

Performances *plus!*

Presents

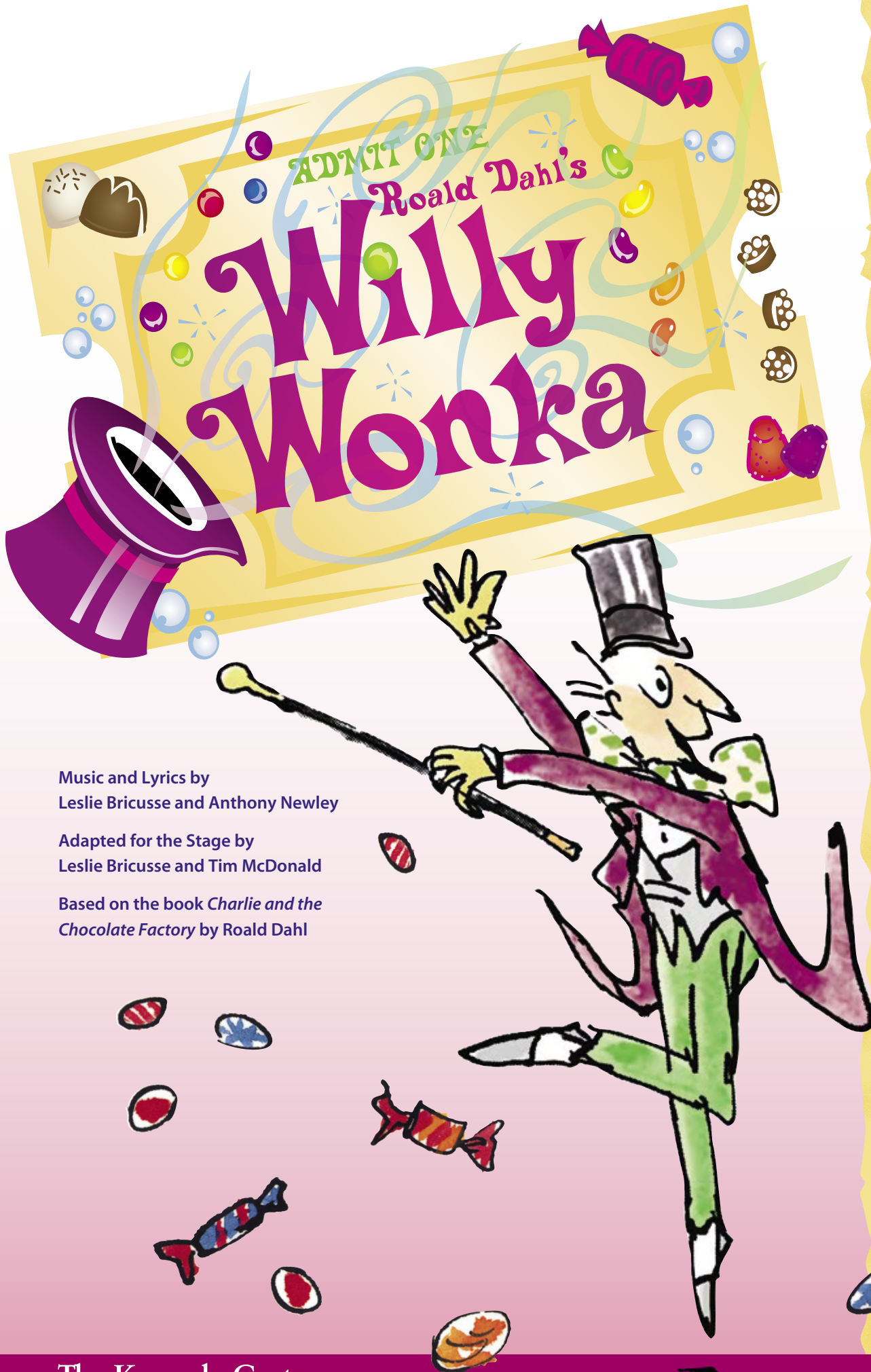


Roald Dahl's "Willy Wonka"

Tuesday, May 1, 2007

10am Concert Hall

Study Guides are also available on our website at www.fineartscenter.com - select Performances Plus! from Educational Programs, then select Resource room.



