



EDUCATORS GUIDE



360

A L L S T A R S

This guide is geared toward teachers of grades 5 - 9.

Supported by:



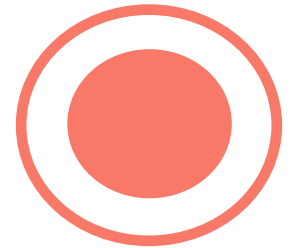
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About This Guide

Use this guide to help your students anticipate, investigate, and reflect upon your live performance experience. This guide is geared primarily toward teachers of grades 5-9.

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The great thing about the arts is that they can often evolve to meet their context. That means that many of the activities shared are flexible to a lot of different contexts depending on how you choose to frame them in your class. We know you all are experts on your classroom and students, so we invite you to use these lessons and activities as guideposts and adapt them to fit your classroom management style, range of student ability, and time constraints.

LEARNING CONNECTIONS

Science: Physics (centripetal force)

Performing Arts: Circus, Breakdancing, Music

Physical Education: Basketball, BMX flatland, Athletic training and endurance

LEARNING STANDARDS ICON KEY



Educators, we invite you to share with us what you did in your classroom around this guide or the production. You can email eschildkret@portlandovations.org or reach us via [Facebook](#) or [Instagram](#).

We want to hear and see what great learning is happening in your classrooms.

Introducing the Performance

It is often helpful to share some context with your students before they attend a live performance. Read below for more information on the performance you're coming to see.

About the Performance

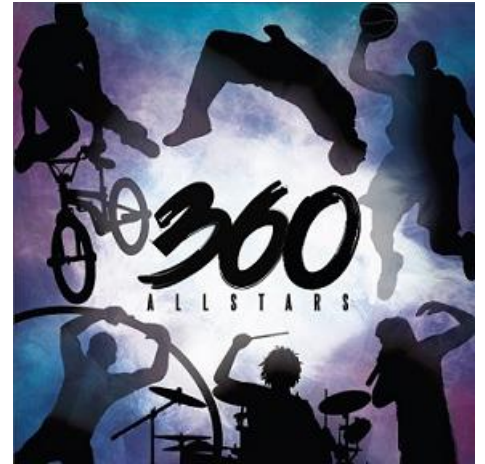
Circling the globe and spinning circles around the competition, 360 ALLSTARS showcases seven sensational champions on a single stage. With performances drawn from BMX racing, freestyle basketball, circus, breakdancing and beatboxing, and a cast of World Champion and World Record-holding athletes and artists, 360 ALLSTARS create an extraordinary fusion of artistry, street culture and athleticism. What ties all these artists together? Every act in 360 ALLSTARS involves circles and spinning. Every cast member of 360 ALLSTARS is an "Allstar" in their own right. Each one is a champion and a world renowned artist in their art form. They come together from all over the world to combine their skills and create a circus performance unlike any you have seen before.



360 ALLSTARS, photo by Matt Loncar

About the Company

Onyx Productions based in Brisbane, Australia is dedicated to presenting multi-disciplinary contemporary works that are particularly engaging for young audiences. Their shows have an urban edge and are jam-packed with master performers showing off their talents. 360 ALLSTARS revolutionizes acts like acrobatics and the Cyr wheel to create a new style of circus for a new generation. Founded in 2011 by producer and performer Gene Peterson, Onyx has since delivered over 2000 performances and workshops across more than 50 tours worldwide, including sold out seasons at the Sydney Opera House in Sydney, Australia, in Edinburgh, Scotland, and on Broadway in New York.



360 ALLSTARS, photo by Darren Thomas

What To Expect

The Performance

- The Performance is about 60 minutes long, and features short performances by seven allstar artists.
- The performance is structured like a circus, with some moments where artists perform alone and some moments where several artists perform together. There are moments at the beginning and end of the show where all seven artists are onstage at the same time.
- 360 ALLSTARS is a high energy performance, with lots of spinning and impressive acts.

The Music

- All of the music in the show is created by a live DJ who uses a loop pedal to create repetitive sounds and beats.
- The show features live beatboxing where a performer uses their mouth and body to create rhythms.

The Lights

- Theatrical lighting helps set the tone for the performance. The lights are colorful and dramatic.
- The stage will sometimes go completely dark during the performance.

