

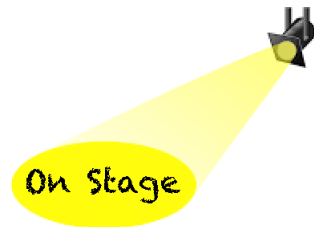
On Stage: Creating a Community Dialogue Around Live Theater

Small Mouth Sounds

Jungle Theater, May 18 – June 16, 2019

Created by: Lucas Erickson

Fiscal Sponsor: Springboard for the Arts



On Stage: Creating a Community Dialogue Around Live Theater

Mission: To make local theater relevant to younger and non-traditional audiences and to lay the groundwork for building future theater audiences

On Stage raises awareness of the theater offerings in the Twin Cities to academic classes and groups. It brings local actors to Twin Cities college classrooms and community settings to read scenes from a play in current local production. Participants then engage in a lively discussion of the play's themes, tying in current events, personal values and narratives to stimulate critical thinking. Subsequently attending the full play is encouraged.

ON STAGE: *Small Mouth Sounds* – Discussion Schedule

1. Southwest High School - Margaret Berg - HL1 Theater Class - Monday June 3, 9:55 - 10:45AM. 15 students. Thomasina, Nora, Jane

* Students will gain extensive experience in directing, playwriting, acting theory and technique, and production design. Students will be encouraged to develop the organizational and technical skills needed to express themselves creatively both individually and as a member of an ensemble. They will also be encouraged to understand alternative views and to respect and appreciate cultural diversity through theatre.

2. Shoreview Library (Ramsey County Library) - Carol Jackson - Monday June 3, 7:00 - 8:00PM. 7 participants. Thomasina, Nora, Jane

* The library has an extensive collection of mystery and travel books, along with classic and contemporary DVDs, video games, and talking books. A Fiction Book Group, two Mystery Book Groups and a Poetry Circle meet monthly.

3. Augsburg - Carolyn Evans - ML 538: Communication Skills for Leadership - Wednesday June 5th - 6:30 - 7:30PM. 20 students. Maria, Nora, Jane

* Looking at leadership/communication in a different context. All aspects of communication (listening/writing). How to use communication to infuse your values. Consistent/authentic. Starts with them, who they are, what they want to work on. Leadership/communication philosophy statement.

4. Normandale - Erickson, Jenny - COMM 1111 - Interpersonal Communication - Tuesday June 11th, 12:00PM - 1:00PM. 25 students. Thomasina, Nora, Michael

* The primary purpose of this course is to assist the student in examining and developing competence as an interpersonal communicator. Students will practice skills and learn strategies to develop and manage relationships more effectively in a variety of contexts. We will have covered communication competence broadly at that point--talking about things like appropriate self-disclosure, empathy, owning thoughts and feelings.

5. Abiitan Mill City - Tommaso Cammarano - Tuesday June 11th, 2:30 - 3:30PM. 18 participants. Thomasina, Maria, Michael

* Abiitan Mill City offers one-of-a-kind 55+ sophisticated senior living in the Mill City neighborhood of Minneapolis. Our newly constructed building offers independent living, assisted living and memory care.

6. MCTC - CMST 1010: Interpersonal Communication - Kathleen Crawford - Wednesday June 12th, 12:00 - 1:00PM. 32 students. Thomasina, Nora, Michael

* This course focuses on the examination and acquisition of positive and effective interpersonal and intrapersonal communication skills. You will study interpersonal communication theories and learn how applying these theories can enhance your ability to effectively communicate with others.

7. Sumner Community Public Library (Minneapolis) – Natalie Hart - Thursday June 13, 6:30 - 7:30PM. 7 participants. Thomasina, Nora

* Sumner Library is a neighborhood library located in the Near-north neighborhood of Minneapolis, Minnesota, United States. Originally part of the Minneapolis Public Library, it became part of the merged Hennepin County Library in 2008.

ON STAGE: *Small Mouth Sounds*– Total Tickets Purchased

Total Participants: 124

Total Tickets Purchased: 11

Note: Total tickets purchased was confirmed by the Jungle Theater Box Office.

