



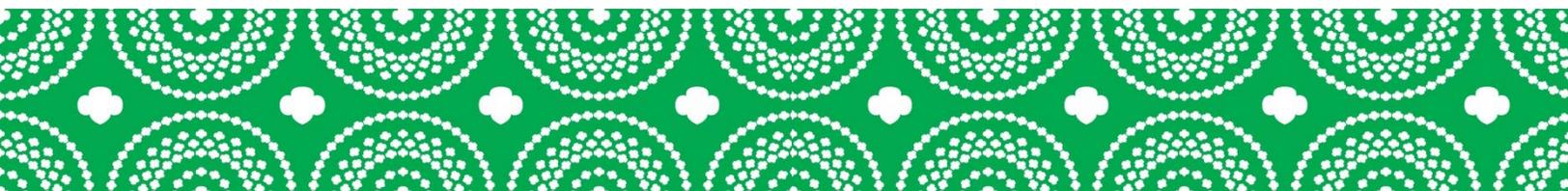
The Tobin Endowment



Girl Scout Juniors

Girl Scouts of Southwest Texas
811 North Coker Loop
San Antonio, Texas 78216
(210) 349- 2404 or 1-800-580-7247
www.girlscouts-swtx.org

To learn more about The Tobin
Endowment and their mission,
visit www.tobinendowment.org



Girl Scouts of Southwest Texas & The Tobin Endowment
are proud to bring to you the...
The Tobin Endowment the Arts Initiative



The arts inspires girls of all ages to explore visual expression and ideas in music, theatre and dance. The Tobin Endowment Arts Initiative incorporates education in visual and performing arts.

Through arts programs, girls focus on self-expression and discovery. The arts are vital to youth development and provide limitless possibilities for growth and exploration. Research shows that arts can reach students where other academic subjects cannot. With arts-integrated learning, students gain a greater depth of understanding of academic topics.

Girl Scouts who complete The Tobin Endowment Arts Initiative develop their artistic skills and learn about the performing arts through pathways which include painting, sculpture, jazz, blues, rap, classical music and dance.

Steps to Earn the The Tobin Endowment the Arts Patch

Girl Scouts is the premier girl leadership development program—girls have fun with a purpose! All activities are girl-led and girls should decide what activities to complete when earning a Business Patch Initiative (BPI) patch. In the spirit of Girl Scouting, girls may choose to participate in activities that are not listed in the booklets and/or supplements. If girls complete the minimum required number of activities based on the theme of the BPI, they have earned the BPI patch. For more information, contact Larissa Deremiah at lderemiah@girlscouts-swtx.org.

Step One:

1. Read through the Activities
 2. Think about what you would like to do
 3. Choose 3 out of the 4 Units
 4. Complete 2 Activities from each unit chosen
- NOTE: Girls will complete a total of 6 activities

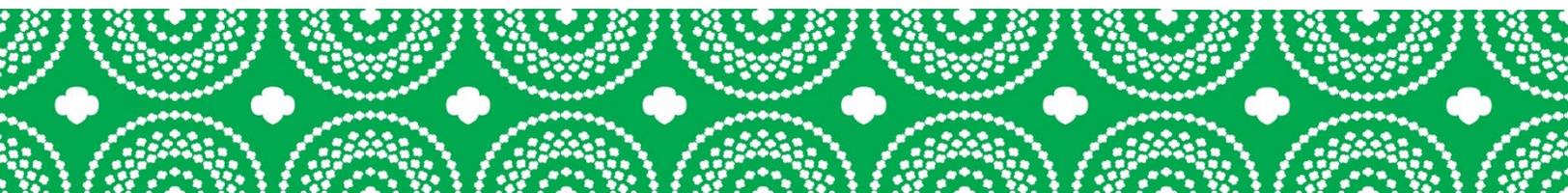
Step Two:

1. Complete the [Business Patch Initiative \(BPI\) Evaluation](#)
2. For more information, contact:
Girl Scouts of Southwest Texas
ATTENTION: Program
Phone: (210) 319- 5775
Toll Free: 1-800-580-7247
Fax: (210) 349- 2666
lderemiah@girlscouts-swtx.org



Step Three:

1. Receive you're the Tobin Endowment The Arts Patch!



The Girl Scout Leadership Experience

Girls at every level of Girl Scouting participate in the “*leadership experience*.” A *leadership experience* is an exciting way of working with girls in a series of themed activities focused on building leadership skills. By enlisting the three keys to leadership (*Discover, Connect, and Take Action*) girls learn that they can take the lead to make a difference in their community and the world. The three keys are at the heart of the Girl Scout philosophy of leadership:

Discover

Girls understand themselves and their values and use their knowledge and skills to explore the world.

Connect

Girls care about, inspire, and team with others locally and globally.

Take Action

Girls act to make the world a better place.

It’s not just “what” girls do, but “how.” When girls are engaged that creates a high-quality Girl Scout leadership experience. All Girl Scout experiences are built on three processes (*Girl-Led, Cooperative Learning, and Learning by Doing*) that make Girl Scouting different from school and other extra-curricular activities. When used together, these processes ensure the quality and promote the fun and friendship so integral to Girl Scouting.

Girl-Led

Girls play an active role in the planning and implementation of activities while adults provide age-appropriate facilitation, ensuring that planning, organization, set-up, and evaluation of all activities are done jointly with the girls.

Cooperative Learning

All members of a group work together towards a common goal that can only be accomplished with the help of others.

Learn by Doing

A “hands-on” learning process that engages girls in cycles of action and reflection resulting in deeper understanding of concepts and mastery of practical skills.

When Discover, Connect, and Take Action activities are girl-led and involve learning by doing and cooperative learning, girls achieve the desired and expected leadership outcomes ultimately resulting in Girl Scouting achieving its mission:

Building girls of courage, confidence and character, who make the world a better place.

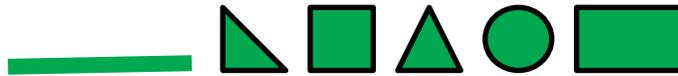
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Art

Art: 3D Drawing

Drawing helps with creativity and hand-eye coordination. Children innately like to draw, but begin to criticize their own drawings. Some basic knowledge can help children learning to draw. All drawings consist of shapes: circles, squares, rectangles, triangles and lines. Look around you and see if you can identify the shapes of different things.



Materials: Number of materials is contingent on the desires and number of girls participating.

- Paper
- Markers, crayons, pencils
- Ruler

Resources:

Dare to draw in 3-D: Cartoon Critters by Mark Kistler

Learn to Draw Now! by D. C. DuBosque

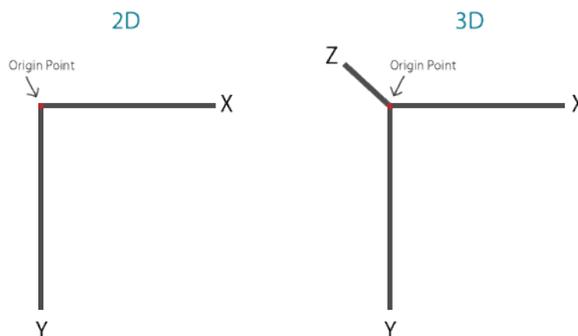
Pavement Chalk Artist: The Three-Dimensional Drawings Of Julian Beever by Julian Beever

How to Shade basic forms (3D shapes) [step-by-step video](#)

Directions: Explain to the girls that they are going to learn how to draw a cube and make it appear three dimensional – [step-by-step video](#).

