



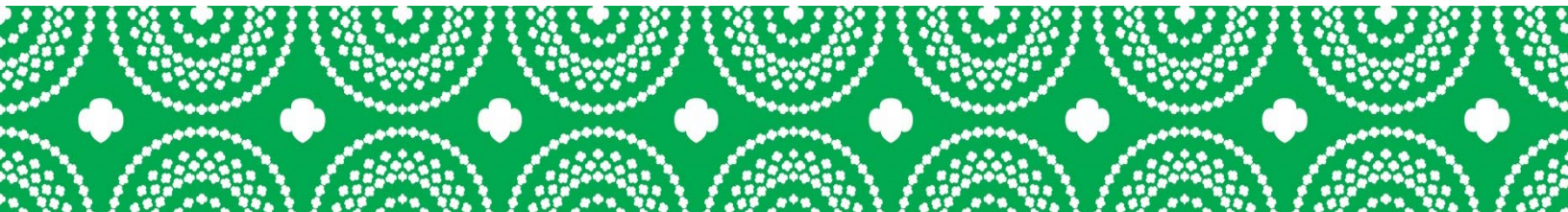
# The Tobin Endowment



# Girl Scout Cadettes

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](http://www.girlscouts-swtx.org)

To learn more about The Tobin Endowment and their mission, visit [www.tobinendowment.org](http://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](mailto: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

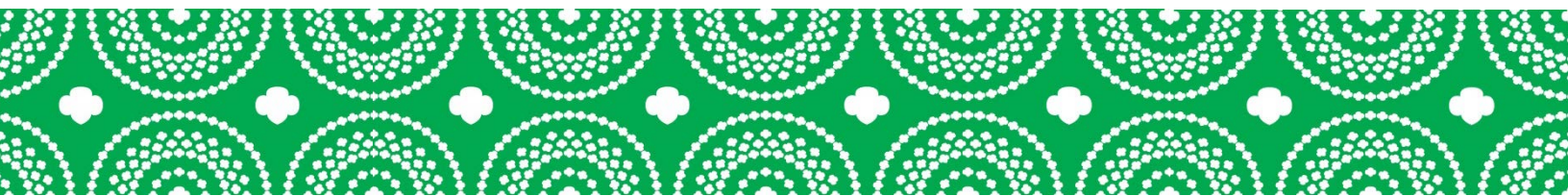
### Step Two:

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](mailto: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: Landscapes

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.

For this project you will create a landscape using crayons and paint.

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

- Paper
- Pencils
- Watercolor paint and brushes

### **Resources:**

#### *Videos*

[Landscape Artist of the Year Adebajji Alade](#)  
[How to paint a simple landscape in watercolor](#)  
[Georgia O'Keeffe Landscapes: Living Simply](#)  
[Landscape Artist of the Year 2017](#)

#### *Books*

[Degas Landscapes](#) by Richard Kendall  
[Mad Enchantment: Claude Monet and the Painting of the Water Lilies](#) by Ross King  
[Nature as Must: Inventing Impressionist Landscape: From the Collection of Frederic C. Hamilton and the Denver Art Museum](#) by Christoph Heinrich  
[13 Women Artists Children Should Know](#) by Bettina Schumann

You can use the paintings and drawings of artists as inspiration and give you an idea of how to create a landscape. You can try to recreate the artist's picture or use it as a guide for your own individual expression.

Georgia O'Keeffe was an American Modernist Painter. She was born on November 15, 1887, and died on March 6, 1986 at 98 years old. She decided to become an artist at the young age of 10. In her art, she liked the idea of expressing herself through using line, color and shading in a harmonious way. "Colors and shapes make a more definite statement than words." Many of her paintings were produced by looking closely and imaginatively at the world. O'Keeffe has been recognized as the "Mother of American modernism," she was the first woman artist to have a retrospective at the Museum of Modern Art (MoMA) in Manhattan. She had a long and accomplished art career: she made more than a thousand pieces of art.

Elements of a landscape:

- A **landscape** is an expanse of natural scenery that can be seen from a single viewpoint. A picture representing such scenery.
- The **background** is the area of the picture that is behind most of the objects in the picture.
- The **foreground** is the area of a picture that appears to be the closest to the viewer.
- The **horizon line** is the imaginary line that divides the sky and the ground.
- The **middle ground** is the area of the picture that is farther away from the foreground and closer to the background.

**Directions:** Create a landscape on paper, using pencils and watercolor paint. Use the pencils to draw the elements of your landscape. After you have decided how you want your landscape to be then paint it.

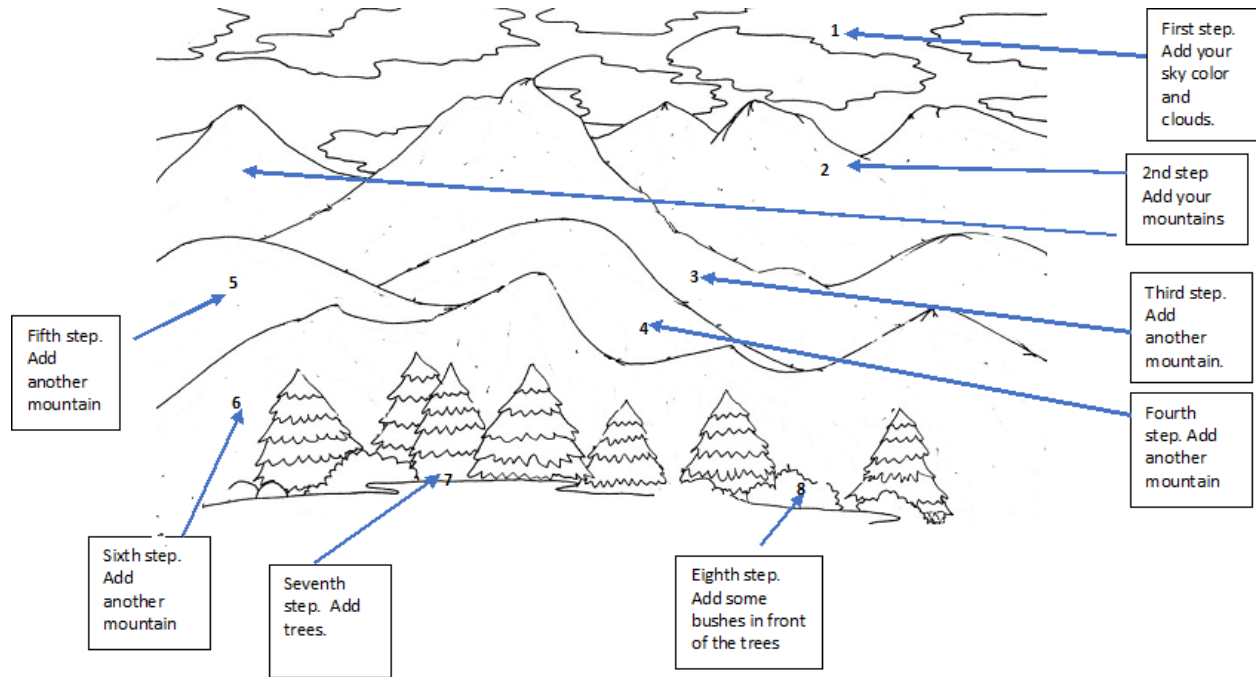
Before starting, while looking at the landscapes and thinking about your own, think about these questions:

- Did all the artists create realistic looking landscapes?
- Does mine need to be realistic to be considered artistic?
- What is happening in my landscape? Where is it? Who lives there? Did something happen before or after this picture?