ON STAGE: *Small Mouth Sounds* – Survey Results

1. Have you seen a play before?

50 YES (82%) 11 NO

2. Have you been to this specific theater before?

9 YES 52 NO (85%)

3. After our visit, do you feel more inclined to see the play?

54 YES (90%) 6 NO

4. Do you now feel more inclined to see other plays at this theater?

53 YES (88%) 7 NO

5. Do you think this program works well in college classes?

57 YES (95%) 3 NO

Note: This survey was issued to participants in three of the seven discussions.

ON STAGE: *Small Mouth Sounds* – Discussion Agenda/Topics

Lucas will welcome the class, introduce himself and say why we are there/what On Stage is. Everyone can introduce themselves soon, but first, stand up, and find a partner by touching your elbows.

We will ask them a question: Tell your partner what was the last song you listened to and where were you when you were listening to it? Now say goodbye to your partner and find a new partner by touching elbows. We will ask them a question: Tell your partner (WITHOUT TALKING) what you ate for breakfast. Have some people share what they thought their partner had for breakfast. Were they right? Easy to misinterpret? Say goodbye and find a new partner by touching elbows. We will ask them to look into your partners eyes for 30 seconds (TRYING NOT TO LAUGH OR LOOK AWAY). How was that? Easy? Awkward?

Maria/Thomasina/Nora/Jane/Michael will introduce themselves. **Maria/Thomasina/Nora** will ask students what are all of the ways that we communicate without talking? How can you tell me to not touch that (point to something) without talking? Can you be silent for 5 days? They will then tell the class that they are the teacher and that we will all now be starting our silent retreat (NOT FOR 5 DAYS, BUT THERE WILL BE NO TALKING FOR THE NEXT 10-15 MINUTES). Tell the students to come up with a “character” and why this character is at this 5-day retreat (Sad? Problems in your marriage? Need to find yourself?). Write this down – why you are at the retreat.

Maria/Thomasina/Nora will read an excerpt from the script (as the teacher) - (Pg. 14 – 15 – end at “And he died on the spot”). The teacher will then ask the students to write about what they thought of the frog story. What was that all about?

Jane/Michael will read an excerpt from the script (as the new teacher) – (Pg. 15 – 16 – end at “We shall be observing. Silence.”). The new teacher will then ask the students to write about what they thought of all the rules. Is this what they signed up for?

NOW YOU CAN SPEAK AGAIN! **Maria/Thomasina/Nora/Jane/Michael** will tell students to think about going to a retreat as yourself and not as the character you created. Why would you go? What do we do to help ourselves when we are sad or in a dark place? Would you need a teacher and rules to help you? Would you go to find an answer? Is there an answer? How about just escaping our phones. Is it easy for you to be without your phones for an hour? A day? Longer? Have you tried? Do you have rules at home about when you can be on your phone? At the dinner table? Do we need these rules? Communicating on your phone – through texting – easy to misinterpret emotions? Has this happened to you before?

Watching a play in silence. What is that about? While watching, we make stuff up to make sense of what is happening. We assume things about characters without knowing if they are true or not. We have to! It’s the only way we make sense of it. This is a different type of theater experience and might be good to see if you don’t see much theater. Why don’t people see plays?

Who was this play written for? What kind people are going to see this play? Casting it – a lot of white characters. Does it have to be that way? Not everyone can see this play (blind community).

Lucas will remind everyone how to get 15% off tickets to see the play. Ask actors to plug work they are currently doing.

ON STAGE: Small Mouth Sounds – Feedback

Lucas,

I just want to thank you, Cameron, Thomasina, Nora, and Michael for coming to our class today. I enjoyed having you there and I know my students did, too. Thanks for exposing them to new ways to view the world, others, and themselves. That's exactly what I hope for in my classes and it was a joy to see it happen today! Best of luck to you as you keep promoting theater and bringing it to classrooms! You all are welcome in my classes anytime.

Jenny Erickson – Professor at Normandale Community College

Hi Lucas,

Thank you so much for coming into my class today! I would love to do it again if it is an option in the future. I really like your idea of reaching out to smaller theaters -- that sounds cool and will get the students into more local theaters and shows.