Resources

- Plan your visit to Merrill Auditorium: www.porttix.com/plan-your-visit/merrill-auditorium
- Learn more about accessibility at Portland Oventions: portlandovations.org/about/accessibility
- Get the latest health and safety information for Portland Oventions productions: portlandovations.org/wp-content/uploads/2023/05/School-Time-Performance-Health-and-Safety-Protocols-May-2023.pdf



360 ALLSTARS, photo by Darren Thomas

Being an Audience Member

An audience member is a part of a larger community – an audience – and you all work together to create your theater experience. Audience members play a special and important role in the performance. The performers are very aware of the audience while they perform. Sharing their hard work and joy with you is one of the best parts of being a performer. Each performance calls for different audience responses. Lively bands, musicians and dancers may desire audience members to clap and move to the beat. Other performers require silent focus on the stage and talking from the audience can be distracting. A theater is designed to magnify sound and even the smallest whispers can be heard throughout the auditorium. The performers of 360 ALLSTARS highly encourage clapping, laughing, and cheering at the parts of the performance that you enjoy.

As you enjoy the show, think about being a part of the performance.

- What are the differences between attending a live performance and going to a movie or watching television?
- What are some different types of live performances? How many can you name?
- What kind of responses might an audience give to different types of performances?
- What are the different cues that a performer will give you so that you know how to respond? For example, might they bow or pause for applause?



The interior of Merrill Auditorium

Essential Questions

What artforms are represented in 360 ALLSTARS?

Each member of the 360 ALLSTARS specializes in a different artform, and many of the artforms represented onstage have their roots in athleticism and street arts. That's why 360 ALLSTARS refers to themselves as an Urban Circus—to describe the unique blend of artistry and athleticism each performer brings to the stage. Read more about the different artforms in 360 ALLSTARS below.

BMX

Short for “Bicycle Motorcross,” BMX refers to the racing, sport and stunt riding of bicycles. Within Freestyle BMX, there are various disciplines and styles. The style featured in 360 ALLSTARS is called Flatland. In Flatland, tricks are performed on smooth, flat surfaces and consist of spinning and balancing in various ways.



Breakdancing

A style of dance often seen in hip hop, in which a performer steps away from the group to perform his or her own unique and skillful (sometimes acrobatic) dance moves. “Breakdancing” is a term that was coined in the 1970s when party DJs found that looping the “breakdown” of a song got more dancers on the floor.



The Cyr Wheel

These human spinning acts are a relatively new addition to the circus scene. The cyr wheel has gained popularity in the last 15 years as a new piece of equipment used by acrobats to wow audiences by twirling their way around the stage and performing acrobatic moves. A cyr wheel looks a bit like a hula hoop, but is much sturdier, usually made of aluminum or steel and able to support the weight of a person.



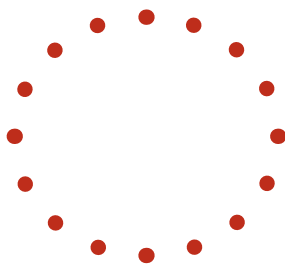
Freestyle Basketball

An artistic interpretation of basketball handling that consists of tricks, drills and moves that incorporate rhythm, dance and awe. This sport/art form has grown rapidly over the past 10 years and now incorporates elements from soccer, yoga, breakdancing, juggling, popping, locking, martial arts and more.



The Loop Pedal

If you listen closely, you'll notice the 360 ALLSTARS DJ creates complex beats by looping sounds using a loop pedal—a digital recording device that musicians can use to manipulate and control sounds. A loop pedal: 1. enables recorded sounds to be repeated (looped) and 2. allows recorded sounds to be laid over each other (overdubbed). Since most musicians use their hands to play instruments, the digital looping device is a foot pedal.

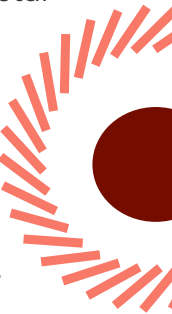


How to 360 ALLSTARS spin without falling?

How do performers in 360 ALLSTARS create their impressive, gravity-defying feats? What's the science behind it? When the Allstars balance spinning basketballs or spin on BMX bikes, cyr wheels, and parts of their own bodies, they're not actually defying gravity, they're obeying the law—Newton's Laws that is. To understand the physics behind the way the 360 ALLSTARS spin, we need to examine two concepts: Newton's first law of motion, and centripetal force.

Newton's first law of motion states that an object will not change its motion unless it is acted upon by an external force. In other words, if an object is at rest, it will stay at rest until a force causes it to move. If an object is in motion, it'll stay in motion. The greater the mass of an object, the more force it takes to change its motion—this is called inertia. Objects in motion also continue to move at the same speed (velocity) and in the same direction.