Basic shapes are two dimensional. They are flat. Three dimensional appears to have depth when drawn on paper.

Three-dimensional refers to the number of axis running from an origin point. Two dimensional has two axis, X and Y are running from one origin point, 3D has three axis, X, Y and Z run from one origin point.

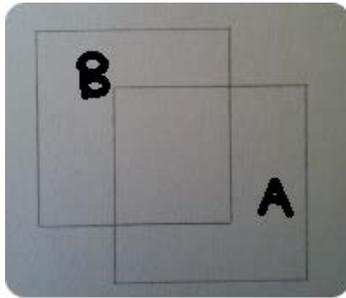
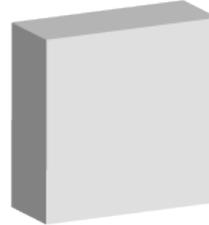


The most visible difference between 2D and 3D is a 2D drawing is flat, whereas a 3D drawing stands out from the page. This is because the added Z axis has added a perspective angle to the drawing.

2D



3D



To draw a 3D square; called a cube, you will:

Draw a 5 in by 5 in square. This is square A. Use the corner of your ruler to make sure you have 90-degree angles in all corners of your square.

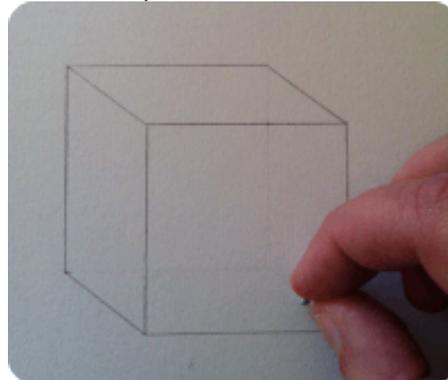
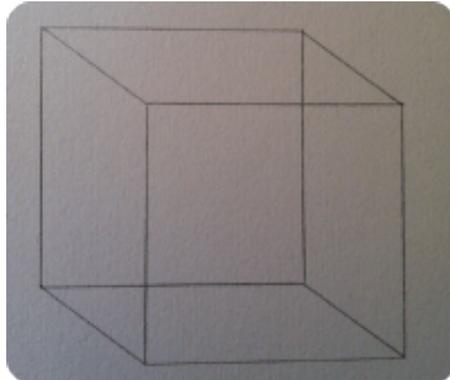
Draw another 5 in by 5 in square slightly higher and to the left of the first square, making sure the two squares overlap. This is square B. You should now have three points on square B outside of square A, and one (bottom right) inside square A.

Using a ruler, draw lines to connect each corner of square A to the corresponding corner of square B. For example, top-left corner of square A should connect to the top-left corner of square B, and so on. Refer to the diagram above to avoid confusion.

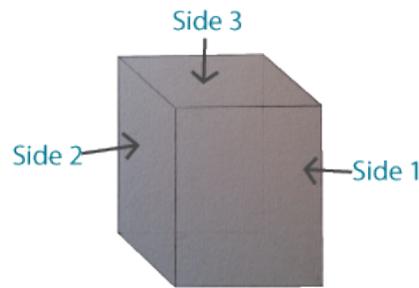
You now have is a transparent cube. However, to add the illusion the cube is 'standing out', you will need to add some shading.

Erase the three lines which emerge from the one point we have in square A.

We don't need these, as the cube will no longer be transparent once we have shaded it in.



You should now have something like this, with 3 sides; or, 3-Dimensional. Or, 3D.

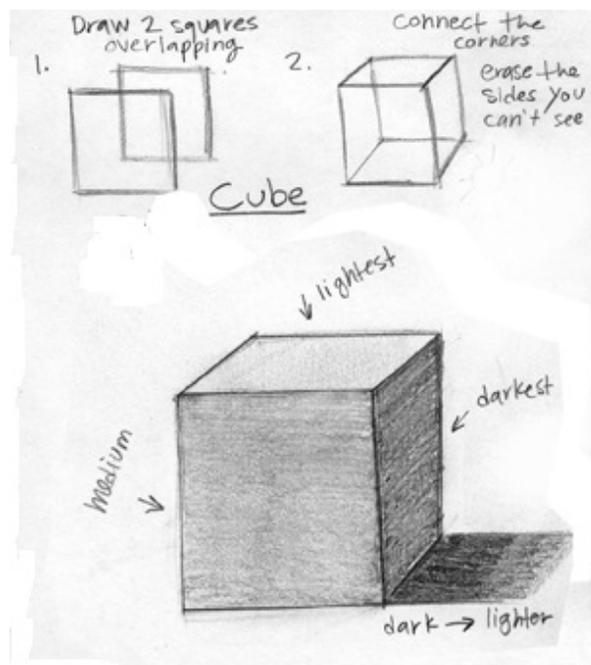


To give the shape more depth and make it look more realistic and 3D, the cube needs to be shaded. Shading consists of Highlights, Shadows and Mid-tones.

Highlight: This part of the cube is the part directly facing the light source. Think about where the light is coming from and shining on your cube. The lightest pressure and color from your pencil.

Shadow: This part of the cube is the part facing away from the light source. This part of the cube can't get any light. Remember the cube also casts a shadow on the ground. This is the most pressure from your pencil and the darkest color of your pencil.

Mid-tone: This part of the cube is the part that is neither directly facing the light source, or the part facing away from the light source. It's in the middle of the two other color shadings. Not as dark as the shadow and not as light as your highlight.



Additional Activities: Have the girls change the orientation of the highlights and shadows and see how that looks. Have the girls explore drawing a sphere, cylinder and cone.

Art: Modern Art Collage

Collage is French for "to glue". A collage is a technique of art production, primarily used in the visual arts, where the artwork is made from an assemblage of different forms, thus creating a new whole.

A collage may sometimes include magazine and newspaper clippings, ribbons, paint, bits of colored or handmade papers, portions of other artwork or texts, photographs and other found objects, glued to a piece of paper or canvas. The origins of collage can be traced back hundreds of years, but this technique made a dramatic reappearance in the early 20th century as an art form of novelty.

The term collage was coined by both Georges Braque and Pablo Picasso in the beginning of the 20th century when collage became a distinctive part of modern art.

The McNay Art Museum has Pablo Picasso's "Guitar and Wine Glass (1912)." The McNay Museum has an impressive collection of collage art by San Antonio artists.

Materials: Number of materials is contingent on the desires and number of girls participating.