Music and Lyrics by
Leslie Bricusse and Anthony Newley

Adapted for the Stage by
Leslie Bricusse and Tim McDonald

Based on the book *Charlie and the
Chocolate Factory* by Roald Dahl

Cue sheet

FOR STUDENTS

Welcome to *Cuesheet*,
a performance guide
published by the
Education Department
of the John F.
Kennedy Center for
the Performing Arts,
Washington, D.C.

This *Cuesheet* is
designed to help you
enjoy the performance
of Roald Dahl's *Willy
Wonka*.



The candy marks
topics for discussion
or activities you may
want to do with other
students, friends, or
family.

What's in Cuesheet?

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Dahl's *Willy Wonka*?
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Through Music,
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What Happens in Roald Dahl's



Main Characters

More than 30 characters appear in Roald Dahl's (pronounced ROW-all DOLL) *Willy Wonka*. Some are played by actors, others are played by puppets. The main characters are:

The children who tour the chocolate factory

- Charlie Bucket, a poor boy
- Augustus Gloop, a boy who loves food
- Veruca Salt, a spoiled, bossy girl
- Violet Beauregarde, a girl who loves gum
- Mike Teavee, a boy who is **obsessed** with television

Charlie Bucket's family

- Charlie's parents
- Charlie's four grandparents (puppets)

People in the chocolate factory

- Willy Wonka, the **eccentric** (pronounced ek-SEN-trik) owner of the factory
- The Oompa Loompas, factory workers (puppets)

The Story

In the **musical**, Willy Wonka owns a magical and mysterious chocolate factory. Although he excels at making candy, he would like to retire. He hopes to find the right person to take his place.

Charlie Bucket's family is poor. They do not have enough money to buy food, warm clothes, or even some candy. Charlie dreams of making chocolate bars, just like his father, grandfather, and grandmother used to.

Everyone, but especially Charlie, is excited to learn that Willy Wonka has started a contest. The five lucky people who find golden tickets inside Wonka chocolate bars get a tour of the chocolate factory and a lifetime supply of chocolate. Charlie wants badly to win, but cannot afford to buy candy.

At the last minute, Charlie finds the final golden ticket. He joins the other winners—Augustus, Violet, Veruca, and Mike—on a **fantastical** tour of Wonka's chocolate factory. Wonka's workers, the Oompa Loompas, make the tempting treats. During the tour, each child breaks Wonka's rules.

Before Charlie leaves, he admits to Wonka that he broke the rules. Moved by Charlie's truthfulness, Wonka gives Charlie an incredible gift...

obsessed—extremely focused on one thing

eccentric—unusual and unpredictable

musical—a play that tells its story using dialogue and songs

fantastical—wonderful and almost unbelievable

Willy Wonka?

From Page to Stage


The story for the musical comes from a popular book, *Charlie and the Chocolate Factory* by Roald Dahl. To **adapt** the story for the stage, the playwrights decided which events and characters to keep or change and whether to create new characters and events. They also worked with people who wrote lyrics and music so that the songs would help tell the story.

adapt—modify or change

consequences—events that happen because of things people do or say

improvise—to perform or write without practicing ahead of time

Laughs & Scares


 The musical Roald Dahl's *Willy Wonka* includes funny scenes and some scary moments.

Before the performance, think about these questions:

- 1 Charlie's grandparents do not hear very well. How might their conversations be funny?
- 2 The children take a boat ride through a dark and mysterious tunnel. How might this be scary? Funny?
- 3 When the children break the rules, they face **consequences**. How might these be scary? Funny?

After the performance, recall and **improvise** some situations that were both funny and scary.

Looking for an Heir

 In the musical, Wonka is looking for an heir (pronounced AIR)—someone to take over the chocolate factory and carry on his work.


Think of something important that you do and take pride in. If you needed to find someone to take your place, how might you go about it? What qualities would you want that person to have? Why? Discuss or write your ideas.

After the performance, discuss the qualities that Wonka sought for his replacement.



Telling the Story Through

Singing Lessons

 The factory workers, the Oompa Loompas, teach a lesson to each of the five young visitors through the song, “Oompa-Loompa-Doompa-De-Do.” Here is the last verse that is repeated each time. The second line (the lesson) changes for each child:

“Oompa Loompa doom pa dee dah

If you're not greedy, you will go far!