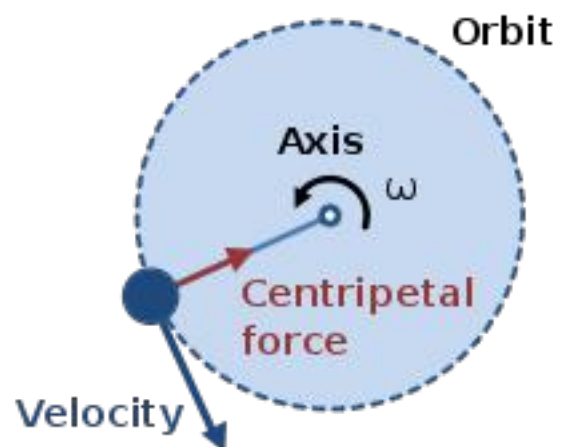
When the performers of 360 ALLSTARS spin, the external force keeping them spinning is centripetal force—the force that keeps an object moving along a circular path. The word centripetal means “center-seeking” in Latin, and it's named that way because the force always points to the center of the circle. Imagine you're holding a tennis ball attached to the end of a string and you begin swinging the string around. The ball travels in a circular motion because the string acts as an external force, constantly directing the motion toward your hand at the center of the circle. If you were to cut the string while the ball is spinning, you'd remove the centripetal force. The ball would fly off in a straight line in whichever direction it was going at the time of the cut. As you watch 360 ALLSTARS, see how many examples you can find of centripetal force in action. What other examples can you think of from your daily life?



Experiment with centripetal force in your classroom with the activity on page 13.



*Member of 360 ALLSTARS spinning on their head
Photo by Darren Thomas*



PRE-PERFORMANCE LESSON ACTIVITIES

360 ALLSTARS is all about circles. Every act in the performance incorporates circles or spinning in some way (even the music, which is looped live). There are lots of games played in circles, making it very easy to incorporate the unifying concept of the performance into your classroom before and

ACTIVITY: Round of Applause

This game is a great way to focus a class before or during a lesson. It requires listening, collaboration, and focus to achieve group success. It can be used to spark dialogue about problem-solving and to help prepare students for active listening.



Materials:

Room for the class to stand in a circle

Procedure:

1. Gather the class in a circle in a large open space. This game can be played sitting or standing.
2. Explain to the class that the goal of the game is to pass a round of applause around the circle. To begin, invite the student standing next to you to face you and clap at the same time you clap. We'll call this student Player 1.
3. Once you've clapped as close to simultaneously as possible, invite Player 1 to turn to the student next to them and try clapping again. Player 2 will then turn to the student standing next to them and clap together. Continue in this way, clapping in pairs around the circle until everyone has had a turn.
4. Once the clap has traveled once around the circle, add in a rhythm and encourage students to try and maintain the rhythm.
5. If students master simultaneous clapping in one direction, you can introduce changing directions. Any student can change directions at any time by turning in place. You can also add a second clap so that two claps are traveling around the circle to make the game more challenging.

Tip: invite students to practice different strategies to achieve the most simultaneous clap possible—eye contact works for some, big hand gestures for others, and a slow, steady rhythm can be helpful, too. Experiment to see what works best.

Reflection Questions:

- On a scale of 1 to 10, how successful were we at this activity? (If you've played before, compare your score to your previous one. Did you do better this time?)
- What did we need to be successful in this activity? What skills did we use and what strategies did we try?
- How might these skills be useful to us when watching a performance like 360 ALLSTARS?

ACTIVITY: This Is Not A...

This activity asks students to use their creativity to transform an everyday object into something else. It offers an opportunity for students to practice coming up with ideas quickly and inferring based on context clues. It's also a good way to get your students used to recognizing circles in lots of different contexts.



Materials:

- Room for the class to stand in a circle
- A small circle cut from a piece of 8.5x11 construction paper. (A roll of masking tape is also great for this activity).

Procedure:

1. Gather students together in a large circle and hold up the object (your roll of tape or construction paper). Explain that the goal of the game is to transform the circle into something it is not.
2. Demonstrate transforming the circle into something else by saying “This is not a circle, this is _____ (fill in the blank), and performing a short action with the object. For example, you might say, “This is not a circle, this is my hat” and pretend to place the circle on your head as if it were a top hat.
3. Pass the object around the circle and give every student an opportunity to transform it into something else.
4. Try the game again, but this time say only, “This is not a circle,” and perform the action. Challenge the class to guess what the object has become.

Tip: Encourage students to be as specific as possible in performing their actions. How can you break down this action into individual parts or steps?