- Poster boards (22" x 30" if you can – half of that is fine too)
- Paper (computer or computer typing paper will do)
- Glue. Liquid glue will work best for this project
- Scissors
- Paint
- brushes
- Magazines, postcards, scrapbooking paper, wrapping paper, ribbons, beads, buttons, fabric. Anything that can be glued to a surface.

Resources:

Art books from the library or on the internet.

NOTE: There are several books in the San Antonio Public Library System in the Juvenile section, these are just two. There are even more in the entire collection.

All about Collage by Todd Oldham

I Love to Collage by Jennifer Lipsey

Me And Uncle Romie: A Story Inspired By The Life And Art Of Romare Bearden by Claire Hartfield

Radiant Child: The Story of Young Artist Jean-Michel Basquiat by Javaka Steptoe

Directions: Collage is simply gluing things onto a surface to make a picture. Explain to the girls that they can make any kind of picture they want with the materials you have or they can look around for materials. You can use, string, thread, ribbon, newspaper, plastic bags, leaves, sticks the idea is to recycle and reuse materials, rather than buy new. Have the girls watch this video [Recycle paper to collage Paper arts, Art journaling ideas, CAC #TrashToTreasure. Ayala Art](#) or find another one.

Each girl gets poster board or card board. Have the girls cut out pictures from the magazines, newspapers, wrapping paper, ribbons, yarn, grocery bags, fabric and any other items you have.

Have them put the items on the paper and overlap and move them around to see where they want to put them. They can use any book for inspiration and there are multiple examples on the Internet. Once they have decided where to place things, have the girls “paint” their paper with glue. Then have them place the first layer on the page. After they put the first layer where they want it, they will paint more glue over the surface and then add more pictures. They will continue until they are satisfied. Allow the picture to dry. They can add paint and markers. When they are completely done, have the girls add one more layer of glue to seal it.

Add a loop with the ribbon or yarn to the back so they can hang it when they go home.

Additional Activities:

Have the girls look outside for leaves or light weight objects they could recycle to add to their collage. Ask the girls to think of other “trash” they can use to make collage art.

[Go see National Geographic LIVE!](#) at The Tobin Center (Three dates available with different themes. Contact education@tobincenter.org for event schedule and scholarship options.

Art: Sculpture—3D Art

Art is all about feeling and expressing, connecting to others and understanding the human spirit. Art helps with critical thinking and solving problems. Art connects us to our past and other cultures. Sculptures have been found in all ancient cultures around the world. Ancient sculptures were created to represent events or as part of religious ceremonies. Modern sculpture changed all this.

This activity will be to create Giacometti inspired sculptures. Show the girls some pictures of Giacometti's sculptures. You can look on the internet and there are books at the library.

Materials: Number of materials is contingent on the desires and number of girls participating.

- Pipe cleaners
- Tin foil
- Clay or tape
- Paper clips or pieces of wires (2 per figurine)
- Shoe box (or some other box or base for figurine)

Resources:

Children's Book of Art published by DK

Alberto Giacometti by Christian Klemm

Masters of Modern and Contemporary Sculpture: November 8-December 4, 1984
published by Marlborough New York.

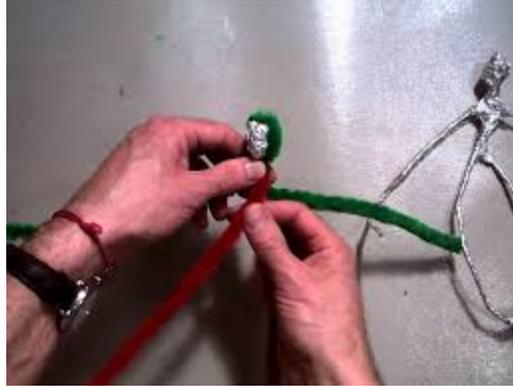
[Creating Giacometti like figure and Wrapping Aluminum Foil around the Leg.MOV](#)

Directions: Each girl will have two pipe cleaners. The colors will not matter because they will be covered with the tin foil. One of the pipe cleaners will be for the head and arms and the other for the legs. Fold both pipe cleaners in half so they are the same length. Set one aside.



pipe cleaner, folded
evenly in half

Take a small piece of tin foil, this will be for the head, and bunch it up. Place it at the fold of the pipe cleaner and then twist the pipe cleaner tightly about three times under the head so it stays in place so it won't fall out.



Take the second pipe cleaner and hang it around the head (or where the first pipe cleaner is twisted). The first pipe cleaner is the arms and the second is the torso and legs. Make an X with the second pipe cleaner to secure it the first pipe cleaner. Twist the pipe cleaner several times to make a short torso. Giacometti sculptures have short bodies and long arms and legs. Have the girls look at pictures of Giacometti sculptures. There are examples of Giacometti inspired sculptures on Pinterest and the Internet. Cut 2-3 long strips of tin foil about two inches wide. It doesn't need to be exact. Starting on a diagonal wrap one of the strips on the "leg." While you are wrapping, explain to the girls that they need to pinch as they wrap.

They will want to squish down the fuzzy part of the pipe cleaner to create a thin leg. The girls will do this to the other leg and both arms. Use a strip for each part.



When wrapping the head, take a strip of tin foil and drape it over the top of the head and start wrapping the head and pinching as you go along. Wrap the end of the strip of tin foil around the neck of your person. Pinch it to keep it thin and tight. The next strip of tin foil will cover the body. Take one end of the strip of tin foil and start wrapping it around the neck. Start wrapping the torso and then take foil underneath the arm and over the torso diagonally and then over the other arm, pinching as you go. The goal is to cover the pipe cleaners neatly with the tin foil and make it thin by pinching and wrapping snugly as you go.

Make sure your figurine is completely covered with no pipe cleaner showing through.



Next you will need decide how you will attach your figurine to your base. You can use clay or tape to make the feet. You will wad up either the tape or clay and form a foot. Push the end of the pipe cleaner into the foot. Wrap tin foil around the foot, pinching as you go. The tin foil will help keep the pipe cleaner embedded in the foot.

Wrap your shoe box base with tin foil. Wrap the top of the shoe box separately so you can take the top off the box. Take your paper clips and form them into a hook shape. Look at examples of Giacometti sculptures on the Internet to decide how to set your figurine. Poke holes in base. Take the unhooked part of the paper clip and push it through the top of the foot and through the hole in the box. Push the hook part into the clay or tape and tin foil.

Once you have your figurine secured, decide how you want them posed.



Congratulate the girls on creating a Giacometti like sculpture!

[Alberto Giacometti](#) was a famous Swiss artist who worked in several mediums. He is famous for his sculptures of human forms. They look a lot like stick people. He was born in Borgonovo, Switzerland on October 10, 1901. Giacometti's dad was a painter and because of this Giacometti knew how to paint by the time he was 11. When he was 12, he sculpted a bust of his brother.