Look at books of artist landscapes. Please reference the Resources provided on page 7.



If you some help in creating a landscape, below is a drawing to help you get started.



You can eliminate or add elements as you choose. As you add your elements, paint, let it dry and then add the next element.

### Additional Activities:

For those that need more help: just simply your picture and draw it however you want.

For those that want more: go to the San Antonio Museum of Art or McNay Art Museum and view Georgia O'Keefe paintings and other landscape artists.

## Art: The Rule of Thirds

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
- Colored markers or crayons
- Pencil
- Ruler

In this project you will explore how artists and graphic designers use the Rule of Thirds in their drawings and pictures and then you will explore how to use the Rule of Thirds in your own drawing or picture.

**Resources:**

[Focus on Composing Photos](#) by Peter Ensenberger

[The Simple Secret to Better Painting: How to Immediately Improve Your Work With the Golden Rule of Design](#) by Greg Albert

[Little Blessings](#) by Anne Geddes

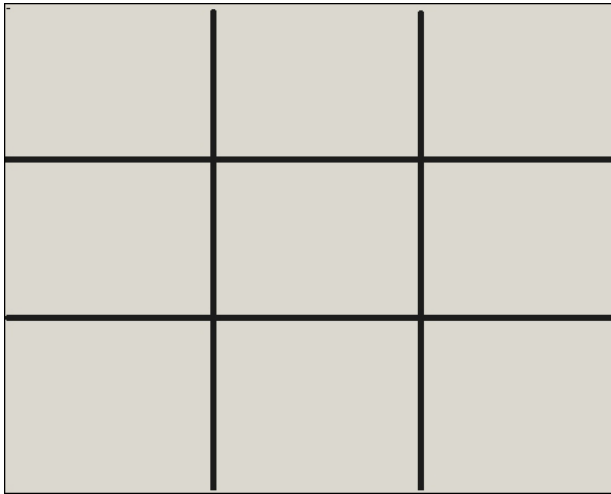
**Sister Wendy's 1000 Masterpieces** by Wendy Beckett

[Find Your Power Points: National Geographic Photography](#)

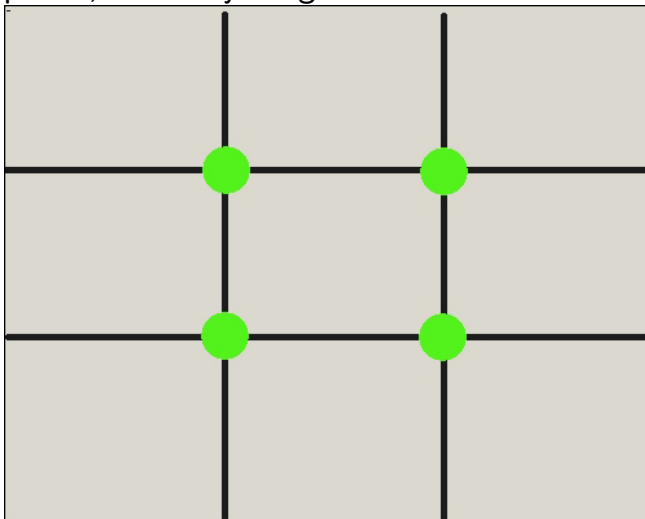
[Using Focal Points in Photography](#)

### What the rule of thirds is and how it works (Dianne Mize)

In the diagram below, a rectangle has been divided horizontally and vertically by four lines. The rule of thirds states that the centers of interest for any rectangle lie somewhere along those lines.



Photographers and cinematographers have dubbed the intersections of those lines power points, shown by the green dots here:



Using the rule of thirds in your art gives balance while making it more engaging to the eye. This is the rule of thirds in action. And of course, using the rule on art with vertical elements instead of horizontal ones works just as well.

However, it's very important to consider ALL the vertical elements in an image when you start aligning things by thirds—take a look at the photos below to see why.

Testing the rule of thirds can also result in very exciting compositions. Look how Charles Reid successfully challenges the rule here:



Both the woman's head AND her drooping hand are located within the center section of the rectangle yet her face is looking toward the left edge of the painting while her elbow is pointing toward the right. The artist also used color to make the viewer's eye look to the left.

**Directions:** Look at art and photographs to see how the artists use the rule of thirds. Please use the resources listed on page 10. Other excellent resources include magazines. Draw a picture or take a photograph incorporating the rule of thirds.

**Additional Activities:**

Go visit the FOTOSEMPTIEMBRE USA, International Photography Festival. It is held every September in San Antonio and the Texas Hill Country.

Visit [SAFOTO Web Photography Gallery](#). Talk to a professional photographer!

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

## Art: Stained Glass Watercolor

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. Stained Glass has been used for a thousand years exclusively in religious temples, churches and mosques. In modern times, stained glass artists have found ways to use stained glass for other than windows. Stained glass has been used in homes and in 3-D art.

This activity is a watercolor resist painting to create a “stained glass” rose picture.

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

- White Glue
- Black Acrylic Paint
- Heavy cardstock or 140 lb. watercolor paper
- rose clip art
- Liquid, tube or pallet watercolors
- Paint brushes or water brushes
- Computer
- Printer

**Resources:**

[Rose ClipArt](#)

[40 Great Stained Glass Projects](#) by Michael Johnston

[Stained Glass: Radiant Art](#) by Virginia Chieffo Raguin

[The Watercolor Book: Materials and Techniques for Today’s Artist](#) by David Dewey

