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Don't Let The Pigeon Drive The Bus! THE MUSICAL

DIGITAL RESOURCE GUIDE

DON'T LET THE PIGEON DRIVE THE BUS is presented through special arrangement with Music Theatre International (MTI). All authorized performance materials are also supplied by MTI. www.mtishows.com

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THE TEAM



The people who made this production possible.

CAST

Pigeon: Charlie Smith Bus Driver: Heather Hooten Duckling/Bus Engine/Others: Amy Bouquet Business Man/Hot Dog Vendor/Others: Venny Mortimer Teenager/City Worker/Others: Lauren Campion Old Lady/Others: Clarissa Cortez

CREATIVE TEAM

Directed by: Anthony Runfola Choreographer: Tanesha Payne Music Director: Rosa Gardner Set Designer: Katherine Stepanek Costume Designer: Marshall Chase Lighting Designer: Katherine Stepanek

PRODUCTION TEAM

Stage Manager: Kelsey Nelson Technical Director: Pat Smith Assistant Technical Director: Chris Boneta Properties Manager: Lucian Hernandez Audio Engineer: Zachary Walsh Lighting Supervisor: Thaddeus Morris Costume Shop Manager: Sarah Steele American Sign Language Interpreter: Robert Cardoza



ABOUT DON'T LET THE PIGEON DRIVE THE BUS! THE MUSICAL!

Based on the book Don't Let The Pigeon Drive the Bus! by Mo Willems Published by Hyperion Books for Children Script by Mo Willems and Tom Warburton Lyrics by Mo Willems Music by Deborah Wicks La Puma Dramaturgy by Megan Alrutz

Feb 10 - Mar 17

SYNOPSIS

Hop on board for an unforgettable ride with the Pigeon in *Don't Let the Pigeon Drive the Bus! The Musical!* In this feather-filled extravaganza based on Mo Willems' bestselling books, the Pigeon is back and he's ready to take the stage. When the Bus Driver has a crisis that threatens to make her passengers late, the wily bird sees his chance to take the wheel. With an innovative mix of actors, puppets, and feathers, this production brings the beloved characters to life like never before. Featuring a hilarious script co-written by Willems and Mr. Warburton and catchy songs by Deborah Wicks La Puma, this show is perfect for the whole family. Suitable for children ages 4 and up, *Don't Let the Pigeon Drive the Bus! The Musical!* is an interactive and joyous experience. You won't want to miss this bus!

MEET THE CHARACTERS



Meet the friendly faces of the cast that is bringing *Don't Let the Pigeon Drive the Bus! The Musical!* to life on the stage.



Charlie Smith as Pigeon



Heather Hooten as Bus Driver



Amy Bouquet as Duckling, Bus Engine, & Others



Venny Mortimer as Business Man, Hot Dog Vendor, & Others



Lauren Campion as Teenager, City Worker, & Others



Clarissa Cortez as Old Lady & Others

READ ALONG!

Follow this link to watch an animated read-along video of *Don't Let the Pigeon Drive the Bus!*, which was the basis for the musical, from <u>Animated Children's Books</u>!





https://www.youtube.com/watch?v=BSI8ydj0k2M

BUS ROUTES

Using the template below, create your own **Bus Route** for your campus! You will need to mark all your stops, as well as any important landmarks. Make sure you use the compass to orient your map the correct way! (If you aren't sure which way is North, ask your teacher.)

Once you're done, you'll need to use the **map key** to identify any symbols you've included on your map (like landmarks or a big tree!), and will need to write out your list of stops! Trade your map with a classmate and see if you are making any of the same stops!

School Name:	
MAP KEY	

Extension Activity: Create a schedule for your route and calculate how long it would take for your classmates to get from one point to the next!

Example: A classmate wants to go to the cafeteria from your home classroom, but there are 4 stops between pickup and drop off. If each stop takes 5 minutes, how long would it take your classmate to get to the cafeteria?

STOP NAME	SCHEDULED TIME	

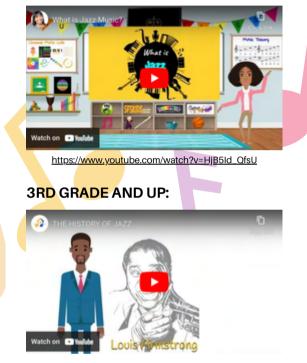
MUSIC FROM AROUND THE WORLD & THE HISTORY OF JAZZ

Don't Let the Pigeon Drive the Bus! The Musical! incorporates many elements of jazz music into the score. **Jazz** is a distinct **genre** ("a class or category of artistic endeavor having a particular form, content, technique, etc.") of music. Are you familiar with jazz music? Let's learn about the history of jazz!