Later, he went to Geneva, Switzerland, where he studied sculpture at the School of Arts and Crafts and took lessons in drawing at the School for Fine Arts. At the age of 20, Giacometti went to Italy for nine months. While he was there, he studied baroque, early Christian and Egyptian art. It was on this trip that he decided to become an artist. Living through both World War I and World War II, he changed with the world around him and so did his art. By 1955, Giacometti's work was in the Guggenheim, a famous art museum in New York City. In 1962, he won the grand prize for sculpture at the Venice Biennale. Three years later, he won the French Government's Grand Prix National des Arts. Giacometti died of heart and respiratory problems on January 11, 1966, in Switzerland.

Giacometti's sculptures are quite distinctive. Because his style is unlike other famous sculptors, he has had a big impact on the art world. Other artists and art enthusiasts learned from the way he used the emptiness around an object to highlight the forms he created. His sculptures of the human form reduce the body to its essential elements, something no other artist had done before him. It had a big influence on the minimalist movement. Minimalist art is known for its simplicity in both form and content.

Suggested field trips:

La Antorcha de la Amistad (Spanish for "The Torch of Friendship") is a monumental abstract sculpture that stands in Downtown San Antonio, Texas. The artist of the sculpture is world-renowned Mexican sculptor, Sebastián. The sculpture was a gift from the Mexican government to the City of San Antonio in 2002. The sculpture stands at nearly 65 ft (20 m), and weighs more than 45 tons (40,800 kg). The medium is enameled iron. It is located at the intersection of Losoya, Commerce, Market, and Alamo Streets in downtown San Antonio, an area known by international tourists for the Paseo del Rio, or River Walk, and the Alamo.

The San Antonio McNay Art Museum has a Giacometti, the Bust of Annette IV.

Additional Activities: The girls can make more than one figurine and create a sculpture with multiple figurines interacting. The girls can make animal figurines.

Music

Music: Musical Range

There are so many types of musical styles. Encourage the girls to enjoy music and pick out different selections to listen to. Music can be enjoyed while drawing, reading and do chores. Music can be actively engaged in while dancing and singing.

This activity is focused on understanding vocal range. The girls will first learn what the different ranges are and listen to singers in that range. Listen on Pandora, Spotify or YouTube.

Materials: Number of materials is contingent on the desires and number of girls participating.

- Chairs and Space to Play Game.

Female Voice Types

Soprano

The soprano is the highest singing voice and the typical voice can span from a middle C (C4) to high C (C6). Hayley Westenra occupies this voice type. Popular singer in this range are: Celine Dion, Mariah Carey, Julie Andrews and Charlotte Church.

Mezzo-Soprano

The middle range for women, a mezzo-soprano tends to overlap both the soprano and the contralto with the voice normally hovering between A3 (the first A beneath a middle C) and A5, two octaves higher. Katherine Jenkins is a mezzo-soprano. Popular singers in this range are: Christina Aguilera, Beyoncé, Mary J. Blige, Janet Jackson, Taylor Swift and Aretha Franklin.

Contralto

Also known as alto, the contralto is the lowest female voice and a true operatic contralto is rare, so much so that roles intended for this voice type often go to mezzo-sopranos. The typical contralto range lies between F3 (just below A3) and F5, just above A5. Popular singers in this range are: Adele, Patsy Cline, Stevie Nicks, Karen Carpenter and Amy Winehouse.

Male Voice Types

Tenor

A typical tenor voice lies between C3 and C5, though some can sing up to F5. Famous tenors include Luciano Pavarotti and Enrico Caruso. Popular singers in this range are: Michael Jackson, Justin Timberlake, Elton John and Bruno Mars.

Baritone

Lying between the bass and tenor ranges and overlapping the both of them, a baritone range goes from A2 (the second A below middle C) up to A4, the A just above middle C. It is the most common male voice type. Bryn Terfel is a popular bass-baritone opera singer. Popular singers in this range are: Johnny Cash, Elvis Presley, and Nat King Cole.

Bass

The bass is the lowest male voice and lies between E2 (the second E below middle C) and E4, the E just above middle C. Popular singers in this range are: Louis Armstrong, Barry White, Bill Medley and Tay Zonday.

Directions: Listen to some of the suggestions on each range. Ask the girls who some of their favorite singers are and look up what their vocal range is. You can find this information on Google, Wikipedia and other resources on the Internet. After the girls think they have an idea of what the different vocal ranges are they are ready to play the game.

Voice Range Chairs

(Adapted from Music Games for Middle School by Randi McCreary)

The game begins by setting up a circle of chairs that are arranged like an ordinary game of musical chairs. The same rules apply as a regular game. Participants must walk in a circle while a song is being played. When the music stops each participant must find a place to sit. The girl without a chair is considered "it". This person has the chance to say which range the singer was in. If correct she gets to remain in the game. If not, she has to sit out of the game. As the game goes on, the next "it" tries to identify the range, if that person is wrong, the person that was out the first range and try to identify the singer's range. If they are correct, they can get back in the game. It will be really interesting if you mix it up with singers the girls know, new ones and ones in other languages.

Additional Activities: The girls can try to figure out what vocal range they are in.

Go to a musical performance.

[Aida Cuevas](#) – October 14, 2018 (mariachi)

[Flying Bach](#) – November 3, 2018 (classical music, breakdance)

[Jazz at Lincoln Center Orchestra](#) – December 3, 2018

Black Violin – March 22, 2019 (Hip hop)

[San Antonio Symphony Fiesta Pops](#) – April 26-28-2019 (mariachi)

Contact education@tobincenter.org for ticket scholarships and event information.

Music: A Cappella

A Cappella is Italian for "in the manner of the chapel". This music is specifically group or solo singing without instrumental accompaniment. This genre of music started in the early Christian church because musical instruments were not allowed. Gregorian chants like "[Salve Regina](#)" are an early form of A Cappella. A Cappella has gained popularity since the early 20th century and has been performed on Broadway, television shows, theater and concerts.

Resources:

[Daft Punk – Pentatonix](#)

[Cheerleader – Pentatonix \(OMI Cover\)](#)

[Rockapella - Stand by me](#)

[Rockapella In Concert - The Lion Sleeps Tonight](#)

[Pretty Woman \(a cappella, Rockapella\)](#)

Directions: The girls will create a song together, either a cappella or with music.

Create a Song

The girls arrange their seats into a circle. An instrumental song is played and either you or one of the girls begin the game by singing the opening lyrics (one or two lines) of a made-up song. The objective is to go around the circle and have each girl add on two lines of the song. Record the song as it is developed so that the entire song is saved at the end of the game. This way the girls can see what they were able to come with.

Additional Activities:

Perform the song for an audience.

Go to a musical performance.

[Aida Cuevas](#) – October 14, 2018 (mariachi)

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Music: Music in the Movies

In this activity the girls will explore the role that music and songs plays in their favorite movies. Music serves several purposes in movies to enhance the storytelling. It is not only helpful but essential for any director/producer to keep the music in mind when planning/shooting the movie. Using the list and descriptions below, see if they find some of these examples in their movie choices.

Materials: Number of materials is contingent on the desires and number of girls participating.