[Watercolor for the Absolute Beginner](#) by Mark Willenbrink

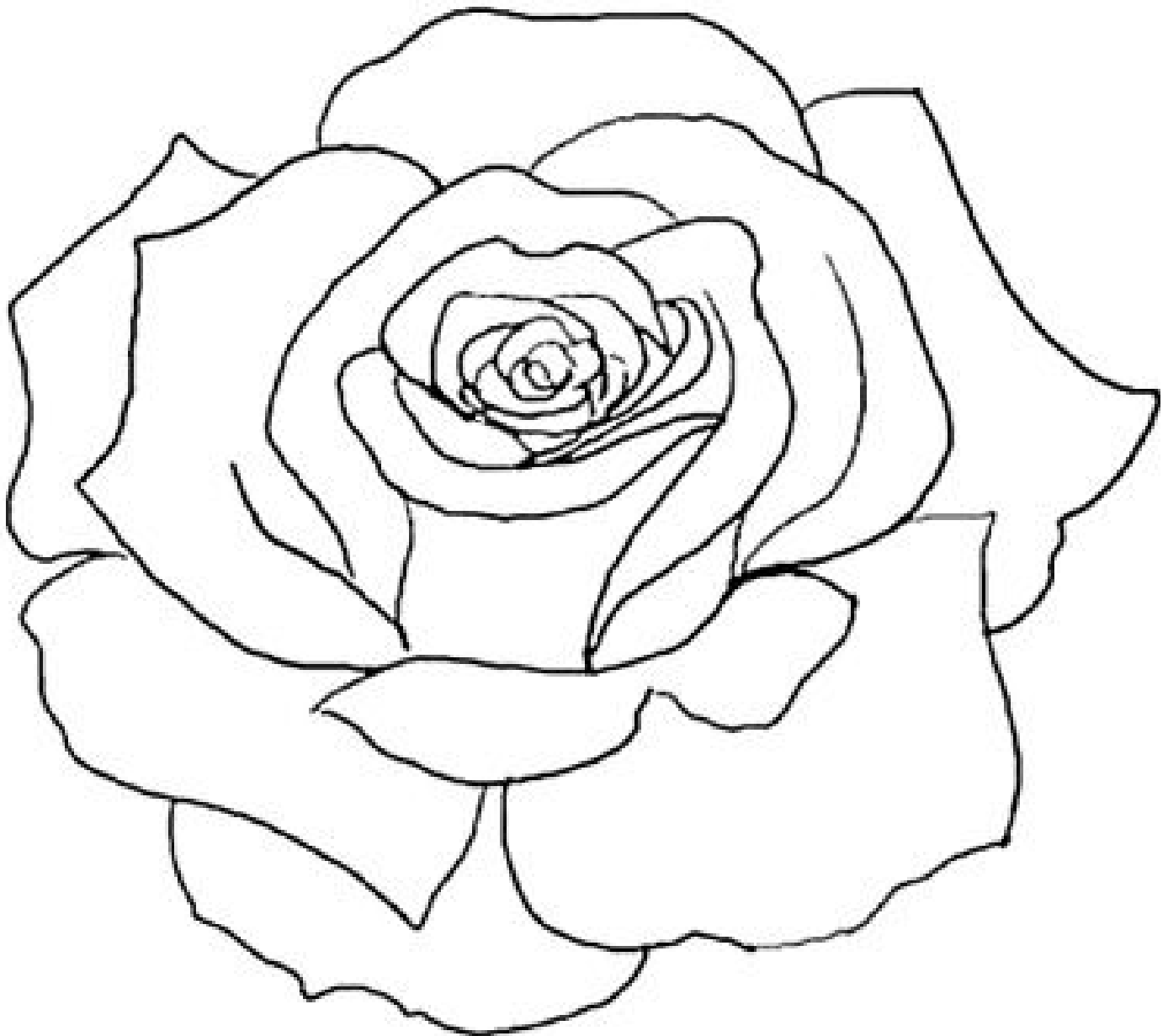
[Watercolor Masters and Legends: Secrets, Stories and Techniques From 34 Visionary Artists](#) by Betsy Dillard Stroud

**Directions:**

1. Make black glue by adding a good squirt of black acrylic paint to a small bottle of white glue and shake very well.
2. Use a pencil to draw a rose onto watercolor paper *OR* print out some the free clip art *OR* use the clip art provided to copy onto heavy cardstock. Use print preview and change the % as needed.
3. Trace the outline of the rose with black glue and allow to dry. You can try use a hairdryer to speed up the drying process.
4. When the black glue rose is completely dry, use watercolors to paint it however you want to. The black glue will resist the watercolors completely so you can do an all-over painting or you can paint each petal individually. Look at the watercolor books for ideas on shading and color combinations. Remember to have fun!

**Additional Activities:**

Make cards for nursing home residents or hospital patients. Go visit a stained glass art gallery. Visit the McNay Art Museum's stained glass exhibit. Look around your community and see if you can find stained glass being used.



# Music

## Music: Vivaldi Violins

Encourage the girls to enjoy the music. Music can be enjoyed while drawing, reading and do chores. Music can be actively engaged in while dancing and singing. This activity is for the girls to explore violin music.

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

- Paper
- Crayons and markers
- Watercolor paint and brushes

### **Resources:**

[Vivaldi Spring The Four Seasons High Quality](#)  
[Antonio Vivaldi – “Summer” from four seasons](#)  
[Vivaldi Autumn The Four Seasons High Quality](#)  
[Vivaldi The four seasons - Winter - Julia Fischer](#)

Antonio Vivaldi (1678 to 1741) was born and lived in Italy, and was a Baroque style composer and violinist. Vivaldi had very bright red hair and was nicknamed "the Red Priest." His father Giovanni, was a barber before becoming a professional violinist. He taught his son probably at a very young age to play violin. As an adult, Vivaldi became a Catholic priest. However, his asthma kept him from saying the mass. He then went to teach in an orphanage for girls and composed lots of music for them. Vivaldi wrote over 400 concertos for his students.

While Vivaldi's music was quite popular in his lifetime, towards his final years his music fell out of popularity, and he died a pauper. The most well-known piece of music he wrote was a set of violin concertos titled "The Four Seasons." The concertos are accompanied by poems that depict the seasons. Some people think that Vivaldi wrote the sonnets himself.

For each season, there are three parts. The parts are titled with Italian words such as *Allegro* (joyfully) or *Largo* (slowly). These Italian words indicate the **TEMPO** of the piece—how fast or slow it should be played.

**Directions:** After talking briefly about Vivaldi, draw, move around, or just relax while you listen to a selection of Vivaldi's Four Seasons. While you are listening, consider if you think the music makes you think of Spring. Draw a picture of what the music makes you think of.

Read the poem that goes with each part of The Four Seasons, and then listen to the part. Does the music resemble or portray the things in the sonnets? Does the music match the seasons?



You can also draw on paper what the music makes you "see" in your mind. Compare your thoughts and feelings with those around you.

**Additional Activities:**

Listen to Vivaldi's Summer, Fall and Winter Concertos. Please use the resources provided above.

## Music: Interpretation

Music is much more than entertainment. Every society has music. Every ancient society has 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.

In this activity, the girls will explore how different musicians interpret the same song.

### **Resources:**

[“What A Wonderful World” by Bob Thiele & George David Weiss](#)

[Louis Armstrong "What A Wonderful World"](#)

[ViVA - What a Wonderful World - ViVA Trio Cover](#)

[“What a Wonderful World” song versions & lyrics](#)

Musicians focus on seven different aspects of a song when they are trying to interpret it and use their style in singing or playing it:

1. *Capture the Mood, Style, and Tempo*  
Like an actor reading an unfamiliar script, they acquaint themselves with the scope of the piece.
2. *Shape the Dynamics*  
As a basic interpretative approach, they can increase and decrease volume in keeping with fluctuations in melodic and harmonic intensity.
3. *Color the Tone*  
Which instruments should I use?
4. *Mold the Articulation*  
Short sharp notes, slower tempo, notes held for a longer time.
5. *Contour the Meter*  
**Meter** refers to the recurring patterns of the music and the voice. Does the musician change it up or keep it same throughout the entire song?
6. *Drive the Rhythm*  
Moving from weak beats to strong ones and from short notes to long so that your music pulsates with forward motion.
7. *Express the Form*  
This is how the whole musical piece fits together.

**Directions:** Listen to the 3 different interpretations of “What a Wonderful World” provided in the Resources above. What is the same and what is different?

### **Additional Activities:**

Look and see if your favorite song has been done before by a different artist. Do you like the new version or think the one you heard first is better?

## Music: Exploring Music

Music is such a fundamental part of humanity that it likely pre-dates writing, and the invention of the wheel. While people generally know what kind of music they like—and what they don't—it's possible to expand your appreciation by learning new ways to listen. (mental floss, n.d.)

**Directions:** Try one of the following.

### 1. Learn an Instrument

You might feel intimidated picking up a guitar or sitting down at a piano—but learning an instrument can help you better understand how a song comes together and what role a specific type of sound plays in the composition. Even if you don't play, research has also shown that knowing chords eliminates the dissonance of an unfamiliar tune, therein making it a more pleasurable listen. YouTube is a fantastic resource for teaching yourself. Below are an extremely small sample.