JAZZ TRIVIA

- Jazz music relies heavily on **improvisation**, which gives musicians the freedom to experiment.
- Jazz bands feature rhythm instruments (including drums, piano, and double bass) and melody instruments (including saxophone, trumpet, trombone, and singers).
- Jazz music was so popular in the 1920s and 1930s that the period is sometimes referred to as '**The Jazz Age.**'
- New Orleans, Louisiana, is often called the home of jazz. Chicago then became the jazz capital of the US during The Jazz Age, and many jazz musicians also migrated to NYC.
- Jazz grew from a mix of African music (brought to the US by enslaved African people) and European music. Jazz also incorporates other musical genres, such as folk, classical, Spanish, blues, gospel, and ragtime.

PRE-K TO 2ND GRADE:



https://www.youtube.com/watch?v=zgUxQt-V-BI





https://www.youtube.com/watch?v=ex7yNsalT8



https://www.youtube.com/watch?v=TBmhTKoCEMk&t=560s



Chistylez Bacon. Advantagencan Roots and Highlog with on a bake http://www.youlube.com/watch/w-NoRhUEXuOsef=http://



Now let's explore other types of music from around the world! Watch some of these clips, then answer the following questions in groups.

1. List 2 instruments that keep rhythm (the pattern of regular or irregular pulses in music) and 2 instruments that produce melody (the succession of single tones in musical compositions - the "music") in any of the clips you watched.

2. Out of the clips you watched, which type of music do you think is most likely to incorporate improvisation? Why?

Bonus Discussion Question: If you saw dancers in the clips you watched, can you list any similarities or differences in their movements?

Partial Instrument List

Rhythm: drums, harp, feet, hand drum Melody: accordion, didgeridoo, bagpipes, flute Rhythm or Melody: acoustic guitar, electric guitar, human voice

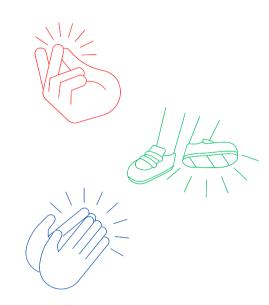
https://www.youtube.com/watch?v=mgQtcU4zbZs&t=1544

MAKING MUSIC: COLLABORATIVE COMBINATIONS

Rhythm Again and Again

(adapted from The Kennedy Center)

Directions: Everyone get in a big group. You can sit or stand. Each person will take a turn making a two-beat sound with feet, hands, or mouth. The leader/instructor should start off the first round by clapping twice. The person to the right then makes a two-beat sound of their choosing, such as finger-snapping twice, then repeats the sound before. The next person makes a new two-beat sound, then repeats the others. The creation and recollection of sounds continues around the room while keeping a steady beat. Depending on the grade level, you may choose to limit how many sounds are made in each round. At the end of each round, invite the next student to begin a new sequence of sounds. You can also experiment with the tempo of the sounds. What happens when you speed up? What happens when you slow down?





https://www.youtube.com/watch?v=SHcnoQUx_4w&t=170s

Scat Cat

"Scatting" or scat-singing, is a type of singing "in which the singer substitutes improvised nonsense syllables for the words of a song, and tries to sound and phrase like a musical instrument." Check out the clip to the left. Notice their call and response?

Directions: Using the backing tracks below (or your own), try scat-singing along with the music. The sounds you make don't need to make sense! You can try this on your own or you can get into pairs and create a call and response with your partner. Once you've practiced for a couple of minutes, you will have the opportunity to present in front of the class.



A PET PIGEON!?

Pleasant Pigeon Particulars

Pigeons and doves are members of the same bird family, and there are no scientific differences between them. The only difference is in what we call them!

Pigeons, also known as rock doves, can fly up to 93 mph!

Doves and pigeons have bills that allow them to drink water using a straw-like mechanism that enables them to swallow continuously without having to tip their heads backwards like other birds.

Pigeons mate for life.

The pigeon is a descendant of the group of dinosaurs that includes the mighty T. rex!

