

SNAP

Teacher Resource Guide



Poof! Presto! Snap! Playing with space, time and the otherworldly, this eclectic ensemble of South Korean illusionists will boggle the mind with their impressive powers of magic and spectacle. Mixing dexterous sleight of hand, Chaplin-esque vaudevillian comedy, storytelling and ingenious visual effects, ***SNAP*** conjures a marvellous, magical cabaret perfect for young audiences. Throughout the show, The Dreamer, The Alchemist, The Florist, The Trickster & The Oddball create an unbelievable performance that is both seriously funny and seriously magical.

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The Creators: About GRUEJARM Production



“**Glorious, Rare, Unique, Exciting, Joyful Arts, Rapt, Mystery** is what **GRUEJARM Production** stands for both figuratively and literally. The name also translates from Korean to describe the state in between reality and a dream! The terrifically talented company, which formed in 2010, brings together Korea’s most illustrious illusionists to produce unbelievable productions and make some seriously funny magic.”

– *Robin Klinger Entertainment Inc.*



Get to Know GRUEJARM Production!

<https://www.youtube.com/watch?v=ELXtWg6QJks>

Performance Synopsis



SNAP opens with a number of tricksters with strange abilities discovering a locked door that transcends all of space and time. Once they open it, they find themselves entering a series of different realities and eye-catching twists such as metal hoops being turned into a seemingly endless stream of sand, illusions created by clever lighting, spectacular costume changes, and shadow puppets. Skillfully using mixed-media devices such as light, music, modern art and technology, the cast puts on brilliant scenes bound to capture the eyes and minds of audiences of all ages.

SNAP at the 2016 Edinburgh Fringe Festival

<https://www.youtube.com/watch?v=xyr-f0f2U4Q>



Cast & Characters

THE TRICKSTERS:

● C.S. Choi

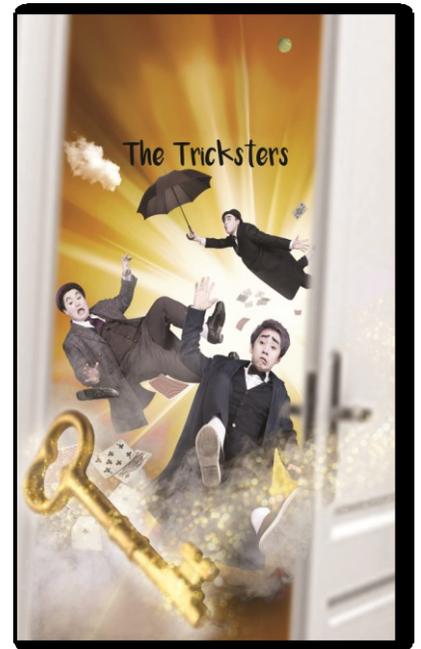
C.S Choi has earned high scores in a various magic competitions throughout the world. He continues to receive invitations to perform at diverse international events, and is one of the rising stars in the world of magic. His performances combine great storytelling with creative and captivating movements.

● Yeong-min Lee

Yeong-min Lee is the one of the leading comedy magicians in South Korea, having represented his home country in the Asia World Magic Championships. He is a very creative performer, and makes the performance more interesting with his various stage expressions.

● Jeong-seok Mun

Jeong-soek Mun is a magician who always has something new up his sleeve. He incorporates magic with other genres such as pantomime, dance, juggling, comedy, and more.



THE DREAMER: Ted Kim

Since winning the 2012 FISM WCM award, Ted Kim has been performing in world-famous theaters in Venezuela, Spain, England, Italy, Sweden, China, Japan, Malaysia, France, and Taiwan, including the Blackpool Opera House in England and the Peabody Opera House in Saint Louis, U.S.A. He received outstanding reviews from major media outlets and the 'Le Plus Grand Cabaret du Monde' which is one of the most popular T.V. shows in all of Europe.

THE ALCHEMIST: Young-min Kim

Young-min Kim took home 1st Place in General Magic at the FISM WCM in 2015. He has received many rave reviews from world famous magicians such as Franz Harary, Cryil, and LUCHEN. He has also received high praise from show producers from CIRCUS DE SOLEIL, THE ILLUSIONISTS, IMPOSSIBLE, and more.