- YouTube access or movie rentals. The San Antonio Library has many selections of DVDs available.

Directions: Have the girls pick out their favorite movies music scenes. A list is included below if they can't think of anything. Watch them and then talk about why they are so memorable and why they make the movie better.

Suggestions:

[Greatest Songs in Children's Movies.](#)

1. Somewhere Out There. An American Tail
2. Walrus Jazz. Samson and Sally
3. What's This? The Nightmare Before Christmas
4. Fly Like An Eagle. Space Jam
5. Under The Sea. Little Mermaid
6. A Whole New World. Aladdin
7. The Bear Necessities. The Jungle Book
8. Something There. Beauty and the Beast
9. Poor Unfortunate Souls. Little Mermaid

[Musical Scores in Movies](#)

1. 2001 Space Odyssey
2. Jaws
3. Star Wars
4. Raiders of the Lost Ark
5. Harry Potter and the Sorcerer's Stone
6. Home Alone
7. Jurassic Park
8. E.T. The Extra-Terrestrial
9. Superman
10. Lord of the Rings

Music Helps Movies

Create atmosphere

This is one of the strongest function of music in the movies. It can set the tone of the movie. Just by the way the score comes in for the first time in the movie makes it possible to know the genre and the “level of drama” of the movie.

Portray emotions

Music can serve the movie by getting into the emotions of the characters. A face with a neutral expression can be pushed into “feeling” many different things just by what kind of music is used. In the same way it works to evoke certain emotions with the audience.

Social/Cultural/Geographic references

Music can work very well to make clear the heritage of a character/group of characters or the geographic setting of the movie or a scene. If for example Irish sounding music can be heard during a certain scene, we can easily think of where it’s taking place without the need of visually establishing the location too much.

Time/Period references

Music can also work very well to establish a certain time or period. Music that sounds very baroque will put us back into the 18th century but references can also be subtler.

Flashbacks over a few decades for example can be very well supported by the musical style which adapts to the time portrayed in the movie and therefore makes the flashbacks more understandable.

Connect scenes/montages

Music helps to glue scenes together. Rather harsh scene changes can be softened by adding music over the scene change. One of the extremes of these forms are montages which are beautiful with music. Even though we might have a lot of jumps in time/places or even periods, when the montage is covered under one score cue it will be glued together and understood as a whole.

Alternate the Perception of Time

The perception of time is a fantastic playground for music. Just by altering the tempo of music, it can heavily push or drag any scene. Imagine a chase sequence where the music pushed with lots of tempo, exciting orchestration etc. compared to the same sequence with a calm, slow music. The latter one would almost feel like it’s real but it would make the scene way less exciting. Same goes for the perception of time. A scene where we see a person waiting which lasts only 30 seconds can be extended painfully in our perception by the music.

Imply a Sense of Space

Music can influence not only the perception of time but also the perception of. Using a very intimate piano + violin duo in a space science fiction movie might seem just as wrong as using a full symphony orchestra in a two-character movie that's taking place in a small apartment. Also the use of register (very deep sub bass or very high violin notes as opposed to music that plays mainly in the middle registers) can leave an impression of "size."

Create Unreal Situations

Characterizing nightmares or situations of shock or being paralyzed can be done perfectly by the music. Anything that gives the feeling of not being real can be greatly enhanced by the music. Nightmares of characters can be made much more impressive with the right music.

Create Contradictions

Music that sounds like something that is not expected in a certain scene will create a feeling of "something is not right." It works great for example on dialogues that are actually neutral from the content of what is being said. However, having a really dark and sinister music under this scene will leave the impression that something will be happening, something might be wrong here.

Parody

Music can influence very strongly whether we find a scene to be serious or laughable. It can use this ability to create fantastic parodies of characters or situations in the movie. One very simple example would be a character who pretends to be very evil and acts like this, however the music just gives him/her a quirky wannabe-evil march.

Physiological Conditioning

Music can also influence and stimulate our very basic emotions like fear and therefore evoke in a best-case scenario every physiological consequence that comes with that emotion like racing heart, sweaty hands etc. Especially in the genre of horror and thriller, these effects are used extensively. A certain level of volume will make it impossible for the body and the conscious mind to detach from these emotions. Shock effects in scores/movies as well as terrifying buildups (cop sneaking in a dark basement – he's approaching a corner – music gets louder and more terrifying etc.) are very common and work great, however quickly can feel like a cheap trick when used too often. The music in Jaws is a great example.

Implying Size Relationships

A little boy walking alone through a huge city is just a scene that might be very suitable for this use of film music. In this case the music can enlarge the visual differences between these things by giving the boy a little innocent flute motif on top of a very low, boiling music which might symbolize the huge city. In this way, things that can't be seen like that on the screen can be set into relationship. If this little innocent boy from above might actually be a really brave, heroic person who has done or is about to do big things the music might set him into another "size" dimension to the city even though the images don't reveal that yet.

Additional Activities. Go to a movie together. Play a scene from a movie, mute it and play different music. For example, if the original scene had fast paced loud music, or music that inspired fear. Play a soft, happy piece of music. See how it changes your perception of what is happening.

Dance

Dance: Cuban Swing (Cha Cha Cha)

[Cha-cha-cha](#) is the name of a Latin American music and dance adapted from Cuba. Cuban composer and violinist Enrique Jorrín introduced this dance to the United States in 1953. The rhythm was developed from a previous dance, the danzón, by a split fourth beat. The name is derived from the shuffling of the dancers' feet.

Many consider the Orquesta Aragón and the orchestra of José Fajardo to have been particularly influential in the development of the cha-cha-cha. Outside Cuba, the big bands of Tito Puente (in New York), and Pérez Prado (in Mexico City and California) introduced the Cha-cha-cha to a much wider audience.

The Cha-cha-cha became hugely popular because people found it easy to dance to. Monsieur Pierre and his colleagues went to Cuba in the early 1950s to study it. They came back to London and sorted it out and wrote it down. It became a standard dance in Latin American ballroom dancing.

Resources:

[4 Basic Elements of Cha-Cha | Cha-Cha Dance](#)

Cha Cha Distributed by Kultur DVD Dance Instruction Video

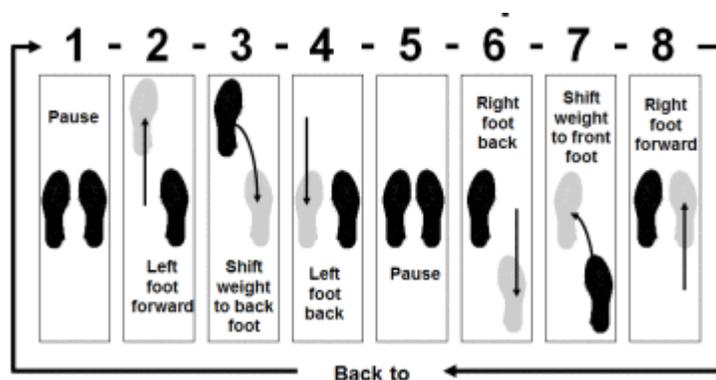
[How to Cha Cha Dance For Beginners](#)

Dancing Feet by Jack Grunsky Publisher Toronto: Casablanca Kids 2004 Music to dance to

[2014 Washington Open Riccardo & Yulia - Cha Cha Cha](#)

[The Ballroom Dance Pack](#) by Walter Laird

Directions: This activity is designed to introduce the girls to the Cha Cha Cha dance. Show them one or all of the videos. Use the dance step chart to practice the dance.