Bonus: Bird Flight

See <u>All About Bird Anatomy - The</u> <u>Cornell Lab of Ornithology</u> for an interactive anatomy lesson, and <u>Slow Motion Pigeon Flight | BBC</u> <u>Earth</u> for a video of a pigeon taking off. Imagine you have a pet* pigeon. What are some things the pigeon might need? Read through the information on the next page, then make a list of what you would need to care for a pigeon.

What else does your pigeon need? Do you think we missed anything? Discuss as a class.

*Birds/pigeons are not suitable pets for everyone. They need lots of interaction and space to fly. It is important to note that pigeons can transmit diseases through their droppings, and while the risk of pigeon-related diseases is rare and there is little evidence linking pigeons directly to human infections, it is best to exercise caution around pigeon droppings. Also, never bring home a bird or animal from the wild. If you find a wild bird or animal that appears sick or injured, please tell an adult and contact a licensed wildlife rehabilitator or nature center for advice.

PIGEON FACT SHEET

Pigeons have feathers, not fur. In addition to helping with flight, a pigeon's feathers provide a waterproof layer and act as an insulator so pigeons can maintain a high body temperature. (Pigeons have a body temperature of around 105 degrees Fahrenheit!) When it's cold outside, pigeons can reduce their exposure to the cold by tucking in their head and feet, sticking their feathers down and crouching.



Pigeons have monocular vision. This means that only one eye can take in the visual field at a time, unlike humans who have binocular vision and use both eyes to see the same visual field. Due to their monocular vision, they are able to focus on different objects out of each eye! Each eye has two foveae, the part of the retina that "sees" most clearly.

Pigeons can survive in diverse habitats. Pigeons are commonly found around barnyards, parks, and city buildings. In natural environments, pigeons usually occupy sea cliffs or caves. Originally native from Europe to North Africa and India, pigeons now live in wild or semi-wild conditions in cities all over the world, including most of North America. Pigeons prefer to roost (rest or sleep) and loaf (relax) on flat surfaces, like concrete, marble, and stone, because it mirrors their natural habitat of rocky shores and caves. Pigeons use straw, sticks, stems, and leaves to build their nests.



Pigeons need a well-balanced diet. Wild pigeons and doves eat a variety of grains, seeds, greens, berries, and fruits, and will occasionally eat insects, snails, and earthworms. Pigeons need plenty of clean, fresh water at all times, and the average pigeon will eat a tenth of its body weight every day! Pigeons can eat seeds in captivity, but should not consume seeds only: finely chopped vegetables, greens, and fruit should be offered as part of a daily diet. Although pigeons are naturally herbivores, they have adapted over the years to eat a diverse range of foods and to rely heavily on food discarded by humans, including bread, rice and meat. While rice is safe for pigeons to consume, bread is less desirable because it offers zero nutritional value. All animals, humans included, need food that maximizes the nutrition they require. Avocado, apple seeds, chocolate, foods with high salt content, and foods with oil or caffeine should all be avoided.

Pigeons are smart! Pigeons are one of only a small number of species to pass the mirror test, which is a test of self-recognition. In the 1990s, there was an experiment that showed that pigeons can be trained to discriminate between paintings by Picasso and Monet. They can also recognize each letter of the human alphabet, differentiate between photographs, and even distinguish different humans within a photograph. Thanks to their unique homing ability, carrier pigeons have long played an invaluable role in war as military messengers and over 30 pigeons have been awarded medals for wartime bravery!

THAT'S MY "THING"

In *Don't Let the Pigeon Drive the Bus! The Musical!* many of the characters say they have a "thing." The old woman likes to feed birds, the duck likes getting hot dogs, the teenager likes action movies, and the businessman likes to be on time for his meetings.

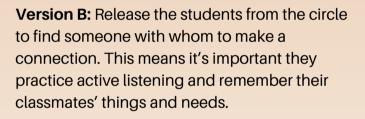
What do you think could be your "thing"? On your own paper, write out your "thing" and one object you would need to do the "thing." (*Example: The old woman would need bird seed and the teenager might need popcorn.*)

CREATIVE DRAMA ACTIVITY: MAKING CONNECTIONS

Directions: All students should get in a circle and, one by one, state their "thing" and the object they need. ("My thing is _____, and I need ____.") Encourage the students to celebrate each other's "things." Once everyone has announced their thing and what they need, it's time to start making connections!