You will live in happiness, too!

Like the Oompa-Loompa, doom pa dee do.”

Here are the different second lines that you will hear. Note that one lesson is given twice.


1. If you're not greedy, you will go far!
2. Given good manners, you will go far!
3. If you're not spoiled, you will go far!
4. If you're not greedy, you will go far!
5. If you are honest, you will go far!

Before the performance, guess which child (Charlie, Augustus, Veruca, Violet, or Mike) the Oompa Loompas are singing about.

During the performance, watch and listen to see whether your guesses were right.

After the performance, write a new second line about a lesson you need to remember. Try singing the verse with your words included.

Things to Think About

 The musical touches on several themes—subjects, messages, or lessons. The themes of the musical come out in the words and the music. After watching the performance, discuss or write what you learned about:

- Imagination
- Greed
- Telling the truth
- Thinking positive



MUSIC

Who Sings These Lines?



Before the performance, read each of the song lyrics below. Look for clues that help you guess who from the list of characters will sing the lines.

After the performance, check your guesses. (Don't peek! The answers are on the bottom of this page.) Also, in a small group, recall the song melodies and sing the lyrics.

List of Main Characters

The Oompa Loompas

Charlie Bucket

Charlie's parents

Charlie's grandparents

Mike Teavee

Violet Beauregarde

Veruca Salt

Augustus Gloop

Willy Wonka

1. "But soon I'll be retiring
To make way for someone new
Someone youthful and inspiring
But who?"
2. "Whenever my luck is on the blink,
I think positive!
Whenever I'm feeling down and out,
And don't know what to do,
I never give way to fear and doubt
'Cause thinking positive sees me
through!"
3. "Some kids like electric trains
And some kids like to use their brains
To earn a university degree!
I don't share their thirst for knowledge
I don't see a need to go to college
Me, I see it all on TV!"
4. "You will find in your mind
There's a world of endless fascination!
No more fun place to be
Than in your imagination!"
5. "I only have one dream in life—
There's very little to it!
To own one stick of lifelong gum—
And all life long, to chew it!"
6. "I want the works—
I want the whole works!
Presents and prizes and sweets
and surprises
Of all shapes and sizes and now!
Don't care how!
I want it now!"
7. "There is a problem with lots of our
youth!
Not everybody likes telling the truth!
Telling the truth starts a beautiful
buzz—
Isn't it nice when someone does?"



Answers: 1. Willy Wonka 2. Charlie Bucket 3. Mike Teavee 4. Willy Wonka 5. Violet Beauregarde 6. Veruca Salt 7. The Oompa Loompas

Creating Wonka's World

Setting the Stage for Your Imagination



The people creating Roald Dahl's *Willy Wonka* want you to use your imagination during the performance. As the show opens, notice the bare stage and Willy Wonka singing about imagination.

During the performance, pay attention to how your imagination helps create the world outside and inside the chocolate factory. Some other things you'll notice:

- 1 The actors become other characters by changing costume pieces or using puppets.
- 2 The actors move scenery panels and objects to change the setting.
- 3 Special lighting is used when the children ride a boat through the tunnel inside the factory. This lighting makes parts of the scenery glow in the dark.

Charlie's grandparents



In the musical, puppets are used for some of the characters. These pictures show two kinds of puppets in the process of being constructed.

Wearing Many Hats



Try your hand at changing characters quickly like the actors do in the musical.

Before the performance, collect some simple costume pieces, such as hats, scarves, sunglasses, aprons, or purses that are easy to put on and take off. Choose a character to be (like a cook, reporter, or detective) and dress the part. Then say the line, **"He found a golden ticket!"** Then change to another character by changing your costume. Speak the same line as the new character would (for example, excited, angry, sad, frightened). What else can you do to show you have switched characters? Afterward, talk about your experience.



Oompa Loompa

▼ Charlie's grandparents are puppets. Only their upper bodies are being built because they always sit in bed. Notice they are constructed as skeletons. This will make the poor, starving grandparents look thin even when they are dressed in pajamas. Notice too, how one of the round balls, used for the puppet head, has been carved. When completed, all puppets will have detailed faces.