Reflection Questions:

- What object transformations do you most remember from our exploration? Why?
- How did the properties/characteristics of our object (eg circle or roll of tape) inform your transformation choices?
- What skills did you use to be successful in this activity? Where else in our inquiry might we want to use these skills?

POST-PERFORMANCE LESSON ACTIVITIES

Post-Performance Discussion Questions

1. Describe a memorable moment from the performance. What parts of the performance are sticking with you?
2. 360 ALLSTARS is described as an “urban circus,” what comes to mind when you hear that term? What parts of the performance reminded you of a traditional circus?
3. What does the term “allstar” mean to you? Do you have any “allstars” in your life?
4. What special skills or talents do you have? Would you call yourself an allstar? Why or why not?

ACTIVITY: Stop Go Jump

This physical and mental warm-up involves listening, memory, and body-awareness. It uses simple prompts to get students moving and responding simultaneously.



Materials:

Room for the class to stand in a circle



Procedure:

1. Gather the class in a large circle and invite everyone to move slowly and steadily in a single direction (clockwise or counterclockwise).
2. Introduce the first prompt pair: Stop and Go. When the teacher says stop, everyone in the circle freezes. When the teacher says Go, everyone moves again.
3. Once students are comfortable with Stop/Go, introduce the second prompt pair: Jump and Name. When the teacher says Jump, everyone jumps. When the teacher says Name, everyone says their name out loud.
4. If desired, introduce the third prompt pair: Knees and Arms. When the teacher says Knees, everyone puts their hands on their knees. When the teacher says Arms, everyone puts their arms in the air.
5. Use all 3 prompt pairs together or mix them up until students are very comfortable following instructions and moving as a group.
6. Once students have mastered prompts, switch their meanings. For example, “Go” now means freeze in place, and “Stop” now means continue moving.

Tip: If students master the game in a circle, invite them to begin walking all around the room, covering as much of the space with their feet as they can. In this variation, students must maintain greater body awareness to be successful.

Reflection Questions:

- What different skills did you have to use to successfully participate in the activity?
- What was challenging about this activity? What was easy? Why?
- What skills did you use in this activity that you want to use in our work today? Did the artists in 360 ALLSTARS use any of these skills?

ACTIVITY: Penny Spin - A Centripetal Force Experiment

This hands-on experiment demonstrates the concept of centripetal force. For more information on centripetal force see page 9.



Materials:

- A bucket with a handle
- a penny
- other small objects

Procedure:

1. Start by introducing centripetal force and brainstorming examples from 360 ALLSTARS.
2. Place the penny in the bucket. As a class, form a hypothesis--what will happen to the penny when the bucket is spun?
3. Spin the bucket and observe what happens to the penny. Invite the class to note your findings.
4. One by one, place other (non-breakable) objects in the bucket and spin them. Observe what happens to each object.
5. Analyze your results: what happened with each object when the bucket was spun? What conclusions can you draw based on this information?

Tip: This activity is designed to loosely follow the scientific method, but feel free to make modifications to the procedure to more closely mirror the way you teach this concept.

Reflection Questions:

- What happened in this experiment?
- How did our experiment follow the scientific method?
- How did this experiment demonstrate centripetal force in action? Did you observe any other concepts at work?
- Where did you see these concepts in 360 ALLSTARS? What scientific phenomena did you observe onstage that weren't represented by this experiment?
- Based on what you learned today, do you now think some acts in 360 ALLSTARS were more impressive than others? Why or why not?

ACTIVITY: Allstar Talent Show

Celebrate the skills and talents that make your students allstars by staging a talent show in the style of a circus.

Materials:

- Space for rehearsal and performance
- Props as needed

Procedure:

1. Invite students to brainstorm what makes them an allstar. working individually or in small groups, ask students to think about what skills, talents, or abilities they would like to showcase. Remind students to think outside the box and be creative about what their skill might be.
2. Rehearse: Give students a set amount of time (5-15 minutes depending on the time you have and the complexity of their ideas) to practice their skill and prepare their performance. Invite students to plan the beginning, middle, and end of the performance. Consider how the act might build in suspense as they approach the end.
3. Revise: Invite students to perform their acts for each other in pairs. While one student is performing, the other observes, then switch. Have students offer each other feedback—what did they love? What could be improved on?
4. Put it all together: As a class, plan a structure for your talent show. Consider adding a moment of group collaboration and celebration during the show. Think about creative ways to transition between acts. Incorporate music by inviting students to choose their music or to create beats and rhythms using traditional or non-traditional instruments while other students perform.
5. Perform: If you like, invite your principal, other teachers, or a neighboring class to come see your talent show.

