

The 12 Days Of Christmas

Study Guide



TEACHERS: *The 12 Days of Christmas* is a very special type of show. It is completely interactive! By the end of the show every student will be 'doing' something to help the play come to life! It will be a fantastic experience for your students as well as a thrill to watch.

Our actors are trained to guide the audience into the activities- but we will need you to talk with your students before the show about being good listeners.

(You may not want to spoil the surprise that it is an interactive show- but talking about keeping good audience manners even when the play is exciting or funny will be very helpful.)

History Of The Song

Many of us are very familiar with the song, "The Twelve Days Of Christmas". From the year 1558 until 1829 it was illegal to practice the Catholic faith in England. You could go to jail!

So, "The Twelve Days Of Christmas" was written to be a secret way for Catholic children to learn about their religion.

It was sort of a Memory Game!

Celebrating the 12 Days Of Christmas

You may only think of the Holiday Season lasting from Thanksgiving to Christmas Day.

Many children in America and around the world celebrate the holidays in a different way- by celebrating 12 Days Of Christmas!

The 12 Days are from December 25th through January 5th!

Some families give each other gifts on each of the 12 Days of Christmas!

Pre-Show Activities!

- *The Twelve Days Of Christmas* is a live theatrical production performed by live actors. Discuss the differences between watching a movie or television. What kinds of theatre manners are needed in a play?
- As a class, brainstorm all of the 12 items that are listed in the song, “The 12 Days Of Christmas” (ex. 5 Golden Rings, 12 Drummers Drumming, etc...)
- Talk as a class about how each of your classmates celebrates holidays in their home- We all celebrate in different ways!

After The Show Activities!

- ACT For Youth loves to get letters from our audience- Send pictures and letters to Jacques and Snowflak! We will make sure they get them!

Atlantic Coast Theatre
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Champions Gate, FL 33896

- Talk about how it felt to be a part of the play! As a class, discuss stories about this experience, other plays that students have been a part of, and how they can get involved in performing at the school or in the community.



- Jacques and Snowflake figured out a way to make the song “The 12 Days of Christmas” come to life on the stage. As a class or in groups, write a play or choreograph a dance based upon a different holiday song!
- Have students give short speeches or act out their favorite part of the play!

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www.atlantic-coast-theatre.com

These vocabulary words should be reviewed AFTER the show. They will be taught to the children during the performance.

Audience-	The group of people who watch a play
Actors-	People who perform in a play
Stage Manager-	The person who helps the director during the rehearsal and the performance of a play- They are usually backstage and are not performing in the play
Director-	A person who supervises the creative aspects of a play and instructs the actors and stage manager
William Shakespeare-	English playwright and poet whose body of work is considered the greatest in English literature
Audition-	A tryout for a play
Monologue-	A memorized speech that one actor gives on stage
Callback-	A second audition for a part
Blocking-	Where the actors go on stage and where they move to
Character Movement-	The movements an actor makes to look like the character he/she is playing
Mime-	Telling a story with your body and without words
Choreography-	Dance moves that are put together
Rehearsal-	The act of practicing in preparation for a play
Places-	When all the actors and stage crew get in their spots to start the show

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Florida Sunshine State Standards: Pre-K-2nd Grades

(By participating in the Study Guide activities, watching the performance, and encouraging classroom discussion of the play, your students can meet aspects of several Sunshine State Standards)

TH.A.1.1

The student acts by developing, communicating, and sustaining characters in improvisation and formal or informal productions

- Creates imagined characters, relationships, and environments using basic acting skills
- Creates individually and in groups, animate and inanimate objects through the movement of the human body

TH.C.1.1

The student understands context by analyzing the role of theatre, film, television, and electronic media in the past and present

- Expresses remembered ideas, feelings, and concepts of daily activities through dramatic play
- Understands how we learn about ourselves, our relationships, and our environment through forms of theatre
- Understands characters, situations, and dramatic media from the stories and dramas of various cultures

TH.D.1.1

The student analyzes, criticizes, and constructs meaning from formal and informal theatre, film, television, and electronic media