**Resources:**

[Guitar Lessons for Beginners in 21 days #1 | How to play guitar for beginners](#)  
[Absolute Super Beginner Guitar Lesson Your First Guitar Lesson - Want to Learn Guitar-Acoustic-](#)  
[Play TEN guitar songs with two EASY chords | Beginners first guitar lesson](#)  
[Piano Lessons For Beginners - Lesson 1](#)

### 2. Read Up on an Artist

It's certainly not necessary to read your favorite musician's biography in order to appreciate their songs, but it may help you better understand the context in which they wrote the lyrics or recorded a track. Researching backgrounds can also lead you to discover social and political influences at the time the music was created. The San Antonio Public Library has many books available.

### 3. Single Out a Specific Instrument

Music is intended to be an exercise in synergy, with different instruments working in tandem to create a pleasing sound. The next time you listen, try to isolate the progression of a single instrument—where it comes in, where it goes out, when it stands apart, and when it supports another component.

**Resources:**

[Taio Cruz Dynamite Full Symphony Orchestra Cover](#)  
[Fireflies" by Owl City \(Harp cover\)](#)  
[Limbo Jazz - Wynton Marsalis Quintet with Sachal Jazz Ensemble at Jazz in Marciac 2013](#)

#### 4. Listen Live

While rock concerts in stadiums can be a sensory overload, listening to music in any live situation is a far different—and more encompassing—experience than listening to a recording. You can feel the vibrations of the sounds, focus on the concentration of the musicians, and hear something unfiltered by time or studio tweaks. Contact [education@tobincenter.org](mailto:education@tobincenter.org) for a schedule of concerts and scholarship tickets.

#### 5. Imagine a Live Concert

The movement and effort of a live performance can often focus your attention on parts of a song you may have otherwise missed. So, the next time you hear a song—particularly a classical arrangement—try to imagine it being performed. Or, try to picture a scene (a thunderstorm, a race) that best fits the mood and tempo of the piece.

#### 6. Understand How Music is Mixed

Recording the sound of voices and instruments is just one step in the song-making process. Mixing engineers are responsible for adjusting the volume of instruments and vocals or combining separate tracks to create a more pleasing sound. Understanding how music is arranged in a studio will allow you to keep an ear out for how the musicians and technicians want you to experience their work.

#### Resources:

[Make Music with your IPAD](#) by Ben Harvell

#### 7. Consider the Original Recording

Music is distributed in a variety of different ways, but back when it was on a two-sided format (cassette or vinyl), musicians sometimes had good reasons for placing a track on the “B” side. Songs would sometimes mirror or complement the “A” selections in ways that may not be apparent when listening in isolation. Try tracking down the album’s original order and format to see if you might be able to put a piece of music in a new (or old) context.

#### 8. Ask What Emotion is Being Conveyed

Though this method is recommended more for classical music without expository lyrics, you can ask the same question of any arrangement: What emotional tone is the piece trying to communicate? Listening with an understanding of the music’s “mood” can offer a new perspective on it.

### 9. Try Meditation

Meditation has been used for centuries to free the mind of clutter, but it's only recently that university research displayed an increased response to music after a session. Participants reported being more engaged in what they were listening to during or after a period of "mindfulness," concentrating fully on the music without distraction.

### 10. Listen for the Fundamentals

Music can take on an endless array of shapes, but the basic foundation remains the same: rhythm, melody, harmony, and color (how different instruments sound). By understanding how each component works and what it adds to a piece, you can isolate them one by one to examine how musicians play with conventional formats.

### 11. Listen to Everything

Listen to all genres of music. Keep an open mind. It could be hard to appreciate a warm day unless you've spent a winter freezing. Likewise, listening to music requires a contrast that helps you better understand how organized and harmonious it can be. Listen to—don't just hear—common, everyday noises. While some may be irritating, others may have a melody all their own. Either way, you'll return to a piece of music with a new respect for a focused, deliberate bit of sound.

#### **Additional Activities:**

Download a free app for creating music. Create your music and then have a performance or with your parent/guardian's permission put it online.

Go see a musical performance at the Tobin Center, such as:

[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](mailto:education@tobincenter.org) for event schedule and scholarship options

# Dance

## Dance: Swan Lake—Ballet

Ballet is classical dance form demanding grace and precision and employing formalized steps and gestures set in intricate, flowing patterns to create expression through movement. It is theatrical entertainment where ballet dancing, music, scenery and costumes, combine to create an emotional atmosphere while telling a story.

It is storytelling with music and dance. The story of Swan Lake will seem familiar to you if you have ever watched the Disney movie, “Shrek” and the animated “The Swan Princess.” (Top 10 Greatest Ballets by Matt Schiesl)

The best way to appreciate ballet is to watch it. Attend a performance at Ballet San Antonio at the Tobin Center for Performing Arts. Ballet San Antonio has free performances in collaboration with the Tobin Center for Performing Arts [website](#). If you are unable to attend a live performance, please use the listed resources.

### **Resources:**

[Life in Motion: An Unlikely Ballerina](#) by Misty Copeland  
[Swan Lake the Kirov Ballet](#)  
[The Metropolitan San Antonio Ballet](#)

**Directions:** As a group or in pairs you will combine movements to create a short movement phrase. You can have a narrator or choose to perform just the movements. If you choose to have a narrator, then one of you will speak and the other would move. Use text from the summary of Swan Lake below. Some suggestions: Use the text exactly from the selection. Use the words with the matching gestures, or mix them up. Speak first, then do the movements. Create their own summary/text based on the summary of Swan Lake.

Swan Lake was written by Pyotr Ilyich Tchaikovsky in 1875–76. It was considered a failure after its first performance. It was reworked and become considered one the greatest ballet of all time.

### **Swan Lake - Synopsis**

PROLOGUE - A Meadow Near the Castle of Baron Von Rothbart (Early Morning)  
Four maidens are gathering flowers in a meadow near Baron Von Rothbart’s castle. They are suddenly overcome by the powers of the Baron, an evil sorcerer, who has mysteriously appeared in their midst. Transforming them into cygnets (young swans), he will henceforth control their destiny. These cygnets are to join the flock of swans he has already assembled as companions for Odette, his Queen of the Swans. Previously, Baron Von Rothbart transformed Princess Odette into a swan, which is the symbol of beauty and purity. Because she refused his hand in marriage, he bewitched her so that she could not marry another. Von Rothbart’s expectation was that in captivity, she would eventually consent to marry him.

## Act I - The Terrace of Prince Siegfried's Castle (That Afternoon)

On the afternoon of Prince Siegfried's birthday, a party is given to celebrate his coming of age. The festivities commence with the ladies and gentlemen of the court joining in a Grand Waltz. The Queen, his mother, arrives bringing with her four Princesses from distant lands. It is Prince Siegfried's duty to choose one of these four ladies as his bride so that he may eventually assume the throne as a proper king. Each of the Princesses presents him with a gift, but the present that finds the most favor in his eyes is a beautiful crossbow from the Queen. The revelry is at its height and the Prince dances a Pas de Cinq (dance for five) with the visiting Princesses. Wolfgang, Prince Siegfried's tutor, has had a bit too much to drink, and he invites the Queen to dance the Grand Polonaise with him, an invitation she surprisingly accepts. The afternoon's dancing concludes with a lively garland dance, after which the women of the court retire to the castle and the men remain on the terrace for more drink and talk. Prince Siegfried sees a swan lying overhead and asks if the gentlemen would care to accompany him on a swan hunt. He is anxious to use his new crossbow. The courtiers go off to hunt while Wolfgang is left in an inebriated state on the terrace.