Reflection Questions:

- What was it like to put together a whole show?
- How did we honor everyone's unique talents in our show?
- How did our show compare to 360 ALLSTARS? What was similar and what was different?



RESOURCES

- Learn more about 360 ALLSTARS: www.onyx-productions.com/360allstars
- Read an article scientifically examining why we find circles beautiful: www.sciencefocus.com/science/why-do-we-find-circles-so-beautiful
- Break down Breakdancing basics: www.masterclass.com/articles/breakdancing-guide
- Read a short history of BMX racing: www.usabmx.com/site/sections/7



360 ALLSTARS, photo by Matt Loncar

ABOUT PORTLAND OVATIONS

Portland Ovarations, founded in 1931, produces dynamic performing arts events including classical music, jazz, opera, dance, theater, and Broadway. We believe that cultural enrichment should be high quality and accessible to all. Ovarations collaborates with other nonprofit organizations, education systems, and the business sector to promote lifelong learning while celebrating the power and virtuosity of the performing arts. We bring the exhilaration of the performing arts into our communities with free events as part of Ovarations Offstage, connecting artists and audiences. Join us at unexpected “art happenings,” classroom workshops, masterclasses, community discussions, and pre-performance lectures to explore together the relevance and connection of the performing arts to our lives.

Land Acknowledgment

Portland Ovarations’ programs are presented on Wabanaki land, home of the Maliseet, Mi’kmaq, Passamaquoddy, Abenaki and Penobscot Nations, their elders past and present, and future generations.

We encourage you to learn more and take action in support of Maine’s Indigenous communities through the following organizations

[Abbe Museum](#)

Maine’s premier museum dedicated to indigenous history and culture. Their mission is to inspire new learning about the Wabanaki Nations with every visit.

[Maine-Wabanaki Reach](#)

A Native-led non-profit that supports the self-determination of Wabanaki people through education, truth-telling, restorative justice, and restorative practices in Wabanaki and Maine communities.

Created and written by Dr. Liz Schildkret

Designed by Katie Day

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We want to know what thought about the performance. You can write your answers below or draw a picture on the back of this page. Thank you!

PERFORMANCE 360 ALLSTARS

SCHOOL NAME _____

TEACHER NAME: _____

_____ May we use your n

_____ share your comments

What did you I *360 ALLSTARS* did you like that part

_____ t was something that you learned during the performance?

What would you like to tell other kids about *360 ALLSTARS*

What types of performance would you like Portland Oventions to offer in the future? (Feel free to share what type of art you are interested in (theater, dance, music), what cultures you might like to see, what topics the art might connect with, or specific artists.)

MAIL RESPONSES TO: Portland Oventions 120 Exchange St Portland, ME 04101
EMAIL SCANNED RESPONSES TO: offstage@portlandovations.org

We want to know what thought about the performance.
Draw a picture of a part of 360 ALLSTARS that you liked. Thank you!



Please scan and email to offstage@portlandovations.org or mail to Portland Ovations 120 Exchange St Portland, ME 04101

Please take a few moments to fill out this survey after you attend the performance. You can also [online here](#). Your response provides valuable insight on the impact, accessibility, and relevancy of the School Time Performance Series and will allow us to improve and strengthen the program. Thank you.

PERFORMANCE

TEACHER NAME _____ GRADE(S) OF STUDENTS _____
SCHOOL NAME: _____ CITY/TOWN: _____
EMAIL ADDRESS: _____

From your perspective as a teacher, how would you rate *360 ALLSTARS*

. What made this a valuable experience for your students? (If it wasn't, what can we do

_____ was your primary reason for choosing to bring your students to *360 ALLSTARS*

- wanted my students to experience the performing arts.
- the performance _____ with my curriculum goals.
- the date and time _____ performance fit our schedule.
- the ticket price _____
- other (please specify): _____

How did this live performance connect to or enhance your curriculum?

Did you use the Educators Guide provided by Portland Ovation before or after the performance before after

Why or why not?

What improvements could we make to the Educators Guide to serve you and your classroom better?

. How would you rate the following components of attending the School Time Performance?

Reserving & paying for tickets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communication performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Arrival at the	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Departure from	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What types of performances would you like to bring your students to in the future? free to share art forms, topics/themes, specific artists, etc

A number of individuals and organizations make it possible for Portland Ovation these School Time Performance tickets at extremely discounted rates. Is there anything you'd like them to know in terms of your experiences or its impact on your students?