Additional Activities: For girls that need more help, teach them one or two steps and have them dance those.

For girls that want to do more, organize a dance and invite their families. They can teach their family members how to do the Cha Cha Cha.

Dance: Hawaiian Hula Dance

Hula is a word in the Hawaiian language. Male dancers and female dancers can both dance hula. A long time ago, hula dance was used only in special ceremonies. Now, hula dance is mainly for entertainment. A hula dancer usually wears a grass skirt or a leaf skirt, a flower necklace (called "lei" in Hawaiian), and sometimes a flower in the hair.

Traditionally, the hula dancer dances to a chant (a poem that is sung to a rhythm). The chanter beats his or her hand on a gourd (dried, empty squash) to create the rhythm. In the 20th century, musical instruments such as the guitar, the ukulele, and the double bass were introduced to Hula performances

There are many kinds of hula dance. For example, the Hawaiian hula dance style is slow and the Tahitian hula dance style is fast. Hula dancing is a complex art form, and there are many hand motions used to represent the words in a song or chant. For example, hand movements can signify aspects of nature, such as the swaying of a tree in the breeze or a wave in the ocean, or a feeling or emotion, such as fondness or yearning. Foot and hip movements often pull from a basic library of steps including the kaholo, ka 'o, kawelu, hela, 'uwehe, and 'ami.

In this activity you will introduce the girls to Hula and make candy or paper flower leis. If you are able, show the girls the pictures from the Spirit of Hula. While making the candy leis watch the movie Lilo and Stitch or listen to Hawaiian music.

Materials: Number of materials is contingent on the desires and number of girls participating.

- Construction paper
- Scissors
- Ribbon or string or yarn.
- Straws (cut into four pieces) or noodles or wooden or plastic beads
- Candy (the kind you buy for Halloween or birthday parties)
- Plastic wrap

Resources:

[The Spirit of Hula: Photos and Stories From Around the World](#) by Shari 'Iolani Floyd Berinobis

[How to Hula Dance](#)

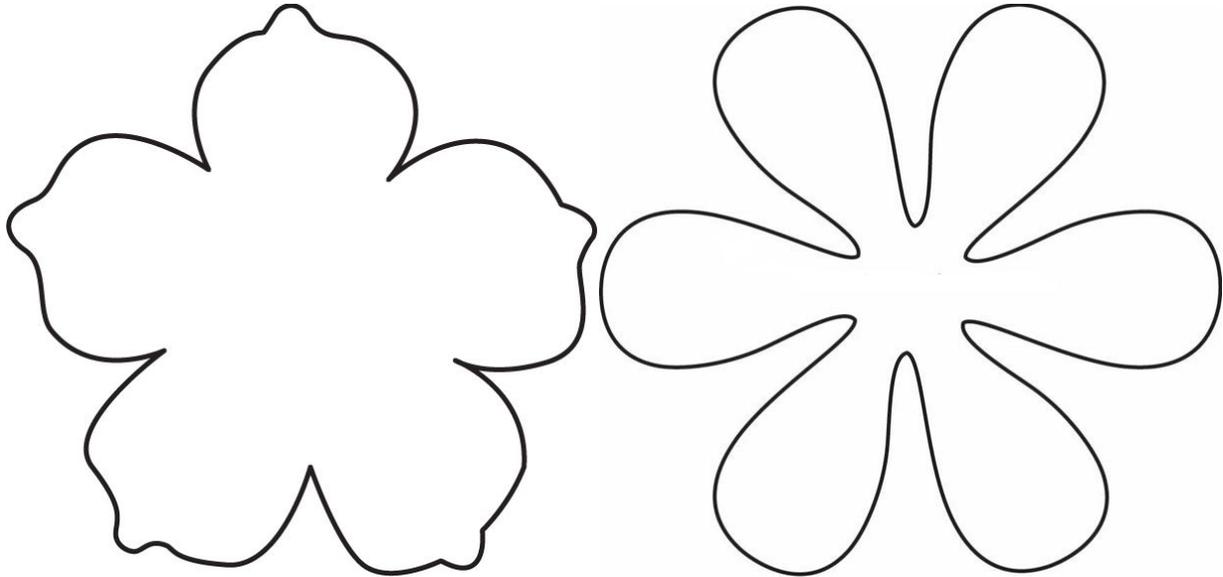
[He Mele No Lilo Hula Breakdown](#)

[Hawaiian Cafe Music. Chill Out Guitar Music - Music For Relax - Instrumental Music HAPPY MUSIC - Hawaiian Music - UKULELE Background, Cheerful, Joyful and Upbeat](#)

Directions:

Paper Flower Leis

While making the leis, watch Lilo and Stitch or listen to some Hawaiian music.



Cut out several flowers from the construction paper. Templates are below or you can use your own templates. Poke a hole in the center large enough to run string through it. You can add the straw pieces (or noodles) in between as a spacer so you don't have to cut so many paper flowers. Run the string through each item and tie ends together.



Candy Leis

Lay out a long piece of plastic wrap. Place pieces of candy on the wrap with room in between to tie a ribbon/string/yarn. Wrap the plastic wrap over the candy. Tie ribbon or yarn between pieces of candy. On the last piece of candy on each side, twist the ends and secure with a longer piece of ribbon and you can tie the ribbon together to make the lei.

The girls can wear their lei while practicing their Hula dance. To learn Hula, have the girls watch some of the YouTube videos. One of the videos teaches the dance that Lilo taught Stitch in the movie. Have fun!

Additional Activities: Have a performance for family and friends.

Go see a performance of the Nutcracker Ballet

[Ballet San Antonio, The Nutcracker](#) – November 23-December 2, 2018

Contact education@tobincenter.org for event schedule and scholarship options.

Dance: Swing It! Lindy Hop

The Lindy Hop is an American dance which was born in Harlem, New York City in 1928 and has evolved since then with the jazz music of that time. It was very popular during the Swing era of the late 1930s and early 1940s. Lindy was a fusion of many dances that preceded it or were popular during its development but is mainly based on jazz, tap, breakaway, and Charleston. It is frequently described as a jazz dance and is a member of the swing dance family. It was named after aviator Charles Lindbergh's "hop" across the Atlantic (in May 1927) by the dancer "Shorty" George Snowden. This is a dance that can be done individually or as a couple.

This dance is fun! It's fast and energetic. Below are YouTube videos and a video tape from the San Antonio Library of dance instructions. Some basic steps and other videos go into more details and teach more steps. Do as much as the girls want to learn. The swing dance family tree is included for the girls to see where the dances they like all come from the lindy hop.