## Act II - The Swan Lake (Later That Day)

Once again, Baron Von Rothbart demonstrates his dominance over the forest and the enchanted swan maidens. He commands the appearance of the swans, in the course of which the hunters arrive. Seeing the flock, they urge Prince Siegfried deeper into the forest for the hunt. Siegfried, preferring to remain behind to stalk a swan for himself, sends the others off into the forest. He again sees a swan lying overhead and, while preparing to shoot it, he realizes there is something different about this swan. It is Odette, Baron Von Rothbart's Swan Queen. Unaware of Siegfried's presence, she preens herself. Appearing from behind a tree, Siegfried marvels at the wondrous beauty of Odette. When she discovers him, she is frightened of his crossbow and attempts to flee. He captures her and assures her that he will do no harm to her. He asks her who she is and Odette explains that she is the Swan Queen, the victim of a spell cast by Von Rothbart. She explains that the Swan Lake has been created by her tears and those of all the maidens who have been captured and transformed into swans. Instantly enamored with Odette, Siegfried desires to protect her.

Baron Von Rothbart returns and tries to frighten Siegfried away. Failing in this effort, he stuns the Prince with his evil powers. Siegfried is strong and does not remain stunned for long. Taking his crossbow, he prepares to shoot the wicked sorcerer who appears to be half man, half beast. Odette prevents Siegfried from shooting Von Rothbart, for should he be killed, the spell she is under can never be broken. The huntsmen return and take aim at the swans. They are stopped by Siegfried who commands them to lay down their bows. Odette arrives and begs them not to shoot her companions. Siegfried promises that the swans will not be harmed.



He commands the men to leave the forest, but they are somewhat uncertain about leaving him alone and ask that he reconsider and accompany them. Again, he asks them to leave, assuring them that he is all right. He looks for Odette but she has led. Unable to find her, he stands hopeless and forlorn.

Odette returns, now unafraid, and finds Siegfried alone. They dance the celebrated White Swan Pas de Deux in which they express their love for each other. This is followed by the dance of the four cygnets. Von Rothbart then returns and reasserts his powers over the forest and the swan maidens. The Coda (finale) is danced and Von Rothbart commands the swans and Odette to follow him further into his domain. Siegfried is again left alone.

### **Act III - The Great Hall of the Castle (The Following Night)**

The four foreign Princesses arrive in the Great Hall with their entourages. The Queen, entering alone, commands that the festivities begin. When Siegfried finally arrives, the Queen indicates that his absence has been quite embarrassing for her and she requests that he dance a waltz with all the Princesses, one of whom he is to choose as his bride. Prince Siegfried informs his mother that it is impossible for him to marry anyone at present. The Queen becomes upset and asks Wolfgang to tend to the Prince.

A fanfare is heard and flashes of light appear. Von Rothbart arrives with his wicked accomplice, Odile, who is disguised as a black swan to look exactly like Odette. Indeed, Siegfried believes she is Odette and is overjoyed. Carefully hiding her real identity, Odile lures and entices Siegfried, hoping he will swear his love for her. While dancing the Black Swan Pas de Deux, a vision of Odette appears in which she attempts to communicate with Siegfried and warn him of the deception. She remains unnoticed and Siegfried finally promises his eternal love for Odile. Odile then tells Siegfried and the assemblage that the Prince has given his heart and made a vow of love to her. Laughing at the gullible Prince, Odile and Von Rothbart vanish leaving the court astonished by these events. Siegfried, overwhelmed, flees to the forest in search of his true love, Odette, hoping that it is not too late to rescue her.

### **Act IV - The Lake Below Baron von Rothbart's Castle (That Same Night)**

Once again, Baron Von Rothbart brings forth his captive swans. He commands his Swan Queen to love him alone. When she explains to him that her heart belongs to Prince Siegfried and she begs to be released, Von Rothbart furiously unleashes a storm. The swans cling together to protect themselves from the Baron's wrath. As Siegfried runs frantically through the forest in search of Odette, the storm subsides and calm is restored. Finally finding Odette, Siegfried begs her forgiveness. She forgives him knowing he was unaware of Von Rothbart's treacherous plot. They dance an Adagio in which she tells him that, having sworn his love for Odile, he can no longer save her.

Baron Von Rothbart once more engages in a struggle with Prince Siegfried, trying to win Odette's love. In the fury of the fight, Odette exclaims that she must die. The only way she can be freed from the enchantment of the spell is through her death. Reaching for her beloved Siegfried, she flings herself from the cliff where Von Rothbart's castle stands and onto the rocks below. Siegfried must follow her, for their love is bonded and he cannot live without her. Von Rothbart attempts to prevent Siegfried from accomplishing his end knowing that, with Siegfried and Odette's unification in death, his powers will vanish and he will die. Prince Siegfried climbs to the cliffs and plunges onto the rocks below, joining his beloved Odette.

It is Von Rothbart's demise. His castle collapses, crushing him and falling into the lake. As the bewitched forest vanishes, the swan maidens are finally freed. Prince Siegfried and Odette are eternally united, and the maidens bow in homage to their love.

### **Famous American Ballerinas**

Evelyn Cisneros-Legate is the first Mexican American prima ballerina in the United States. As a young child her mother had her take ballet classes to help her overcome her shyness. She began to study ballet at eight years of age. Cisneros received a scholarship for the summer in 1974 to the School of American Ballet. She did an internship with the San Francisco Ballet in 1976. In 1992 Cisneros was named in Hispanic Business's "100 Influentials." In 2014 Cisneros was named by the Huffington Post as one of the "17 Ballet Icons Who Are Changing the Face of Dance Today." In 2006, Cisneros was appointed academy director of Ballet Pacifica in Irvine, California. Since January 2010, she has been principal of Boston Ballet's Marblehead Studio. Evelyn Cisneros is married to retired principal dancer Stephen Legate with whom she has two children.

Debra Austin was the first African American prima ballerina of a major American ballet company. Debra Austin began dancing when she was eight years old. At the age of twelve, she was awarded a scholarship to dance at the School of American Ballet in New York City. While a dance student at the School of American Ballet, she attended the Professional Children's School for academics. She was handpicked by George Balanchine at age sixteen to join the New York City Ballet, officially becoming the company's first African-American female dancer at age nineteen. Austin appeared in performances that were televised for the PBS series Live from Lincoln Center and the NBC television special Live from Studio H. She later left the New York City Ballet to dance for the Zurich Ballet in Switzerland, where she was promoted to soloist.

After returning to the United States in 1982, she was hired by her former fellow dancer at New York City Ballet, Robert Weiss, then the artistic director of the Pennsylvania Ballet, to be a principal dancer for the company, making her the first African-American woman to reach the rank of principal dancer in a major American ballet company.

Austin retired from dancing in 1990. She has taught ballet at the American Cultural Center, Palm Beach Dance Center, the Miami City Ballet School, and Cary Ballet Conservatory. When the Carolina Ballet was founded by Weiss in 1997, Austin was hired as a ballet master for the company. Austin married Romanian ballet dancer Marin Boieru in 1992, whom she met while they were both performing with Pennsylvania Ballet. She and her husband both work as ballet masters for the Carolina Ballet. They have two daughters, Olivia and Bianca.

**Additional Activities:**

Create your own ballet. You can use existing music for your ballet and make it as simple or elaborate as you like. Volunteer at a performance. Interview someone that works at a ballet company or someone studying to become a ballerina.