▲ The Oompa Loompa puppets are attached to rolling stools. The actor sits on the stool and manipulates the puppet. When finished, the cardboard disks that comprise the body will be made of plywood cut to look like gears and painted bright green and purple.

PUPPETS DESIGNED BY MARIE SCHNEGGENBURGER

PHOTOS: MICHAEL WARCHOL

Of Pure Imagination

Problems to Solve



Roald Dahl's *Willy Wonka* involves many fantastical events. This presents challenges for the people who create the sets, costumes, lighting, and sound effects.

Before the performance, work with a partner to make a plan for how you would show the following events on stage. Remember you can use only costumes, simple sets, lighting, and sound effects to solve each problem.

After the performance, compare your ideas with what actually happened.

- Charlie floating after he drinks a fizzy drink
- Augustus falling into a chocolate "waterfall"
- Mike becoming just 6 inches tall after he travels through the TV
- Violet turning blue and puffing out



In the Playwright's Shoes



After the performance, try writing four to six lines of new dialogue that tell a part of the story. Choose one of the following scenarios or create your own.

Use your imagination as well as knowledge about the characters to decide what they might say to one another. Practice the conversation with a partner. How do the lines sound? Revise your lines as needed.

- Willy Wonka explaining to an Oompa Loompa his plan for a contest
- A reporter interviewing Charlie after the factory tour
- Mrs. Bucket telling the family they have to eat cabbage soup again
- Veruca, Violet, Augustus, or Mike telling one of their parents what happened to them in the factory

These costume sketches show what Charlie and Mr. Wonka will wear. At the performance notice the choice of fabric textures and colors.

COSTUME DESIGNS BY ROSEMARY PARDEE

Example of format for writing dialogue:

Mike: What does it do, Wonka?

Wonka: Just one sip of my fizzy lifting drink and you will float on air.

Mike: Float on air? Whoa!



Think about...



The Spark of Imagination



Imagine worlds of chocolate rivers or giant peaches or big friendly giants. These worlds sprang from the mind of popular British author Roald Dahl (1916–1990), pictured right. Dahl once described how he came up with his ideas:

“It always starts with a tiny little seed of an idea, a little germ, and that even doesn’t come very easily...

When I do get a good one, mind you, I quickly write it down so that I won’t forget it because it disappears otherwise rather like a dream. But when I get it, I don’t dash up here and start to write it. I’m very careful. I walk around it and look at it and sniff it and then see if I think it will go.”

What do you think Dahl means when he says, “I walk around it and look at it and sniff it”? How might this help? Write your little seed of an idea and do what Dahl does. Then discuss whether you think it is worth writing.



Author Roald Dahl gathered ideas for his stories from some of his experiences. He noted that as a young boy, he delighted in sweet shops and chocolate bars.

You, the Audience

The performers in Roald Dahl’s *Willy Wonka* need help from you, the audience. You are an important part of the musical. Being a member of an audience in a theater is different from watching a movie or television show. The performers are in the same room with you and are affected by what you do. To do their best, the performers need you to watch and listen closely. Other audience members also depend on your quiet attention during the performance so they, too, can watch and listen.

Watch. Listen. Think. Imagine.
Enjoy Roald Dahl’s *Willy Wonka!*

Resources

You may want to ...

watch:

Willy Wonka and the Chocolate Factory, DVD, 2001.

read:

Dahl, Roald. *Charlie and the Chocolate Factory*. NY: Alfred A. Knopf Books for Young Readers, 2001. (Hardcover)

Dahl, Roald. *Charlie and the Chocolate Factory*. NY: Puffin Books, 1998. (Paperback)

listen:

Willy Wonka and the Chocolate Factory: Music from the Original Soundtrack of the Paramount Picture. Hip-O Records 40020, 1996.

go online:



The Roald Dahl Web site
www.roalddahl.com

The Field Museum: All About Chocolate
fieldmuseum.org/chocolate/kids.html

The Kennedy Center

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Vice President, Education

For more information about the performing arts and arts education, visit our Web sites:

- kennedy-center.org/education
- artsedge.kennedy-center.org

Roald Dahl’s *Willy Wonka*

Directed by Graham Whitehead

Roald Dahl’s *Willy Wonka* is a commission of the Kennedy Center. *Cuesheets* are funded in part through the support of the U.S. Department of Education, the Kennedy Center Corporate Fund, the Morris and Gwendolyn Cafritz Foundation, the President’s Advisory Committee on the Arts, and The Winnick Family Foundation.