Resources:

[Swing Sisters: The Story of the International Sweethearts of Rhythm](#) by Karen Deans
Intermediate 6-count Swing: Vol II Published by Big City Swing 2000

[How to Do the Shorty George | Swing Dance](#)

[How to Do the Charleston Step | Swing Dance](#)

[Learn the Shim Sham | Routine Breakdown | Level 4 Lesson 11 | Lindy Ladder](#)

[Lindy Hop Competition ILHC 2012 - Lindy Hop Pro Classic - Thomas Blacharz & Alice Mei](#)

[Swing dance family tree](#)

Additional Activities: Organize a dance and teach others how to do the Lindy Hop.

Theater & Movie Making

Theater & Movie Making: Carmen: The Opera

Music is much more than entertainment. Every society has music. Every ancient society had music. Currently, cutting-edge scientific research has shown the effect that music has on the brain, the individual, and society. There is scientific evidence that shows that music exposure increases math scores and can help build resiliency.

Opera started in the 16th century in Europe. It was originally only performed for the court, but it didn't take long for it to become popular for everyone. In the 16th, 17th, 18th and 19th century, opera was even more popular than the concerts people attend today. Opera stars were well known by everyone and had many fans.

This activity is to introduce the girls to the opera of Carmen. To best appreciate an opera, it is a good idea to understand the story before you see it. Use one of the books and read it to girls. Children this age still like to have stories read to them. They don't have the pressure of reading out loud and can focus on the story. After listening to the story, have the girls watch one of the versions of Carmen listed below or find another one you like better.

Resources:

[The Random House of Opera Stories](#) by Adele Geras

[Sing Me A Story: The Metropolitan Opera's Book of Opera Stories for Children](#) by Jane Rosenberg

[Carmen- Domingo, Obraztsova, Kleiber, Zeffirelli, 1978 \(multi subs\)](#)

Netflix has a DVD movie version: Bizet Carmen

Carmen is one of the most famous operas in the world. The world premiere of this opera failed because of trouble with the staff in the theater. After three months, Bizet died suddenly at the age of 37. One of Bizet's friends, Ernest Guiraud, rearranged Bizet's opera a little over three months after Bizet's death, and everyone appreciated this version of the opera.

There are a lot of reasons why Carmen gained popularity. One of them is the fascinating music by Bizet. Carmen blazed the path to "verismo opera" which is a kind of realism opera. This opera is the most important in opera history.

There are a lot of famous melodies in this opera, for example, the famous prelude, "Habanera" sung by title role, Carmen, and other songs. You would never be bored by this opera, though operas generally are long. "Toreador Song" sung by Escamillo who is a bullfighter in Act 2 is outstanding, and the Aria sung by Micaela in Act 3 is lyrical and beautiful. Many first-time opera-goers would enjoy seeing this opera.

Background Information: To better understand the Opera and the period it takes place. Don Jose: Once a loyal soldier and faithful lover to his childhood sweetheart, Mercedes, Don Jose, succumbs to an uncontrollable passion for Carmen. He gives up everything for her: his career in the army, his good name, his family, and Mercedes. However, Carmen is still not faithful. Consumed by jealousy, he kills her.

Carmen: Carmen is a complex and fascinating character. It has been said that her character has so many facets that each different actress who plays the role is able to give the character a distinctive interpretation. Carmen has been described as "willful, capricious, sensuous ... and eternally fascinating."

Carmen is not a self-destructive figure...she does not chase men; they chase her. "She is fatalistic and hedonistic, living entirely in the present moment. Her beauty unintentionally entraps men, who are then led to their downfall by their own misguided ideas of love. Carmen's character is best illustrated in the card-playing scene, in which she accepts the premonition of death as unavoidable." Webster's Online Dictionary - Extended Definition of Carmen.

Carmen and Don Jose have three duets, each of which represents a stage of their relationship: seduction, conflict, and tragic resolution. By not singing the duets in the typical French or Italian style (where the two singers merge their voices together), Bizet is able to demonstrate the incompatibility of their relationship.

Bullfights: Bullfights are an historic entertainment in Spain. Many people find them to be grotesque barbaric rituals in which bulls are tortured and then killed. In 2010, Catalonia, a section of Spain banned bullfights.

A bullfight is held in a large arena. The animal is first enraged by the picadors and then a tendon in his neck is cut so that he cannot completely raise his head. Otherwise the matadors would get gored too frequently. After the picadors have injured the bull, the matador enters the ring and taunts the bull with a red cape. The most popular matadors perform their cape work with great grace and skill, permitting the bull to come close to them but not to injure them. After the passes with the cape, three banderilleros thrust decorated wooden barbs into the bull's back, further injuring the animal and preparing him for the matador's sword. Finally, the matador comes back at the bull with more graceful and daring cape work. He eventually kills the bull with a sword thrust between the bull's shoulders. The ultimate question in a bullfight is whether the bull, weakened as he is, will be able to gore the matador before the bull is killed.

Aficionados (the name for people who love bullfights) appreciate the style with which the matador confronts the bull. They also savor the style with which the bull confronts his death. In the first, and the last, bullfight seen by the authors, the bull was valiant. But he was so scared that he urinated most of the time he was in the ring. It left us feeling complicit in the torture and killing of an innocent animal.

France and Spain: The Spanish Civil War lasted from 1820-1823, ending with the Battle of Trocadero. Royalists and liberals fought against each other, with France assisting the royalists. The war itself started after a new constitution, looking to replace absolute monarchism with a constitutional monarchy, was rejected by Ferdinand VII. This forced increasingly dissatisfied soldiers, citizens and revolutionaries to take action.

The Battle of Trocadero occurred in 1823, and with the help of the French, the royalists were able to subdue the rebels. Backtracking on his promises of amnesty for the revolutionaries, Ferdinand sought revenge for the uprising and his imprisonment and ruled with a ruthless hand.

Additional Activities:

Go to an opera.

Open rehearsal at the Tobin Center for the Performing Arts.

Contact education@tobincenter.org for information on upcoming events and ticket scholarships.

[Opera San Antonio](#)

[Alamo City Opera](#)

Theater & Movie Making: Shakespeare's Romeo & Juliet

This activity is to introduce the girls to Shakespeare using the play *Romeo & Juliet*.

Materials: Number of materials is contingent on the desires and number of girls participating.

- Computer – to access YouTube, web sites.
- Access to a Television and a DVD player
- Books from the library

It is a good idea to read the story to the girls and expose them to Shakespeare's words before having them watch a video or live performance.

Directions: Ask the girls what they know of the Romeo and Juliet story. If you are able, get some of the books listed from the San Antonio Library. These are only some of the books available, there are many more. Have the girls take parts from the original play and recreate one of the Acts. Back in Shakespeare's time all the parts were played by males, so it will not matter if all the parts are played by females. The SparkNotes has the original words followed by them in modern English. Video SparkNotes has an animated synopsis of the story that is short and fun to watch. Play one of the versions of the movie. Romeo and Juliet have been used as the basis of many stories. You can play the movie *Westside Story* and ask the girls if they can see how it similar to the original.