Go see a performance of the Nutcracker Ballet  
[Ballet San Antonio, The Nutcracker](#) – November 23-December 2, 2018

Contact [education@tobincenter.org](mailto:education@tobincenter.org) for event schedule and scholarship options.

## Dance: Hip Hop



Hip-Hop dance started in the late 1970s in New York City. Hip-hop dance moves, such as uprock, breaking, locking, roboting, boogaloo, and popping all came out of this new dance movement. Black Americans and Latino Americans created uprock and breaking city. Black Americans in California created locking, roboting, boogaloo, and popping—collectively referred to as the funk styles. All of these dance styles are stylistically different. They share common ground in their street origins and in their improvisational nature.

In this activity, you will learn some simple hip hop dance moves and prepare for a performance. Hip hop is improvisational, which means that ones you learn these basic steps you can change it up any way you want to. You can create something unique.

You will practice cooperation and brainstorming to decide how you will determine the dance routines, which songs you will use, how many routines you will learn. You will also decide how, when and where you will do your performance.

Mihran Kirakosian has several instructional hip hop dance step videos. The video is just under 6 ½ minutes long. Because it is a video, you can pause and repeat as often as you need to practice and review the steps. There are three steps to learn in the video. The instructor gives good instruction on learning the steps and movements with your arms.

### **Resources:**

[Chuck D Presents This Day in Rap and Hip-Hop History](#) by Chuck D.

[Hip Hop Raised Me](#) by DJ Semtex

[3 Simple Dance Moves for Beginners \(Hip Hop Dance Moves Tutorial\) | Mihran Kirakosian](#)

### **Additional Activities:**

Volunteer to do your dance routine at a senior center or other public place or event. Learn some more steps to add to your routine. Go see some other types of dance performances at the Tobin Center. Watching other types of dance will give you inspiration and ideas for your routines.

Go see a performance of the Nutcracker Ballet

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

Contact [education@tobincenter.org](mailto:education@tobincenter.org) for event schedule and scholarship options.

## Dance: Dance the Foxtrot

Most dances have similar steps involved. If you learn one type, it is not difficult to quickly learn another.

The foxtrot was originally danced to ragtime. From the late 1910s through the 1940s, the foxtrot was the most popular fast dance and the vast majority of records issued during these years were foxtrots. The waltz and tango, while popular, never became more popular than the foxtrot.

The Foxtrot was the most significant development in all of ballroom dancing. The combination of quick and slow steps permits more flexibility and gives much greater dancing pleasure than the one-step and two-step which it has replaced. There is more variety in the fox-trot than in any other dance.

When rock and roll first emerged in the early 1950s, record companies were uncertain as to what style of dance would be most applicable to the music. Notably, Decca Records initially labeled its rock and roll releases as "foxtrots."

"Rock Around the Clock" by Bill Haley and His Comets were advertised as foxtrots. That recording went on to sell more than 25 million copies, "Rock Around the Clock" could be considered the biggest-selling "foxtrot" of all time. Today, the dance is customarily accompanied by the same big band music to which swing is also danced.

In this activity, you will learn the basic steps of the foxtrot.

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

- Room to dance
- Internet or CDs
- Tablet, phone (ability to play music)

**Resources:**

*Books*

Ballroom Dancing: A Comprehensive Guide for Dancers Of All Levels by Paul Bottomer

Scott Joplin and the Ragtime Era by Peter Gammond

Social Dance: Steps to Success by Judy Patterson Wright

Videos

[Ragtime Piano: SCOTT JOPLIN. " The Entertainer " \(1902\)](#)

[How to Do Basic Foxtrot Steps | Ballroom Dance](#)

[Foxtrot Dance Lessons: The Basic Foxtrot Dance Steps](#)

[Sasha and Gleb's - Foxtrot - Dancing with the Stars](#)

[Jordan and Lindsay's - Foxtrot - Dancing with the Stars](#)

[Nicole Scherzinger & Derek Hough - Dancing With The Stars - Fox trot Week 8](#)

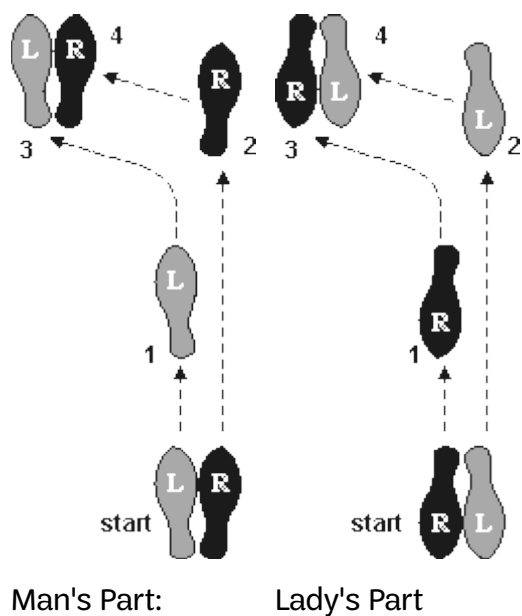
[Foxtrot: LOVE](#)

**Steps to the Foxtrot**

The forward basic step is a combination of two walks followed by a chasse, to the count of "Slow, Slow, Quick, Quick". It is a progressive movement which can be repeated in order to travel around the line of dance.

When walking forward on steps 1-2, a natural rolling action of the feet is used, such that the foot arrives in position first with the heel in contact with the floor, and then rolling on to a flat foot as the weight arrives. Conversely on backward steps, the foot arrives with the toe in contact with the floor, and then rolls to the whole foot as the body weight moves over it. Note also on all backward walks that the front foot rolls as the body moves away, with the toe releasing first from the floor.

Use the chart to practice the steps and watch one or both instructional YouTube videos. Pause and rewind the videos as many times as you need.



**Additional Activities:**

Host a class and teach the foxtrot to family, friends and other girl scouts. Do a public performance “Dancing with the Stars” style for family, and friends.

# Theater & Movie Making



## Theater & Movie Making: Carmen: Opera—Don Giovanni

Drama and music are the essential element of opera. Opera started in the 16<sup>th</sup> 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 16<sup>th</sup>, 17<sup>th</sup>, 18<sup>th</sup> and 19<sup>th</sup> 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 Don Giovanni.

### [Mozart - Don Giovanni - complete \(English Subtitles\) - HD](#)

The music was written by Wolfgang Amadeus Mozart. The libretto, which is the story, was written by Lorenzo da Ponte. 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, watch one of the versions of Don Giovanni listed below or find another one you like better.

The opera was first performed at the National Theatre in Prague on 29 October 1787. It was a great success.

Don Giovanni is about a libertine and murderer who refuses to repent when given the chance. He is taken alive to Hell. The story was originally a folktale. Plays, operas, and even a ballet were produced on the theme by the time Mozart and da Ponte started work on their opera.

Don Giovanni was performed across Europe after its success in Prague. It was performed in the United States in 1826, staged by da Ponte himself. In 1979, Joseph Losey made a movie of the opera. In 2013, Don Giovanni was tenth on the Operabase list of the most-performed operas in the world.

### **Act I.**

#### *Scene 1. The garden of the Commendatore's house in Seville, Spain. Night.*

Don Giovanni has failed to seduce Donna Anna. Her father defends her. Don Giovanni kills him in a duel. He runs away with his servant Leporello. Donna Anna and her fiancé Don Ottavio find the dead Commendatore. They promise to bring the murderer to justice.