Cuesheet

Editor: Lynne B. Silverstein

Writer: Marcia A. Friedman

Design: Good Design/Nice Pictures

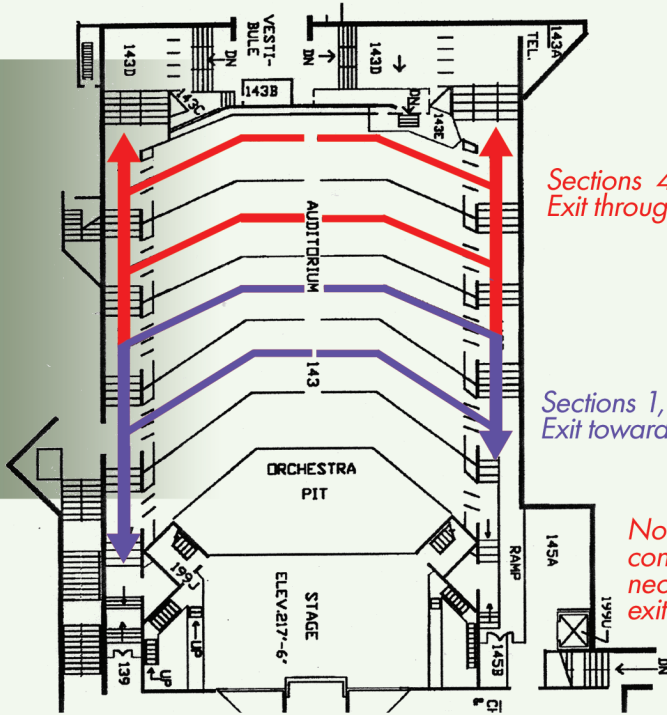
Illustrations from *Charlie and the Chocolate Factory* by Roald Dahl, illustrated by Quentin Blake, copyright © 1998 by Quentin Blake illustrations. Used by permission of Puffin Books, A Division of Penguin Young Readers Group, A Member of Penguin Group (USA) inc., 345 Hudson Street, New York, NY 10014. All rights reserved.

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Evacuation Procedures

In the event of an emergency requiring evacuation of the building, procedures are in place to ensure that the audience can exit safely.

Concert Hall



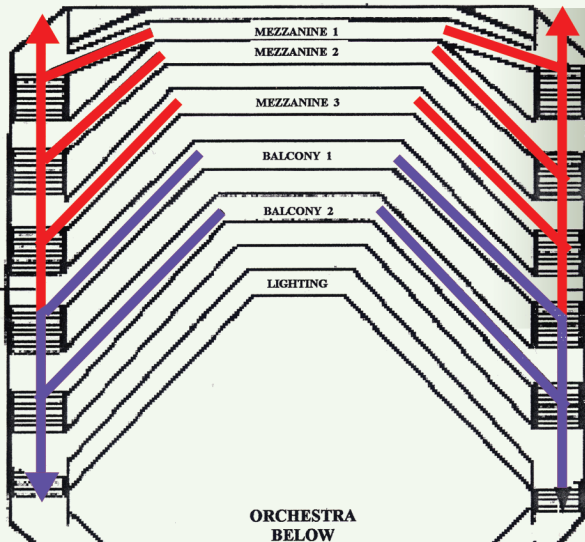
*Sections 4, 5, 6
Exit through the lobby.*