Thanks again,

Margaret Berg – Teacher at Southwest High School

Hi Lucas,

It was a joy and pleasure to have you, Thomasina, Nora, and Michael with us on our second day of class. It was a great way to forge connections right away. Since it was a first for me and a change from the norm, there is always the curiosity about how it will relate to the course, but it seems to always work out. We all enjoyed having your group join us. I did check in with the class right after they returned from the break and I heard only positive responses from the class. One suggestion was provided from one of the students in terms of wanting more specifics about student discounts to theaters and what theaters are in the area. For instance, at the Guthrie, not all the students were aware of the student pricing. Moving forward, a list with accessible theaters might be helpful. Otherwise, we had a blast and thank you! I hope we are able to coordinate this again in the future.

Take care,

Kathleen Crawford – Professor at MCTC

Hi Lucas,

Thanks for all of your coordination to bring in the crew for On Stage: Small Mouth Sounds. It was such a relaxed discussion and activity. I love the way it was handled.

Take care,

Natalie Hart – Adult Services Librarian at Sumner Library

Hi Lucas. Thank you so much for coming. I am in full support of this program! Overall, your session was a very great experience in regard to 1) bringing performance arts to the forefront of the groups' thinking and 2) offering opportunity to step out of comfort zone and see/think/feel through other lenses. The group of actors that came with you were GREAT in offering their skills as performance artists! I would DEFINITELY do this again.

Carolyn Evans – Augsburg University

ON STAGE: *Small Mouth Sounds* – Financials

- **Thomasina Petrus (Facilitator) - \$880**
 - * 6 discussions (\$600), 1 planning meeting (\$100), facilitator prep-time (\$150) and parking expenses (\$30).
- **Maria Asp (Facilitator) - \$480**
 - * 2 discussions (\$200), 1 planning meeting (\$100), facilitator prep-time (\$150) and parking expenses (\$30).
- **Nora Montanez (Facilitator) - \$880**
 - * 6 discussions (\$600), 1 planning meeting (\$100), facilitator prep-time (\$150) and parking expenses (\$30).
- **Michael Curran-Dorsano (Facilitator) - \$580**
 - * 3 discussions (\$300), 1 planning meeting (\$100), facilitator prep-time (\$150) and parking expenses (\$30).
- **Jane Froiland(Facilitator) - \$480**
 - * 3 discussions (\$300), facilitator prep-fee (\$150) and parking expenses (\$30).
- **Lucas Erickson (Project Manager) - \$680**
 - * Planning and coordination of all On Stage discussions (\$500), printing and copying (\$85), meeting space (\$40), miscellaneous (\$25) and parking expenses (\$30).

TOTAL: \$3,980

Notes: 1 discussion (1 hour in length) is \$100, 1 rehearsal (2 hours in length) is \$100, 1 extra discussion (1 hour in length) is \$100, prep-time for the facilitator is \$150, and the coordination stipend is \$500. These fees are based on a similar program that was used at the Guthrie Theater (Creating Dialogue) and Project SUCCESS (fiscal sponsor pilot program). The program emphasizes education and is not a performance piece. The discussions will take place in college classrooms and community spaces (i.e. library room, public meeting room, etc.).

ON STAGE: *Small Mouth Sounds* – Sample Contract

PROJECT CONTRACT

On Stage: Creating a Community Dialogue Around Live Theater

This Agreement is made effective as of 10/15/16 by and between On Stage, and the following individual ("Actor")