#### *Scene 2. A street in Seville*

Don Giovanni's wife Donna Elvira has just come to Seville from Burgos. She is looking for Don Giovanni. He married her, and then left her. He enters the street with Leporello. He sees Elvira and leaves. Leporello stays behind. He tells Elvira about Giovanni's bad behavior with women.

*Scene 3. The countryside near Seville.*

Don Giovanni takes an interest in a peasant girl named Zerlina. He tries to seduce her. Elvira takes Zerlina away with her. Anna and Ottavio meet Don Giovanni. He does not want to talk to them. He hurries away. They know he is the murderer. They promise again to bring him to justice. Giovanni comes back when they leave. He orders Leporello to prepare a party.

*Scene 4. A garden at Don Giovanni's palace.*

Masetto and Zerlina are going to the party. Masetto doubts Zerlina loves him. She tells him to beat her, if that will make him feel better. The two make up. They go into the palace. Anna, Ottavio, and Elvira come into the garden. Their faces are covered with masks. They promise to bring Don Giovanni to justice. They go into the palace.

*Scene 5. The ballroom in Don Giovanni's palace.*

Don Giovanni pulls Zerlina into another room. She screams. Don Giovanni comes into the room. He tells everyone that Leporello attacked Zerlina. No one is fooled. Anna, Elvira, and Ottavio take off their masks. Ottavio has a pistol. Don Giovanni runs away.

## **Act II.**

*Scene 1. Evening on a street in Seville.*

Don Giovanni wants to seduce Elvira's maid. He changes clothes with Leporello. When Elvira enters, Leporello is sent off with the lady. She thinks he is Don Giovanni. Giovanni sings a serenade. Masetto and his friends come in. They are looking for Don Giovanni. He beats Masetto and runs off. Zerlina finds Masetto and comforts him.

*Scene 2. A nearby street.*

Leporello wants to get rid of Elvira. She may discover he is not Giovanni. The two hear others coming into the street. They hide behind a wall. Anna, Ottavio, Zerlina, and Masetto open a door in the wall, and find Leporello. They want to punish him. He runs away. Ottavio says he will go to the police.

*Scene 3. (This scene is cut in modern performances.) A street.*

Zerlina threatens Leporello with a razor. A servant ties Leporello to a chair. When Leporello is left alone, he escapes. Zerlina comes back with Elvira and Masetto. They believe Don Giovanni must have helped Leporello escape. Elvira is left alone. She thinks of her love for Don Giovanni. She is certain he will be punished.

*Scene 4. A cemetery in Seville.*

Don Giovanni and Leporello make jokes about Elvira. A strange voice is heard. It tells the two that justice is near. The voice is coming from a statue of the murdered Commendatore. Giovanni orders Leporello to invite the statue to dinner. The two leave to get dinner ready.

*Scene 5. A room in Donna Anna's house.*

Anna is feeling great sorrow over her father's death. Ottavio says his love will comfort her. She is shocked with this suggestion. Ottavio says she is cruel to him. She asks him not to say such things. She tells him that her sorrow is so deep that she can think only of her dead father.

*Scene 6. A room in Don Giovanni's palace.*

Don Giovanni is eating dinner. Elvira begs him to repent and change his way of life before it is too late. He laughs at her, and she leaves. Suddenly, the statue comes into the room. It orders Giovanni to repent. He refuses. Flames rise, and demons scream. The statue takes Giovanni's hand. Hell opens. The two disappear in the flames. Anna, Ottavio, Elvira, Zerlina, and Massetto come into the room with the police. They are looking for Don Giovanni. Leporello tells them that Giovanni has met his end. They are pleased, and make plans for happier days.

**Additional Activities:**

Go see an Opera or open rehearsal at the Tobin Center. Contact [education@tobincenter.org](mailto:education@tobincenter.org) for event schedule and scholarship options.

## Theater & Movie Making: Why Shakespeare?

This activity is to introduce you to Shakespeare and more importantly, why he is still relevant after 400 or more years.

William Shakespeare (26 April 1564 – 23 April 1616) was an English poet, playwright, and actor, widely regarded as the greatest writer in the English language and the world's pre-eminent dramatist. He is often called England's national poet, and the "Bard of Avon." His work consists of approximately 38 plays, 154 sonnets, two long narrative poems, and a few other verses. His plays have been translated into every major living language and are performed more often than those of any other playwright. Shakespeare was a writer, but he was also an entrepreneur. He understood what people thought and felt and how to put it on the stage.

His early plays were primarily comedies and histories, which are regarded as some of the best work ever produced in these genres. He then wrote mainly tragedies until about 1608, including Hamlet, Othello, King Lear, and Macbeth, considered some of the finest works in the English language. In his last phase, he wrote tragicomedies, also known as romances, and collaborated with other playwrights.

In the 20th and 21st centuries, his works have been repeatedly adapted and rediscovered by new movements in scholarship and performance. His plays remain highly popular and are constantly studied, performed, and reinterpreted in diverse cultural and political contexts throughout the world.

**Materials:** Number of materials depends on the desires and number of girls participating.

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

**Resources:**

[The Globe Guide to Shakespeare: The Plays, the Productions, the Life](#) by Andrew Dickson  
[Shakespeare in Swahililand: In Search of a Global Poet](#) by Edward Wilson-Lee  
[Why Shakespeare? Because it's 2016" | Stephen Brown | TEDxStMaryCSSchool](#)  
[Why Shakespeare Matters?](#)  
[How Shakespeare is still relevant](#)

**Directions:**

Part I. The challenge is to see how many of these phrases you have heard before AND to work them into a conversation.

Below there are 45 common expressions that were either coined by Shakespeare or popularized by him.

“All our yesterdays”— (*Macbeth*)  
“As good luck would have it” — (*The Merry Wives of Windsor*)  
“As merry as the day is long” — (*Much Ado About Nothing / King John*)  
“Bated breath” — (*The Merchant of Venice*)  
“Be-all and the end-all” — (*Macbeth*)  
“Neither a borrower nor a lender be” — (*Hamlet*)  
“Brave new world” — (*The Tempest*)  
“Break the ice” — (*The Taming of the Shrew*)  
“Brevity is the soul of wit” — (*Hamlet*)  
“Refuse to budge an inch” — (*Measure for Measure / The Taming of the Shrew*)  
“Cold comfort” — (*The Taming of the Shrew / King John*)  
“Conscience does make cowards of us all” — (*Hamlet*)  
“Crack of doom” — (*Macbeth*)  
“A dish fit for the gods” — (*Julius Caesar*)  
“Cry havoc and let slip the dogs of war” — (*Julius Caesar*)  
“Devil incarnate” — (*Titus Andronicus / Henry V*)  
“Eaten me out of house and home” — (*Henry IV Part II*)  
“Faint hearted” — (*Henry VI Part I*)  
“Fancy-free” — (*A Midsummer Night’s Dream*)  
“Forever and a day” — (*As You Like It*)  
“For goodness’ sake” — (*Henry VIII*)  
“Foregone conclusion” — (*Othello*)  
“Full circle” — (*King Lear*)  
“The game is afoot” — (*Henry IV Part I*)  
“Give the devil his due” — (*Henry IV Part I*)  
“Good riddance” — (*Troilus and Cressida*)  
“Jealousy is the green-eyed monster” — (*Othello*)  
“Heart of gold” — (*Henry V*)  
“Hoist with his own petard” — (*Hamlet*)  
“Ill wind which blows no man to good” — (*Henry IV Part II*)  
“In my heart of hearts” — (*Hamlet*)  
“In my mind’s eye” — (*Hamlet*)  
“Kill with kindness” — (*The Taming of the Shrew*)  
“Knock knock! Who’s there?” — (*Macbeth*)  
“Laughing stock” — (*The Merry Wives of Windsor*)  
“Live long day” — (*Julius Caesar*)  
“Love is blind” — (*The Merchant of Venice*)  
“Milk of human kindness” — (*Macbeth*)  
“More sinned against than sinning” — (*King Lear*)  
“One fell swoop” — (*Macbeth*)  
“Play fast and loose” — (*King John*)  
“Set my teeth on edge” — (*Henry IV Part I*)  
“Wear my heart upon my sleeve” — (*Othello*)  
“Wild-geese chase” — (*Romeo and Juliet*)

Part II. The next challenge is to see how many of these words you know and use.