Romeo and Juliet is a tragedy written by William Shakespeare early in his career about two young star-crossed lovers whose deaths ultimately reconcile their feuding families. It was among Shakespeare's most popular plays during his lifetime and along with Hamlet, is one of his most frequently performed plays. Today, the title characters are regarded as archetypal young lovers.

This is a short summary of *Romeo & Juliet* by William Shakespeare. The play which is set in Verona is a story about a long feud between the Montague and Capulet families. This feud causes tragic results for the main characters in the play, Romeo and Juliet. The events contrast hatred and revenge with love and a secret marriage, forcing the young star-crossed lovers to grow up quickly and die tragically in despair.

Here is a short summary of the main events of [*Romeo & Juliet*](#):

Romeo and Juliet fall in love at a party. But they come from families which hate each other. They are sure they will not be allowed to marry. Nevertheless, helped by Friar Laurence, they marry in secret instead. Unfortunately, before their wedding night Romeo kills Juliet's cousin in a duel, and in the morning he is forced to leave her. If he ever returns to the city, he will be put to death.

Juliet's parents told her she must marry Paris. Her parents do not know she is already married. She refuses in the beginning, but later agrees because she plans to fake her death and escape to be with Romeo forever; again, with the help of Friar Laurence. Friar Laurence designs the plan. He gives Juliet a sleeping potion. She appears to be dead and was put in a tomb. However, Romeo does not know about the plan, visits her grave, thinks she is dead, and kills himself. When Juliet finally wakes up, she discovers that Romeo is dead and then kills herself.

Resources:

[The Most Excellent and Lamentable Tragedy of Romeo & Juliet](#), Illustrated and Written by Gareth Hinds

[Romeo and Juliet](#) by William Shakespeare

[Ronit & Jamil](#) by Pamela L. Laskin

[The Entire Shakespeare Play of Romeo and Juliet](#)

[SparkNotes No Fear Romeo and Juliet](#)

[Video SparkNotes- Romeo and Juliet](#)

[Romeo and Juliet \(2013\) Full Movies English](#)

Additional Activities: Go see a live performance of Romeo and Juliet. Have the girls do a performance for family and friends either in Shakespeare's original words or have the girls update the language.

Go see a theatrical performance at the Tobin Center. Contact education@tobincenter.org for scheduled performances and ticket scholarships.

Theater & Movie Making: Storytelling

Everyone has a story to tell. In this activity, the girls will practice storytelling. The elements of good storytelling are emotion and vivid images. The storyteller is trying to help people see a picture in their mind. Storytelling predates writing, the earliest forms of storytelling were oral combined with gestures and expressions. In addition to being part of religious rituals, some archaeologists believe rock art may have served as a form of storytelling for many ancient cultures. Modern storytelling is an art form used for education and entertainment.

Materials: Number of materials is contingent on the desires and number of girls participating.

- Computer to access information.
- For sock puppets: Socks, yarn, buttons, needle and thread, ribbons, felt (use your imagination and recycle items)
- Glue

Directions: For this activity, the girls will choose a story to tell. It can be one they make up or one that exists. [Aesop's Fables](#) is good resource. They can make puppets to tell their stories or they can dress up as one of the characters. Below are directions for one way to make a sock puppet. There are many other ways.

Sock puppet

Choose the sock. Try to find some that would come up to your knee, so that when you wear them as puppets it doesn't look as if half the puppet is your arm.

Choose colors that match your character's personality. Stripy socks make the character seem bright and happy, while plain black makes them look mysterious or criminal. If your sock is taking on an animal persona, use the color of the sock as the color of their body. Put the sock over your hand and arm. When you're wearing the puppet, poke some fabric down into the hollow between your thumb and index finger. This will make a mouth. Also hold your wrist perpendicular to your arm, so that the audience can tell where the head ends and the body begins.

Add eyes. You can find a variety of types of eyes at your local arts and crafts store. Choose big 'googly' ones that will make your characters look slightly unreal. You can use buttons. Pom pom eyes are also a cute addition. They add a bit more shape to the normal sock silhouette. They're also easier to rest glasses on!

Use your imagination. There is no right way. Be sure they suit the character. Attach each one with a dab of glue.

Add any additional features. A sock puppet can be the bare minimum, or it can be dressed to the nines. Add a felt tongue, a clump of string for hair, a ribbon, a necktie, or whatever your sock character might wear.

While the girls are making their puppets or preparing any props for their story discuss storytelling.

1. Storytelling is interactive.

Storytelling involves a two-way interaction between a storyteller and one or more listeners. The responses of the listeners influence the telling of the story. In fact, storytelling emerges from the interaction and cooperative, coordinated efforts of teller and audience.

Different cultures and situations create different expectations for the exact roles of storyteller and listener—who speaks how often and when, for example—and therefore create different forms of interaction.

2. Storytelling uses words.

Storytelling uses language, whether it be a spoken language or a manual language such as American Sign Language. The use of language distinguishes storytelling from most forms of dance and mime.

3. Storytelling uses actions such as vocalization, physical movement and/or gesture.

These actions are the parts of spoken or manual language other than words. Their use distinguishes storytelling from writing and text-based computer interactions. Not all nonverbal language behaviors need to be present in storytelling. Some storytellers use body movement extensively, for example, whereas others use little or none.

4. Storytelling presents a story.

Storytelling always involves the presentation of a story—a narrative. Many other art forms also present story, but storytelling presents it with the other four components. Every culture has its own definition of story. What is recognized as a story in one situation may not be accepted as one in another. Some situations call for spontaneity and playful digression, for example; others call for near-exact repetition of a revered text.

5. Storytelling encourages the active imagination of the listeners.

In storytelling, the listener imagines the story. In most traditional theatre or in the movies, on the other hand, the listener sees the illusion and is actually witnessing the character or events described in the story. The completed story happens in the mind of the listener, a

unique and personalized individual. The listener becomes, therefore, a co-creator of the story as experienced.

There are many cultures on earth, each with rich traditions, customs and opportunities for storytelling. All these forms of storytelling are valuable. All are equal citizens in the diverse world of storytelling.

Have the girls watch the 2013 International Storytelling Conference. They will see one example of a storyteller in action.

Resources:

[International Storytelling Conference \(2013\) Many Stories but One World - Diane Ferlatte](#)
[San Antonio Storytellers](#)
[National Storytelling Network](#)

Additional Activities: Have the girls host a storytelling event. Go on a field trip to a storytelling event. Go on a field trip to the George West StoryFest. Invite a storyteller to your camp or meeting.

Go see a musical performance at the Tobin Center, such as:
[Charlie Brown Christmas](#) – December 22, 2018

YOU DID IT!



CONGRATULATIONS!



End of Booklet

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To learn more about The Tobin
Endowment and their mission, visit
www.tobinendowment.org