NAME: _____

ADDRESS: _____

PHONE NUMBER: _____

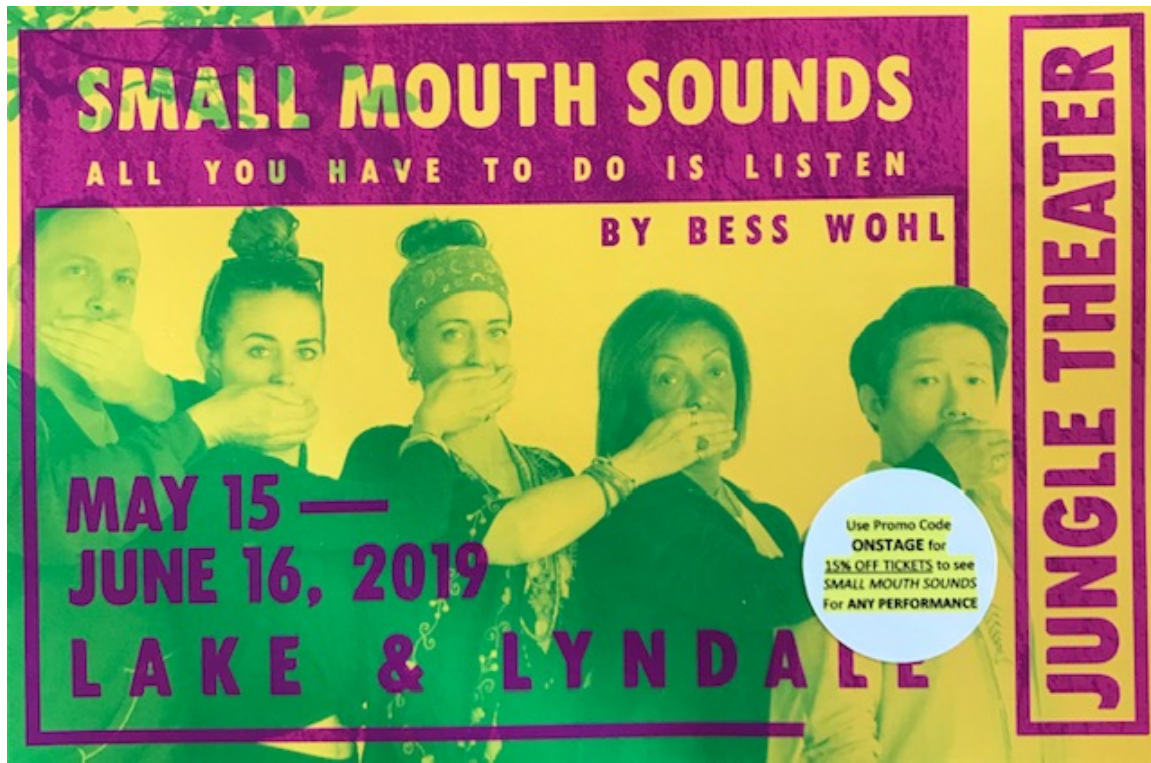
EMAIL: _____

- 1. **DESCRIPTION OF SERVICES AND PAYMENT.** Actor will receive compensation for providing the following services/expenses including but not limited to: 6 discussions (\$600), 4 planning meetings (\$200), facilitator prep time (\$150), and parking expenses (\$20).
- 2. **TOTAL PAYMENT.** On Stage will pay total compensation for services in the amount of **\$970**. Payment will be sent directly to the Actor from On Stage at the address listed above at a date postmarked on or before **11/14/16**.
- 3. **TERM/TERMINATION.** This Agreement shall terminate automatically on **11/14/16**.
- 4. **RELATIONSHIP OF PARTIES.** It is understood by the parties that the Actor is an independent contractor with respect to On Stage, and not an employee or contractor of On Stage.
- 5. **WORK PRODUCT OWNERSHIP.** Any copyrightable works, ideas, discoveries, inventions, patents, products, or other information (collectively, the "Work Product") developed in whole or in part in connection with the Services Rendered shall be the exclusive property of On Stage.
- 6. **NAME AND LIKENESS.** Actor agrees to allow On Stage full use of their name, likeness, voice, testimonial, and/or portrayal in whole or in part, severally or in conjunction with other material, for any documentation and marketing purposes at any time including after determination of this agreement.
- 7. **ENTIRE AGREEMENT.** This Agreement contains the entire agreement of the parties, and there are no other promises or conditions in any other agreement whether oral or written. The actor waves any liability against On Stage.
- 9. **SEVERABILITY.** If any provision of this Agreement shall be held to be invalid or unenforceable for any reason, the remaining provisions shall continue to be valid and enforceable. If a court finds that any provision of this Agreement is invalid or unenforceable, but that by limiting such provision it would become valid and enforceable, then such provision shall be deemed to be written, construed, and enforced as so limited.
- 10. **APPLICABLE LAW.** This Agreement shall be governed by the laws of the State of Minnesota.