Version A: Pair up your students and give them time to find the connections between their things and the other's needs. (*Example: Student 1's thing is Baseball, and they need a Bat. Student 2's thing is a Pet Guinea Pig, and they need a Water Bottle. One possible connection is that a baseball player will need a water bottle.*)

Repeat this process so that students have a chance to create connections in at least 3 pairs. Encourage them to flex their creative thinking skills by forming connections based on secondary or tertiary meanings of their things or needs. (*Example: Student A's thing is Baking, and they need an Apple. Student B's thing is Painting, and they need a Brush. In this instance, one possible connection is that the baker would need a [pastry] brush, which uses a secondary meaning of the word brush.*)



(Example: Student 3's thing is

Woodworking/Construction and they need Nails. Student 4's thing is Makeovers and they need a Flat Iron. Student 5's thing is Decorating and they need Art. Students 4 and 5 could both use student 3's nails - one with the primary, or intended, meaning [nails to hang art] and the other with a secondary meaning [fake nails used in a makeover]. If student 5 pairs up with student 4 before student 3, then student 3 will have to find a new partner.)





Extension for both versions: Allow the students to create connection chains, so that Student 1 connects to Student 2, and Student 2 connects to Student 3, etc. Using the first example in Version A, Student 2 could find someone who has something their Pet Guinea Pig would need, like Student A's apple!

DISCUSSION QUESTIONS



A Q+A or brief discussion will take place immediately following the performance.

At the end of the show, please remain seated as the cast will lead the audience through a talk back. Talk backs provide a further shared experience about the themes woven throughout the show.

Some questions you may hear are...

- In the story, when the bus breaks down and everyone finds out they're going to be late, the people at the bus stop begin to panic! They only calm down when the bus driver helps them all take a few deep breaths. What is something that you can do to help face big feelings?
- In our show, the Pigeon has a lot of things that he wants to have, and a lot of things that he wants to do, but he doesn't always get what he wants. What are some differences between a need and a want?
- When we are told "no" or perhaps, "not yet" for something we want, what are some positive choices we can make instead?

Think about some questions you'd like to ask about the show, like how or why we did something! We will give you the opportunity to ask some of those questions.

At Magik Theatre we seek to not only provide amazing theatrical experiences but also to educate about the artistic medium of theatre to our audiences. We look forward to seeing you at the theatre!



Jazz for Children - Further Reading:



Louis Armstrong book which "tells the life of the greatest jazz musician and singer of his age, and gives an introduction to his music. On the accompanying CD, the narrative of the book is interwoven with 14 of Armstrong's most famous recordings."



Children's book about the 'Queen of Jazz - Ella Fitzgerald. "Follow Ella's rise to become a queen of jazz, renowned for her remarkable scat improvisations, but also for her very personal interpretations of the Broadway classics...The narrative of the book is recorded on the accompanying CD, as well as 13 of the singer's most emblematic recordings."

ADDITIONAL RESOURCES & TEKS

ACTIVITY RESOURCES FOR TEACHERS

JAZZ:

- The most Commonly Used Jazz Instruments
- <u>What is Jazz?</u> National Museum of American History
- jazz Kids | Britannica Kids | Homework Help
- Jazz for Children | Fun Facts & Free Printable PDF Moonlight Publishing

MUSIC:

• <u>5 Easy Drama Games for the Early Elementary Classroom</u>

BIRDS AND WILDLIFE:

- How do birds fly?
- The World of Birds Ep. 1: What is a Bird? An Introduction to Bird Anatomy
- <u>Slow Motion Pigeon Flight | BBC Earth</u>
- <u>3 Odd Facts About Pigeons</u>
- How dinosaurs evolved into birds | Natural History Museum
- Found An Animal? Wildlife Rescue
- <u>9 Foods You Should Never Feed to Birds</u>

TEKS & INTEGRATION CHARTS

Bus Routes (pg. 4)

SEL: Self-Management, Self-Awareness, Relationship Skills, Responsible Decision Making

TEKS:

	ELAR	Math	Social Studies	Other TEKS
К	1.(A-E)	1.(A)	3.(A-C)	1.(C), 2.(C-D)
1st	1.(A-E)	1.(A), 5.(G)	3.(A-B), 4.(A-B)	1.(C), 2.(C-D)
2nd	1.(A-D)	1.(A)	3.(A-B), 4.(B)	1.(C), 2.(C-D)
3rd	1.(A-E)	1.(A), 5.(E)	4.(A-C)	1.(B), 2.(C-D)
4th	1.(A-C)	1.(A)	-	1.(B), 2.(C-D)
5th	1.(A-C)	1.(A)	-	1.(B), 2.(C-D)