*Sections 1, 2, 3 & Pit
Exit toward stage.*

*Note: Interior house
conditions may
necessitate alternate
exit routes.*

*Mezzanine
1, 2, 3
Exit rear
through lobby.*

*Balconies
1, 2 exit
toward
stage, up
two flights
and down
interior
fire escape*



Balconies

Performances *plus!*

NOTICE TO ALL TEACHERS AND CHAPERONES

- **PERFORMANCES BEGIN PROMPTLY AT 10AM OR NOON.**
Many of our performances sell out. This means we can have up to 1,600 students to seat. Please help us by arriving **30 minutes** prior to the start of the performance. This will allow our ushers to get everyone seated and for you and your students to visit the rest rooms and get settled. It is important that we begin our performances on time so that all schools can meet their lunch and/or dismissal times.
- **PLEASE CHECK LOCATION OF PERFORMANCE WHEN MAKING YOUR BUS RESERVATION.**
- The staff of the Fine Arts Center needs your help! An increasing number of students are coming into the performance space with gum, food, beverages, cell phones and portable music players. **None of these items is allowed in the halls for performances.** Many of these items are stowed in backpacks and are not easily noticed. Our goal is to offer high quality performances for young people. In order to enhance the experience, we ask for your cooperation in preventing these items from entering the hall.
- For the comfort of all concerned, we ask that backpacks, lunches and other gear be left on the bus. Our long-standing policy of no cameras or tape recorders still is in effect.
- At the conclusion of the performance please remain in your seats until your school group is dismissed.

We hope that you and your students enjoy your theatre experience!



PARKING AND DIRECTIONS FOR THE FINE ARTS CENTER'S **CONCERT HALL and RAND THEATER**

School Bus Parking: Students should be dropped-off at Haigis Mall off of Massachusetts Avenue.

University Security will direct buses to an appropriate parking lot during the performance (typically by the football stadium). PLEASE BE SURE YOUR BUS DRIVER KNOWS THAT ALL PERFORMANCES LAST APPROXIMATELY 1 HOUR AND THEY SHOULD RETURN A FEW MINUTES BEFORE THE ANTICIPATED END TIME. If drivers are not with the buses, they may miss the radio call from security asking them to return for pick-up, resulting in unnecessary delays returning to your school.

Individual cars: If necessary, individuals may drop-off students with a chaperone at Haigis Mall (you will be directed by security to the mid-point turn of Haigis Mall – see map) prior to parking. **We recommend parking in the Campus Center Parking Garage to avoid searching for a metered space.** It is a five-minute walk to the Concert Hall. All other available parking during weekdays is at meters. Available lots and pricing (current as of 1/1/07) are listed below:

Parking in the Garage is available to our patrons at a discounted rate of \$1. To receive this rate you MUST give the Garage attendant a parking pass. To receive your pass, please call our office to let us know that you will be arriving by car. Parking passes are sent with the invoices. Please call (413) 545-2116 if you didn't receive one.

Parking meters are enforced Monday – Friday, 7AM – 5PM. Meter rates are \$1.00 per hour.

Parking Garage – near Campus Center, across from the Mullins Center off Commonwealth Avenue

Lot 34 – Behind Visitors Center with 3, 5 & 10-hour meters available

Haigis Mall – 2 hour maximum on meters

Lot 62 - Adjacent to Fernald Hall with 3 hour maximum on meters, limited spaces available.

From the North: (Vermont, Greenfield) I-91 south to Route 116. Follow signs on 116 "To the University of Massachusetts." Exit ramp leads to Massachusetts Avenue. Turn left (east) on to Massachusetts Avenue toward the campus. Continue through one light and watch for Lot 34 by the Visitors Center on your right and the entrance to Haigis Mall on your left.

