterated fun, high spirits, joy. A circus of closeness where the relationships that bind us to each other evolve over time, through the ups and downs to make us grow, and always be one.

Because our circus allows us to fly, to bounce back, to live our passion to the full, we surround ourselves with **multidisciplinary** craftsmen who share our values, and who together with us dream of rising to greater heights.”

Contextual Background

The History of Circus

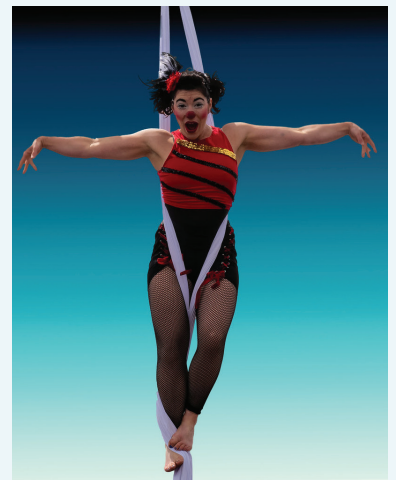
The modern and commonly held idea of a circus is of a Big Top with various acts providing entertainment therein. However, the history of circus is more complex, with historians long disagreeing on its origins, and now revisiting the history with new kinds of research and in light of the phenomenon of an ongoing contemporary circus transformation. For many, circus history begins with Englishman Philip Astley, while for others its origins go back much further—to Roman times.



Vintage poster of
Barnum and Bailey Circus

Fun Fact

Circus costumes of the twentieth century became increasingly form-fitting due to safety restrictions and a stylistic trend set by Jules Léotard, a gymnast from Toulouse, France, who also invented the flying trapeze.



Pre-performance Discussion Questions

- When you think of circus, what images come to mind?
- How do you think *Blizzard* might be the same or different from those expectations?
- How do you think someone decides to be a circus performer? What do you think they should study in school to prepare?
- Do you enjoy winter? What is your favorite part of winter?

Post-performance Discussion Questions

- Discuss the ways you saw circus techniques being used to tell this story.
- How is circus different from film or theater or other forms of entertainment?
- If you were training to be a circus performer, what type of apparatus or acrobatic skill would you want to train for?
- Did you notice anything about the lighting of the show?
- How did the lighting affect the mood or tone of certain segments?
- Why do you think the lighting designer for the show decided to light the different parts in their own distinctive ways?
- What do you think happens next in the story?
- Would you have done anything differently? Why or why not?

Learning Activities

Show and Tell—Clown Version (grades 2–5)

Collect a variety of small objects from the room—boring, weird, tasty, smelly. Have one desk that is the “hot seat” for the clown. The clown sits down in the seat with eyes closed. Another person places one of the objects on the desk in front of the clown. After a count of three, the clown opens their eyes and looks at the surprise object. Immediately, the clown does a “take” to the audience that expresses how they feel about the object—happy, disgusted, scared, mad, disappointed. Clowns get to choose their reaction and must use their imagination to make the take big. The bolder and bigger the take, the better the response from the audience.

Drop and Fly (grades 3–5)

You will need a hair dryer for this activity. Have students look around the classroom and make an educated guess as to what objects might fall slowly and softly. As students name items, give permission for some students to take items and test their hypothesis. Students should hold the item above head height and drop it to the floor, observing how it falls. Was it slowly? Did it land softly? Did it fall in a straight line or in a different way? Is the object able to be altered in a way that might change the way it falls? Was the hypothesis correct? Set aside objects that fell softly and slowly. Next, get out a hair dryer. Make sure it is set to the “cool” setting and turn it on, facing directly upward. Carefully, have students place one of the selected objects above the air stream and let go. Observe what happens. Does the object fall, hover, fly away? Does changing the object in any way change the way it interacts with the air stream? Note: ping pong balls usually hover!

Balancing (any grade)

Ask your students to stand up and then ask them where their centers of gravity are. Next challenge them to stand on one foot and ask if their centers of gravity have changed. Challenge them further by asking them to move their arms in different ways as they stand on one foot. Ask students:

- What changes did you notice in your center of gravity when you stood on one foot?
- How did your balance change when you moved your arms?
- Did you have to work different muscles to keep from falling over?

Vocabulary

Blizzard: a severe snowstorm with high winds and low visibility

Circus: a traveling company of acrobats, clowns, and other entertainers who give performances, often in a large tent or auditorium, in a series of different locations and acts

Multidisciplinary: combining or involving several artistic, academic or professional disciplines

Visual effects: imagery created by altering or enhancing film projections or other moving media to accompany live-action shooting

Whiteout: a condition of heavily falling or blowing snow in which visibility is very poor

Resources

To learn more about FLIP Fabrique:
flipfabrique.com/en

References

www.camimusic.com/flip-fabrique
flipfabrique.com/en

Circus History: en.wikipedia.org/wiki/Circus#History

Smithsonian Folklife Festival, "The Power of Costume": festival.si.edu/blog/the-power-of-costume-circus-arts

Image Credits

search.creativecommons.org/photos/1a43d6c9-ded0-40d1-b267-8fec88989659
en.wikipedia.org/wiki/Circus#History
search.creativecommons.org/photos/3a9b3612-6b4c-48f9-9f55-d6be264d5f7f