THE ODDBALL: Young-Ju Kim

In the magic world, Young-Ju Kim is a talented performer who is capable of performing juggling tricks and magic at the same time. His juggling-magic has won several times in various international magic competitions.

THE FLORIST: Chang-min Lee

Chang-min Lee is a rising young magician who has won numerous awards in various magic contests around the world. He is very talented in hand-manipulation illusion techniques. He is busy performing not only in Asia but also throughout the Americas and continental Europe.



Is Seeing Really Believing? Notes on Perception and Illusion

Have you ever seen a magician make something disappear on stage right before your eyes? Did you ever think to yourself: *how do they do that?* A big part of magic has to do with the performers: after all, a magician *never* reveals their secrets!

BUT!

Did you know that another BIG part of magic has to do with *you*? That's right!

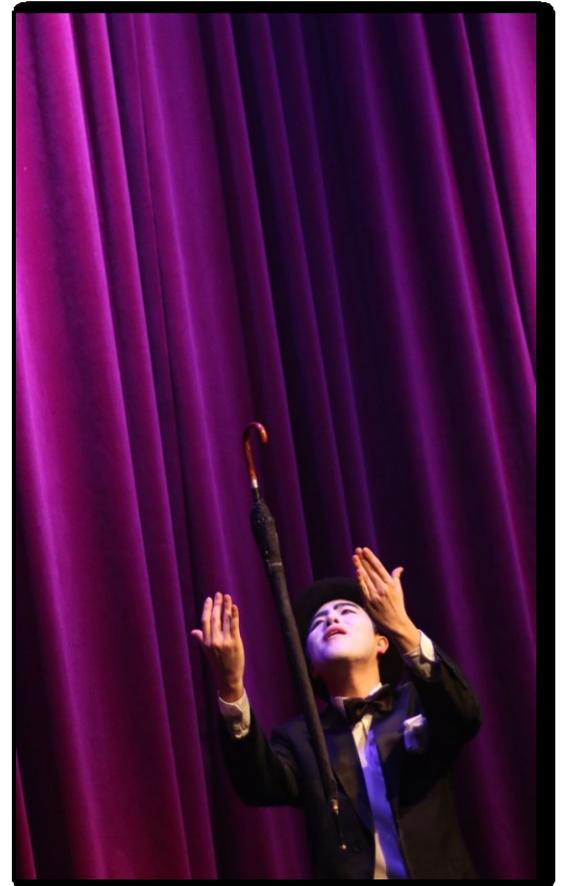
A good part of making magic come alive is due to **perception**: a way of seeing and interpreting things as they are shown right in front of us.