- Portrays imaginary sensory experiences through dramatic play
- Gives reasons for personal preferences for formal and informal performances
- Understands appropriate audience responses to dramatic presentations
- Understands how theater communicates events of everyday life
- Understands the similarities and differences between play acting, pretending, and real life

TH.E.1.1

The student understands applications of the role of theatre, film, television, and electronic media in everyday life

- Understands the similarities and differences among how emotions are expressed in theatre, dramatic media, music, dance, and visual art
- Cooperates with others to create formal and informal theatrical works and to solve the problems inherent in simple scenes

MU.A.1.1

The student sings, alone and with others, a varied repertoire of music

- Sings simple songs with appropriate tone, pitch, and rhythm, with and without accompaniment

MU.D.1.1

The students listens to, analyzes, and describes music

- Understands how music can communicate ideas suggesting events, feelings, moods, or images

MU.E.2.1

The student understands the relationship between music and the world beyond the school setting

- Knows appropriate audience behavior in a given music setting

LA.C.1.1

The student uses listening strategies effectively

- Listens for a variety of informational purposes, including curiosity, pleasure, getting directions, performing tasks, solving problems, and following rules
- Recognizes personal preferences in listening to literature and other material
- Retells specific details of information heard, including sequence of events

LA.E.1.1

The student understands the common features of a variety of literary forms

- Identifies the story elements of setting, plot, character, problem, and solution/resolution

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Florida Sunshine State Standards: 3rd-5th Grades

(By participating in the Study Guide activities, watching the performance, and encouraging classroom discussion of the play, your students can meet aspects of several Sunshine State Standards)

TH.A.1.2

The student acts by developing, communicating, and sustaining characters in improvisation and formal or informal productions

- Creates imagined characters, relationships, and environments using basic acting skills

TH.C.1.2

The student understands context by analyzing the role of theatre, film, television, and electronic media in the past and present

- Understands how theatre is an interpretation of actual events in history and everyday life
- Understands how theatre reflects culture through universal characters and dramas from various cultures and historical time periods

TH.D.1.2

The student analyzes, criticizes, and constructs meaning from formal and informal theatre, film, television, and electronic media

- Knows how theatre uses visual elements (e.g. set design and costuming), sound (e.g. sound effects and vocal inflection), and movement (e.g. staging and character portrayal) to communicate
- Understands the similarities and differences between real life and the theatre's representation of life (e.g. the meaning of the concept, "willing suspension of disbelief")
- Articulates emotional responses to the whole, as well as parts of, dramatic performances

TH.E.1.2

The student understands applications of the role of theatre, film, television, and electronic media in everyday life

- Understands theatre as a social function and theatre etiquette as the responsibility of the audience
- Collaborates in the construction of formal and informal productions

MU.A.1.2

The student sings, alone and with others, a varied repertoire of music

- Sings songs maintaining own part and using proper breathing techniques and a pleasing tone with and without accompaniments

MU.E.2.2

The student understands the relationship between music and the world beyond the school setting

- Knows and applies appropriate audience behavior in various musical settings

LA.C.1.2

The student uses listening strategies effectively

- Listens and responds to a variety of oral presentations, such as stories, poems, skits, songs, personal accounts, and informational speeches
- Identifies specific personal listening preferences regarding fiction, drama, literary nonfiction, and informational presentations

LA.E.1.2

The student understands the common features of a variety of literary forms

- Identifies the distinguishing features among fiction, drama, and poetry and identifies the major characteristics of nonfiction
- Understands the development of plot and how conflicts are resolved in a story

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National Standards: Kindergarten – 4th Grade

(By participating in the Study Guide activities, watching the performance, and encouraging classroom discussion of the play, your students can meet aspects of several National Education Standards)

NA-T.K-4.2

ACTING BY ASSUMING ROLES AND INTERACTING IN IMPROVISATIONS

- Students imagine and clearly describe characters, their relationships, and their environments
- Students use variations of locomotor and nonlocomotor movement and vocal pitch, tempo, and tone for different characters
- Students assume roles that exhibit concentration and contribute to the action of the classroom dramatization based on personal experience and heritage, imagination, literature, and history