Words that Shakespeare Created:

<a href="#">academe</a>	<a href="#">accused</a>	<a href="#">addiction</a>	<a href="#">advertising</a>	<a href="#">amazement</a>
<a href="#">arouse</a>	<a href="#">assassination</a>	<a href="#">backing</a>	<a href="#">bandit</a>	<a href="#">bedroom</a>
<a href="#">beached</a>	<a href="#">besmirch</a>	<a href="#">birthplace</a>	<a href="#">blanket</a>	<a href="#">bloodstained</a>
<a href="#">barefaced</a>	<a href="#">blushing</a>	<a href="#">bet</a>	<a href="#">bump</a>	<a href="#">buzzer</a>
<a href="#">caked</a>	<a href="#">cater</a>	<a href="#">champion</a>	<a href="#">circumstantial</a>	<a href="#">cold-blooded</a>
<a href="#">compromise</a>	<a href="#">courtship</a>	<a href="#">countless</a>	<a href="#">critic</a>	<a href="#">dauntless</a>
<a href="#">dawn</a>	<a href="#">deafening</a>	<a href="#">discontent</a>	<a href="#">dishearten</a>	<a href="#">drugged</a>
<a href="#">dwindle</a>	<a href="#">epileptic</a>	<a href="#">equivocal</a>	<a href="#">elbow</a>	<a href="#">excitement</a>
<a href="#">exposure</a>	<a href="#">eyeball</a>	<a href="#">fashionable</a>	<a href="#">fixture</a>	<a href="#">flawed</a>
<a href="#">frugal</a>	<a href="#">generous</a>	<a href="#">gloomy</a>	<a href="#">gossip</a>	<a href="#">green-eyed</a>
<a href="#">gust</a>	<a href="#">hint</a>	<a href="#">hobnob</a>	<a href="#">hurried</a>	<a href="#">impede</a>
<a href="#">impartial</a>	<a href="#">invulnerable</a>	<a href="#">jaded</a>	<a href="#">label</a>	<a href="#">lackluster</a>
<a href="#">laughable</a>	<a href="#">lonely</a>	<a href="#">lower</a>	<a href="#">luggage</a>	<a href="#">lustrous</a>
<a href="#">madcap</a>	<a href="#">majestic</a>	<a href="#">marketable</a>	<a href="#">metamorphize</a>	<a href="#">mimic</a>
<a href="#">monumental</a>	<a href="#">moonbeam</a>	<a href="#">mountaineer</a>	<a href="#">negotiate</a>	<a href="#">noiseless</a>
<a href="#">obscene</a>	<a href="#">obsequiously</a>	<a href="#">ode</a>	<a href="#">olympian</a>	<a href="#">outbreak</a>
<a href="#">panders</a>	<a href="#">pedant</a>	<a href="#">premeditated</a>	<a href="#">puking</a>	<a href="#">radiance</a>
<a href="#">rant</a>	<a href="#">remorseless</a>	<a href="#">savagery</a>	<a href="#">scuffle</a>	<a href="#">secure</a>
<a href="#">skim milk</a>	<a href="#">submerge</a>	<a href="#">summit</a>	<a href="#">swagger</a>	<a href="#">torture</a>
<a href="#">tranquil</a>	<a href="#">undress</a>	<a href="#">unreal</a>	<a href="#">varied</a>	<a href="#">vaulting</a>
<a href="#">worthless</a>	<a href="#">zany</a>	<a href="#">gnarled</a>	<a href="#">grovel</a>	

**Additional Activities:**

Watch a Shakespeare play. The best way to prepare for a Shakespeare play is to read the summary. Watch or listen to a play on the Internet. Shakespeare's plays are all about the words and the language. Check to see if your high school is performing Shakespeare.

Go see a theatrical performance at The Tobin Center.

Contact [education@tobincenter.org](mailto:education@tobincenter.org) for upcoming events and ticket scholarships.

Movies and videos are an extension of storytelling. Movies started being made in the late 1800's with the invention of the motion picture camera. The first movies were silent, in black and white and under two minutes long. The first films were created for entertainment and as motion picture cameras improved movies got longer and eventually added sound and color. Movies extend the experience and education in ways that books can't. A person can actually watch a moving picture of an animal or see a place they have only read about. Movies have been used to educate, change the course of history and advertise products. For this project you will create a video.

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

- Pencil and paper
- Smartphone or tablet camera (iOS or Android)
- Stable camera base, such as a tripod
- Props
- Shot location(s)
- References: These books are available at the San Antonio Library
- The Digital Filmmaking Handbook by Ben Long
- How to Shoot Video That Doesn't Suck by Steve Stockman
- The Ultimate Field Guide to Digital Video by Richard Olsenius

Depending on what movie you make this project may take longer than one meeting. Smartphones and tablets have excellent video cameras for this project. If you have a tripod it will make it easier to video, but you can adjust how to shoot your video based on what you have available to serve as a stable camera base.

**Directions:**

1. Determine why you are making the video. The purpose will determine the outcome.
2. Determine length.
  - a. Keep in mind you will probably shoot more video than you need and edit it
  - b. If you want to upload it to the Internet there are time length limits.
3. When recording, hold the camera horizontally, this will capture more of what you are filming. It is more visually appealing and will view better on a television or a widescreen.
4. Framing is an important part of recording. Fill the entire frame of your screen with your subject. Place the subject a little off center rather than directly in the middle of the screen. The main thing to remember is you have to experiment to see what looks good to you as the director.
5. Try not to zoom in. You will lose crispness and quality. It is better to get as close to the subject as you can.



6. Lighting is a huge challenge. Creativity is key here. Smartphone lights are too bright. Poor backlighting can distort the subject of your video. Work on getting the best view so is it clear and visible. Use lighting to your advantage. Experiment, shoot, reshoot as many times as it takes.
7. Sound is as important as the video. If you have an external microphone, then use it. Get as close to the subject as you can. It may help if you partially cover the built-in microphone to block unwanted sounds.
8. Have FUN!

**Additional Activities:**

Interview a director. Make a video about a cause. Make a video selling Girl Scout cookies.

Have a movie premiere night for your movie with family and friends to raise money or awareness for your cause.

**YOU DID IT!**



**CONGRATULATIONS!**



# End of Booklet

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811 North Coker Loop  
San Antonio, Texas 78216  
(210) 349- 2404 or 1-800-580-7247  
[www.girlscouts-swtx.org](http://www.girlscouts-swtx.org)

To learn more about The Tobin  
Endowment and their mission, visit  
[www.tobinendowment.org](http://www.tobinendowment.org)