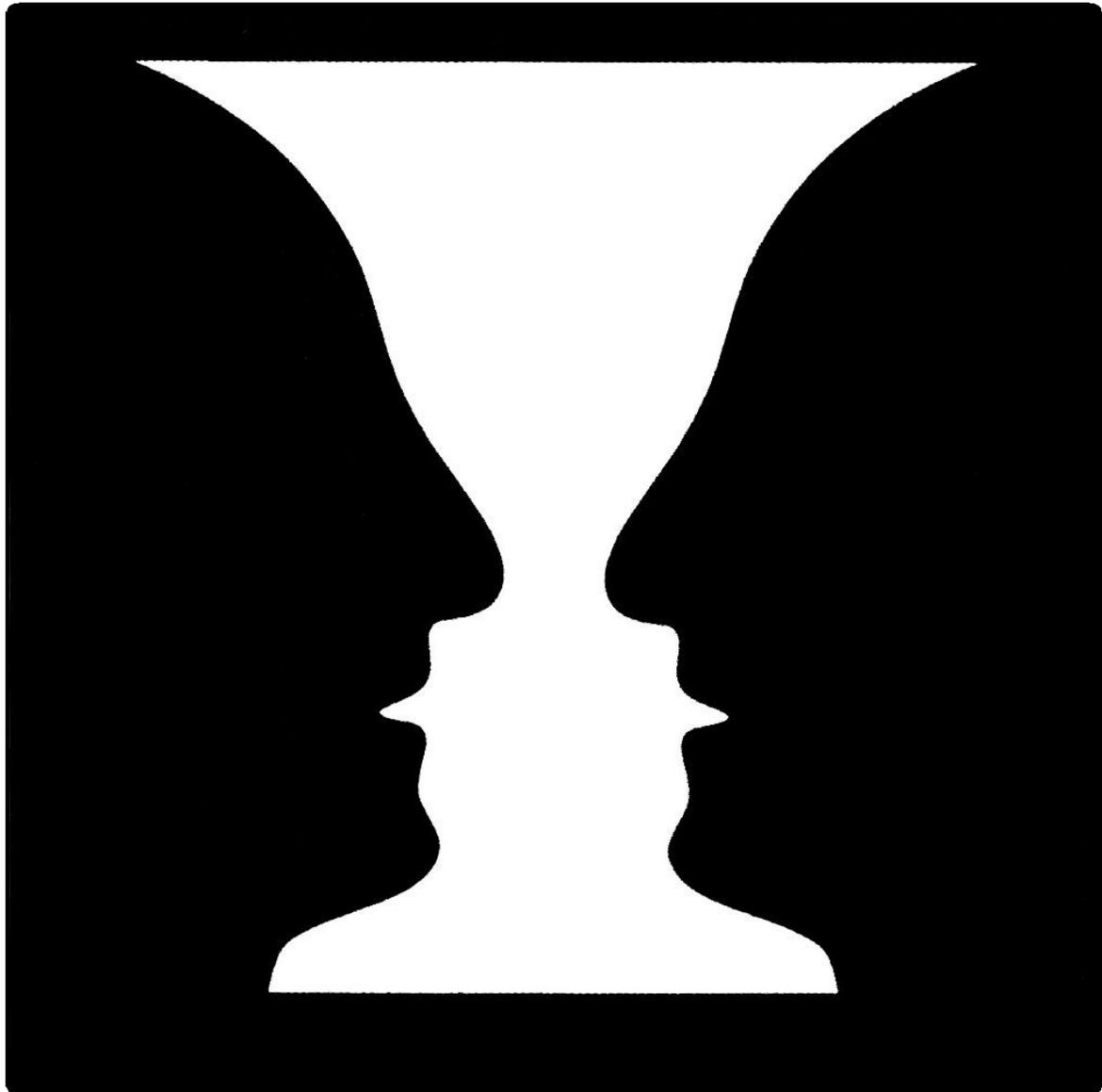
Each and every one of us has our very own unique sense of perception, or a way of seeing the world. That's what makes us all so cool!

Sometimes magicians will use what's called **illusion** to bend our sense of perception *just* a little. Illusion helps us to see things a little differently than we would normally. What we're looking at may in fact be different from what is *actually* there, but magicians help us to *believe* that it's true!

We've put some cool optical illusions on the next few pages. These are pictures that use light and shadow to play tricks on your eyes – kind of like how a magician would!

Take some time to carefully study each picture. What do you see? Chat with your friends: do they see what you see? Or do they see something else?





Is this picture of a vase, or of two smiling faces?



Do you see a person walking through a park, or a really big face?



Is this lady is young or old?

Make Your Own Optical Illusion!

Here is an example of a fun optical illusion activity that you can do at home!
From: <https://www.howweelearn.com/optical-illusions-for-kids-to-make/>.

You Will Need:

- Paper
- Pencil
- A Ruler
- Your Favourite Coloured Marker or Pencil Crayon
- Your Hand!

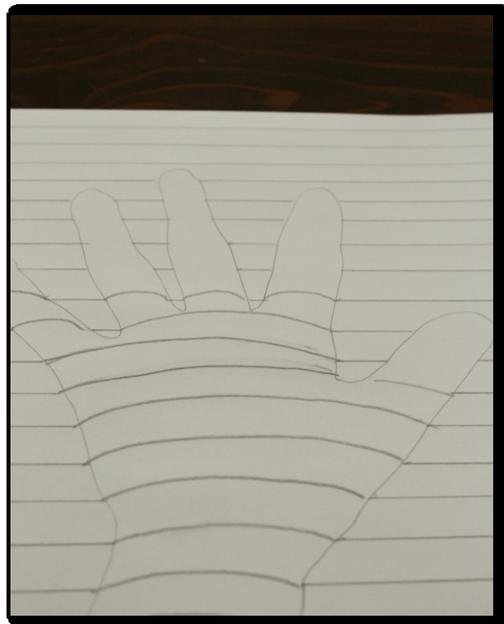
1. Trace your hand onto a piece of paper with a pencil:



2. Take your ruler, and draw straight, horizontal lines all around the tracing of your hand. Be careful not to draw in the tracing!:



3. Next, draw curvy lines in the tracing of your hand, and connect those lines to the horizontal lines outside of the tracing of your hand:



4. Take your favourite coloured marker or pencil crayon, and fill in every other line on the page. Does it look like your hand is popping off of the page?:



Performance Styles in *SNAP*

Vaudeville & Slapstick Comedy

Vaudeville, by definition, means a **farce** set to music. The term “Vaudeville” was introduced in the theatrical sense in the early 18th century. It was used as a way of describing a type of performance style used by the actors in that day. Way back then the only people who were allowed to perform professional theatre belonged to the **Comédie Française**. Anyone else who wasn't a part of this group was forbidden to act in dramatic plays.

As a way to keep doing what they loved, any actor who was not part of the Comédie Française turned their plays into **pantomime** – a type of silent storytelling. They interpreted dramatic action in big, buffoonish ways, and set their performances to music; often popular tunes of the day! This type of performance style eventually developed into its own genre of light musical drama known as the Vaudeville style we see today. Vaudeville remained a highly popular form of entertainment up until the early 1930s, and performances would often feature a variety of acts by comedians, acrobats, magicians, trained animals, jugglers, dancers, and more!

Slapstick comedy is a style of performance characterized by broad humour and characters getting themselves into wacky and wild situations.

Outrageous, make-believe fighting is a key component of this style of performance. Did you know that slapstick comedy actually took its name from the stage prop that characters used to fight with?



A slapstick was a wide paddle made of two pieces of wood glued together. It made a loud **WHACK!** when the paddle struck someone. The clownish humour of slapstick comedy has been a part of theatre history throughout the ages, and remains popular in many mediums of performances today.



Can you think of a performance you may have seen that included the big, clown-like humour of slapstick comedy? Think of examples from live theatre, TV shows, and movies!

Stock Characters

Stock characters, or **archetypes**, are everywhere theatre is found! Stock characters are characters that have pre-determined, defining traits that make them who they are. Many times these traits help our favourite characters along their journey – other times these traits get them into trouble. Many stock characters got their start with the Old Italian performance style of **Commedia dell'arte**, though we can find stock character examples as early back as 5th century Ancient Greece. Oftentimes masks were used to help actors “become” the character they were due to portray – kind of like stepping into your favourite Hallowe’en costume! **Here are some examples of stock characters from long ago. Do any of these characters remind you of any from SNAP?**

1. **Zanni:** A big clown! Zanni walks hunched over, but you’d always see him flailing his arms and legs about! He waves his arms in big, wide motions, and talks with his hands. He’s known to be quite the acrobat, and can do hand-stands and back-flips no sweat.



2. **Pantalone:** A greedy old rich man with a BIG, crooked nose. He LOVES his money, and carries a money bag with him wherever he goes. You may even see him walking funny to protect his money bag from nosy on-lookers! He can be selfish at times, and will sometimes forget about other people’s feelings.



3. **Brighella:** A trickster! Brighella is known for playing pranks and jokes on his friends. When he is not coming up with clever schemes, he also plays guitar and sings really well! Maybe if Brighella spent more time being nice to his friends, they might appreciate his musical talents more.



Character Activity: Gesturing & Gibberish

From: <https://www.childdrama.com/gibberish.html>

Teachers: Record a simple sentence on an index card, one for each student in your class. Have your class sit in a circle, and distribute one card to each student. Examples of sentences that work well include:

I have a toothache.
I like your new haircut.
That is a very beautiful hat.
I've missed my bus.
Please don't shout.
Are you my mother?
Is this your hat?
May I take your order?
I can't find my shoes.
Stop, in the name of the law!
I'm thirsty/hungry.
It looks like rain.
What a beautiful day!
We're going to be late.



Students: Study the index card your teacher gave you. Then, when your teacher says it's your turn, stand in the centre of the circle and try to communicate your message using anything BUT the actual sentence! You can use body language, facial expressions, and even gibberish to get your point across. How did you do?