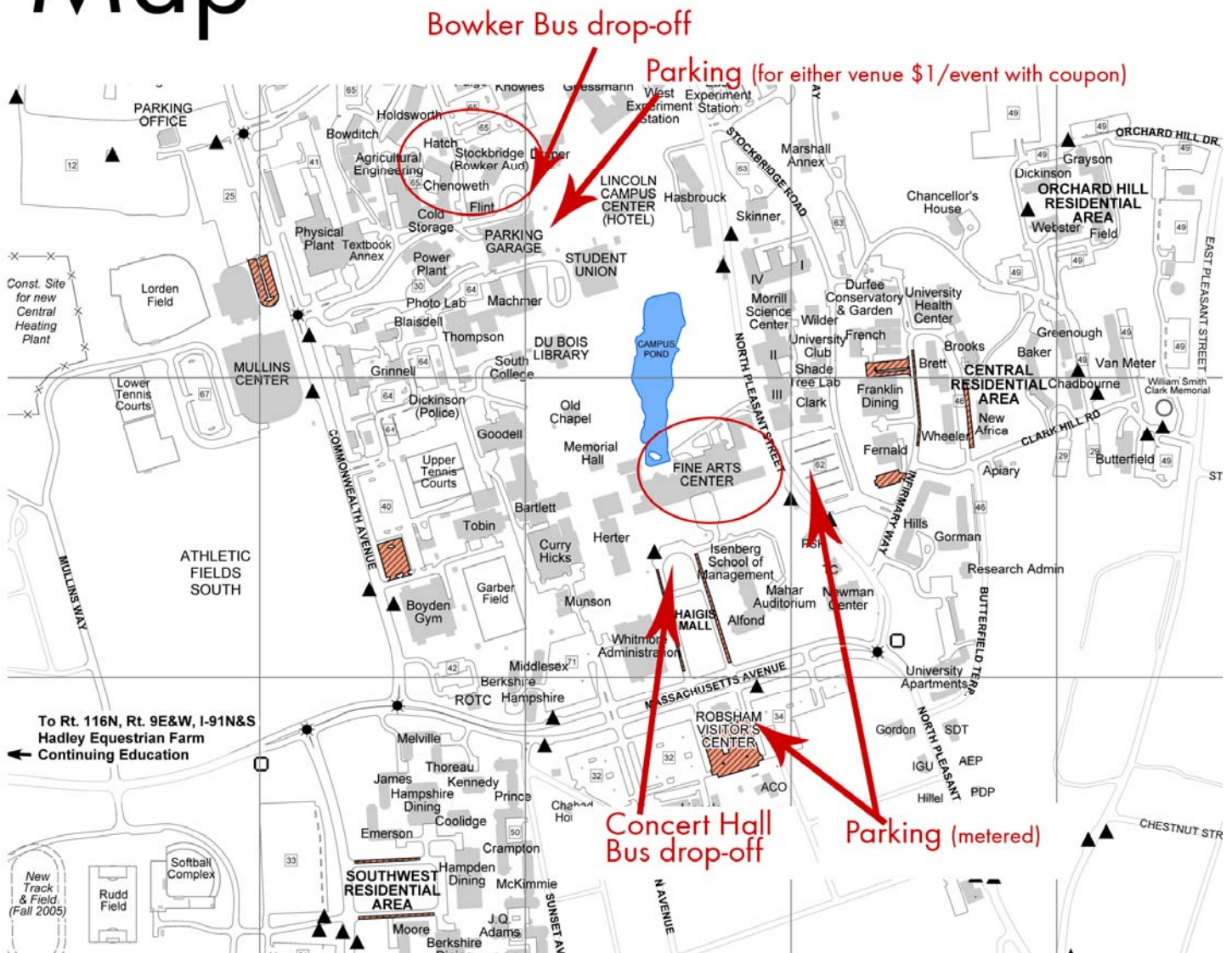
From the South: (Springfield, Holyoke) I-91 north to Route 9. Turn right (east) on Route 9 over the Coolidge Bridge and through Hadley. Turn left (north) on Route 116 (across from Staples) heading toward campus. Turn right at first exit at "University of Massachusetts," then bear right onto Massachusetts Avenue toward campus. Continue through one light and watch for Lot 34 by the Visitors Center on your right and the entrance to Haigis Mall on your left.

From the West: (Northampton, Pittsfield) Route 9 east through Northampton and over Coolidge Bridge. Follow remaining directions under "From the South".

From the East: (Belchertown, Ludlow) North on Routes 21, 181 or 202 to Route 9 into Amherst. Right on to North Pleasant Street (main downtown intersection), north through center of town. Turn left at Triangle Street (Bertucci's Restaurant on your right), rejoining North Pleasant Street. To reach Lot 34 and Haigis Mall continue on main road, which becomes Massachusetts Avenue. Haigis Mall will be on your right, Lot 34 on your left.

Performances *plus!*

Map



For Concert Hall, Rand Theater and Bowker Auditorium – Patrons traveling by car are encouraged to park in the parking garage. Discounted parking is available in the garage for \$1. A parking permit is required for discounted parking in the garage. Please call the Arts & Educational Programs Office if you require permits at (413) 545-2116. All other parking on campus is at available meters at the rate of \$1 per hour. Parking is enforced Monday – Friday, 7AM – 5 PM.

Buses will drop-off students as indicated on map. Buses will be given parking instructions by Campus Security.