This Project Contract is executed and agreed to by:

<u>ACTOR</u>	<u>ON STAGE</u>
(Printed Name) _____	(Printed Name) _____ (Project Manager)
(Date Signed) _____	(Date Signed) _____
(Signature) _____	(Signature) _____

ON STAGE: *Small Mouth Sounds* – Marketing



Event Insights



TODAY, JUN 13 AT 6:30 PM - 7:30 PM

Small Mouth Sounds (Presentation and Discussion)

Sumner Community Library · Minneapolis, MN

Promote Edit Share More

23 going or interested including Willie, Janis and Carol



Hennepin County Library

Events > **On Stage: Small Mouth Sounds**

Theater and Performing Arts Workshops

On Stage: Small Mouth Sounds

Thursday, June 13, 2019 (6:30PM - 7:30PM)

Add to Calendar

Sumner

Description

Join us for a theater presentation and discussion led by local actors and teaching artists. Actors will read two scenes from Small Mouth Sounds, a play at Jungle Theater May 18-June 16. Six

ON STAGE: *Small Mouth Sounds* – Photos



ON STAGE: *Small Mouth Sounds* – Photos



ON STAGE: Total Outreach

An Octoroon (Mixed Blood Theater – Fiscal Sponsor: Project SUCCESS)

Total Participants: **196**

Total Tickets Purchased: **115**

A Raisin in the Sun (Park Square Theater)

Total Participants: **190**

Total Tickets Purchased: **100**

Anna in the Tropics (Jungle Theater)

Total Participants: **142**

Total Tickets Purchased: **73**

We are the Levinsons (MN Jewish Theatre Co.)

Total Participants: **128**

Total Tickets Purchased: **30**

Pike St. (Pillsbury House Theatre)

Total Participants: **163**

Total Tickets Purchased: **25**

Revolt. She said. Revolt again. (Frank Theatre)

Total Participants: **296**

Total Tickets Purchased: **100**

Collected Stories (MN Jewish Theatre Co.)

Total Participants: **199**

Total Tickets Purchased: **42**

The Lorax (Children's Theatre Co.)

Total Participants: **483**

Total Tickets Purchased: **55**

Lady Day at Emerson's Bar and Grill (Jungle Theater)

Total Participants: **155**

Total Tickets Purchased: **28**

West of Central (Pillsbury House Theatre)

Total Participants: **399**

Total Tickets Purchased: **150**

Marie and Rosetta (Park Square Theatre)

Total Participants: **313**

Total Tickets Purchased: **140**

Actually (MN Jewish Theatre Co.)

Total Participants: **264**

Total Tickets Purchased: **107**

Hedwig and the Angry Inch (Theater Latté Da)

Total Participants: **172**

Total Tickets Purchased: **54**

Small Mouth Sounds (Jungle Theater)

Total Participants: **124**

Total Tickets Purchased: **11**

TOTAL PARTICIPANTS: 3,224

TOTAL TICKETS PURCHASED: 1,030

*** 32% OF THE STUDENTS/COMMUNITY MEMBERS WE HAVE VISITED SAW THE PLAY THAT WE DISCUSSED.**

The Need For A Younger Theater Audience

NEA 2012 Survey: The Survey of Public Participation in the Arts (SPPA) is the largest and most comprehensive survey of U.S. arts participation, with a total sample size exceeding 37,000 adults, ages 18 and over.

- Adults who attended performing arts or visited museums as children were three to four times as likely to see shows or visit museums as adults. Exposure to the arts in childhood turns out to be a stronger predictor of adult arts participation than education, gender, age, or income.
- Technology is a great enabler of arts creation and participation. In 2012, nearly three-quarters of American adults—about 167 million people—used electronic media to view or listen to art.
- 12.3 percent of adults in 2002 said they had attended a non-musical play in the past year; only 8.3 percent of adults in 2012 could say the same.
- The average age of those attending classical music performances, the ballet, jazz concerts and plays is increasing. This is not just because the median age of the general population is creeping up as well; it is the result of one generation of audience members not being adequately replaced by the next.
- The average age of the theatergoer for touring Broadway is 52 (according to The Broadway League).

June 17, 2012, Boston Globe:

“The Boston area is home to an estimated 250,000 college students from September to June. In other words, there is a huge population of 18-to-22-year-olds at more than 65 colleges and universities, quite a few of whom are eager, even desperate, for something to do off-campus on the weekends. Many who go to college here settle down in the area after graduation; they are the logical foundation of Boston theater’s future. So, theoretically, Boston should be the perfect laboratory for experiments in how to attract young adults to the theater, right? ... Intellectual curiosity and a spirit of cultural adventure are, or should be, cornerstones of higher education” (Don Aucoin).