TEKS AND INTEGRATION CHARTS

Music Genres and the History of Jazz (pg. 5)

SEL: Self-Management, Self-Awareness, Relationship Skills

TEKS:

	Music	Social Studies	Theatre	Other TEKS
K	1.(E), 4.(A-C)	10.	5.(A-B)	2.(C-D), 3.(A)
1st	1.(D), 5.(B), 6.(B-C)	-	5.(A-C)	2.(C-D), 3.(A)
2nd	1.(D), 5.(B), 6.(A-D)	2.(B)	5.(A-B)	2.(C-D), 3.(A)
3rd	1.(D), 5.(B), 6.(A-D)	1.(A)	5.(A-C)	2.(C-D), 3.(B)
4th	1.(D), 5.(C), 6.(A-C)		5.(A-C)	2.(C-D), 3.(B)
5th	1.(D), 5.(C), 6.(A-B)		5.(A-C)	2.(C-D), 3.(B)

$\label{eq:main_state} \textbf{Making Music} \textbf{-} \textbf{Collaborative Combinations} (pg.~6)$

SEL: Self-Management, Self-Awareness, Relationship Skills, Responsible Decision Making

TEKS:

	Theatre	Music	Other TEKS
K	1.(B-C), 2.(A)	1.(A) 1.(D-E), 2.(D-E), 3.(A-B)	2.(C-D), 3.(A-C)
1st	1.(B-C), 2.(A)	1.(D), 2.(A), 3.(D-E), 4.(A-C), 5.(A-C)	2.(C-D), 3.(A-C)
2nd	1.(B-C), 2.(A)	1.(C-D), 3.(B-E), 4.(A-C), 5.(A-C)	2.(C-D), 3.(A-C)
3rd	1.(B-C), 2.(A)	1.(D), 3.(B-D), 4.(A-C), 5.(A-C)	2.(C-D), 3.(B-C)
4th	1.(B-C), 2.(A)	1.(D), 3.(B), 4.(A-C)	2.(C-D), 3.(B-C)
5th	1.(C), 2.(A)	1.(D), 3.(B), 4.(A-C)	2.(C-D), 3.(B-C)

TEKS AND INTEGRATION CHARTS

A Pet Pigeon!? (pg. 7)

SEL: Self-Management, Self-Awareness, Relationship Skills, Responsible Decision Making **TEKS:**

	ELAR	Science	Other TEKS	
К	1.(A), 4.	12.(B), 13.(B)	2.(C-D), 3.(A-C)	
1st	1.(A), 4.	12.(B), 13.(A)	2.(C-D), 3.(A-C)	
2nd	1.(A), 4.	12.(A), 13.(B)	2.(C-D), 3.(A-C)	
3rd	1.(A), 4.	12.(A), 13.(B)	2.(C-D), 3.(A-C)	
4th	1.(A), 4.	12.(A), 13.(B)	2.(C-D), 3.(A-C)	
5th	1.(A), 4.	12.(A), 13.(B)	2.(C-D), 3.(A-C)	

That's My "Thing" (pg. 9)

SEL: Self-Management, Self-Awareness, Relationship Skills, Responsible Decision Making **TEKS:**

	Theatre	Other TEKS	
К	1.(A), 2.(A) 2.(D), 3.(D)	2.(C-D), 3.(A-C)	¥
1st	1.(A), 2.(A), 3.(D)	2.(C-D), 3.(A-C)	- 0
2nd	1.(A), 2.(A), 3.(D)	2.(C-D), 3.(A-C)	- 6
3rd	1.(A), 2.(A), 3.(D)	2.(C-D), 3.(A-C)	
4th	1.(A), 2.(A), 3.(D)	2.(C-D), 3.(A-C)	
5th	1.(A), 2.(A), 3.(D)	2.(C-D), 3.(A-C)	

WAYS TO STAY CONNECTED!

Magik Theatre's mission is to use the power of theatre to create Magikal storytelling for children that Activates imagination, Grows young minds, and Inspires creativity and a love of learning that is the Key to a more literate future for our community.

QUESTIONS?

How to book a field trip or tour info@magiktheatre.org (210) 227-2751

Support us through the State Employee and Charitable Campaign and the Local Employee Charitable Campaign by United Way of Bexar County.

8058 Magik Theatre (local) **413031** Magik Theatre (state)

TEKS REFERENCES: https://tea.texas.gov/academics/curriculumstandards/teks/texas-essential-knowledge-and-skills

Office Hours

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