Take-Aways: Non-verbal communication can be just as effective as using words to get a message across.

Teacher Next Steps: Assign each student a particular stock character trait. Have them try to relay their message in the manner of that character. If you want to increase the difficulty of the activity, make this a dialogue! This helps to not only bolster strong communication skills, but also gets them thinking about their relationships to other characters.

Adaptability: This activity is recommended for students in Grade 4 and up, but can be adapted to suit your desired learning outcomes for your particular unit of study.

Definitions

Archetype: A a very typical example of a certain person or thing

Commedia dell'arte: A humorous theatrical presentation performed by professional actors who traveled in troupes throughout Italy in the 16th century

Comédie Française: The world's longest established National theatre (est. 1680)

Farce: A humourous play or film where the characters become involved in unlikely situations

Illusion: Something that deceives the eye by pretending to be something other than what it is

Pantomime: Any of various dramatic or dancing performances in which a story is told by expressive bodily or facial movements of the performers

Perception: A mental image, or a physical sensation interpreted in the light of experience

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Curriculum Connections – Grades 2 to 3

Drama:

- Understanding and adopting the point-of-view of a fictional character
- Recognizing and using body language, vocal levels, costumes and props to identify characters
- Being aware of a sense of mystery or a problem to be solved
- Identifying the main theme or objective of the performance
- Identify distinct stylistic features of the performance (mask, makeup, magic, costumes, mime)

Music:

- Identifying musical instruments heard in the performance
- Identifying changes in dynamics and other expressive controls (i.e., volume of music, articulation of music, etc.)

Visual Arts:

- Identify visual themes seen on stage (such as colour, patterns, size and shapes of props) to help understand the story
- Understanding of perspective on stage (illusion of depth using foreground, middle ground, and background perspectives)
- Seeing how elements of design (light, shadow, colour, patterns) communicate or emphasize the most important ideas in the performance

Take Away Questions:

1. What was your favourite character in *SNAP*? Why were they your favourite?
2. What was a BIG problem that your favourite character had to solve?
3. Did the music you heard help tell the story? Can you remember a time when the music got louder? What about when it got quieter?
4. Where did *SNAP* take place? Did it take place in more than one setting?
5. Was there a point during *SNAP* that made you go “WOW!”?

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Curriculum Connections – Grades 4 to 6

Drama:

- Understanding and communicating character traits through body language, movement, and gestures
- Analyzing a character based on their relationship to other characters
- Understanding a character's reasoning for their actions
- Identifying the main theme and how an audience is drawn to that main theme
- Developing an awareness of different kinds of drama from different times (oral storytelling, pantomime)
- Identify how characters communicate emotions, thoughts and ideas through audio, visual, or technological aids (lighting, use of makeup, masks)

Music:

- Identifying changes in dynamics and other expressive controls
- Identify and describe how music is used to create a mood or setting
- Identifying if tone colour is used for specific purposes in the music performed

Visual Arts:

- Understanding of perspective, point-of-view, and illusion
- Seeing how elements of design (light, shadow, patterns) communicate or emphasize focal points on stage
- Identifying how colours are used, and if their hue and intensity evokes something in the performance
- Identifying how some patterns can indicate emotion
- Identify how signs, symbols and styles are used to help prop up key themes in the performance
- Identifying contrast, repetition, rhythm, and balance (Grade 6)

Take Away Questions:

1. Which character in *SNAP* did you relate to the most?
2. What character traits do you think helped them on their journey in the show? What traits do you think *didn't* help them?
3. Did any of the characters remind you of the stock characters in this guide? What about other characters you might have seen in books, TV shows, or movies?
4. Did your opinion of your favourite character change from the beginning of the show to the end?
5. Did the music of the performance do a good job of setting the mood?
6. How was colour used to help set the mood of the performance?
7. How was light and shadow used to create illusion on stage?

Sources

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 - a) Illusion: Edgar Rubin, "Hidden Faces and Goblet," 1915
 - b) A Daft Scots Lass: Freaky Friday - Episode 6 Optical Illusions
 - c) <https://www.livescience.com/63645-optical-illusion-young-old-woman.html>

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- Curriculum Connections:
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**All photos of SNAP have been used with the permission of the artists*