NA-T.K-4.6

COMPARING AND CONNECTING ART FORMS BY DESCRIBING THEATRE, DRAMATIC MEDIA, AND OTHER ART FORMS

- Students describe visual, aural, oral, and kinetic elements in theatre, dramatic media, dance, music, and visual arts
- Students compare how ideas and emotions are expressed in theatre, dramatic media, dance, music, and visual arts
- Students select movement, music, or visual elements to enhance the mood of a classroom dramatization

NA-T.K-4.7

ANALYZING AND EXPLAINING PERSONAL PREFERENCES AND CONSTRUCTING MEANINGS FROM CLASSROOM DRAMATIZATIONS AND FROM THEATRE, FILM, TELEVISION, AND ELECTRONIC MEDIA PRODUCTIONS

- Students identify and describe the visual, aural, oral, and kinetic elements of classroom dramatizations and dramatic performances
- Students explain how the wants and needs of characters are similar to and different from their own
- Students articulate emotional responses to and explain personal preferences about the whole as well as the parts of dramatic performances

NA-T.K-4.8

UNDERSTANDING CONTEXT BY RECOGNIZING THE ROLE OF THEATRE, FILM, TELEVISION, AND ELECTRONIC MEDIA IN DAILY LIFE

- Students identify and compare similar characters and situations in stories and dramas from and about various cultures, illustrate with classroom dramatizations, and discuss how theatre reflects life
- Students identify and compare the various settings and reasons for creating dramas and attending theatre, film, television, and electronic media productions

NA-M.K-4.1

SINGING, ALONE AND WITH OTHERS, A VARIED REPERTOIRE OF MUSIC

- Students sing expressively, with appropriate dynamics, phrasing, and interpretation

NA-M.K-4.9

UNDERSTANDING MUSIC IN RELATION TO HISTORY AND CULTURE

- Students demonstrate audience behavior appropriate for the context and style of music performed

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National Standards: 5th Grade

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NA-T.5-8.2

ACTING BY ASSUMING ROLES AND INTERACTING IN IMPROVISATIONS

- Students demonstrate acting skills to develop characterizations that suggest artistic choices
- Students in an ensemble, interact as the invented characters

NA-T.5-8.6

COMPARING AND CONNECTING ART FORMS BY DESCRIBING THEATRE, DRAMATIC MEDIA, AND OTHER ART FORMS

- Students describe characteristics and compare the presentation of characters, environments, and actions in theatre, musical theatre, dramatic media, dance, and visual arts
- Students incorporate elements of dance, music, and visual arts to express ideas and emotions in improvised and scripted scenes
- Students express and compare personal reactions to several art forms
- Students describe and compare the functions and interaction of performing and visual artists and audience members in theatre, dramatic media, musical theatre, dance, music, and visual arts

NA-T.5-8.7

ANALYZING AND EXPLAINING PERSONAL PREFERENCES AND CONSTRUCTING MEANINGS FROM CLASSROOM DRAMATIZATIONS AND FROM THEATRE, FILM, TELEVISION, AND ELECTRONIC MEDIA PRODUCTIONS

- Students describe and analyze the effect for publicity, study guides, programs, and physical environments on audience response and appreciation of dramatic performances

NA-T.5-8.8

UNDERSTANDING CONTEXT BY RECOGNIZING THE ROLE OF THEATRE, FILM, TELEVISION, AND ELECTRONIC MEDIA IN DAILY LIFE

- Students describe and compare universal characters and situations in dramas from and about various cultures and historical periods, illustrate in improvised and scripted scenes, and discuss how theatre reflects a culture

NA-M.5-8.1

SINGING, ALONE AND WITH OTHERS, A VARIED REPERTOIRE OF MUSIC

- Students sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles

NA-M.5-8.7

EVALUATING MUSIC AND MUSIC PERFORMANCES

- Students develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing