Mysterious Mona Lisa

Mysterious Mona Lisa is an original live-theatre presentation that looks into the science, music, and art of Leonardo Da Vinci. An art student travels back in time to Da Vinci's studio and learns about one of his most famous paintings.

About A.C.T. For Youth

Since, 1999 the Atlantic Coast Theatre For Youth has been enlightening audiences across the United States with its entertaining and educational live theatre productions and workshop programs.
The Atlantic Coast Theatre For Youth is a professional touring theatre company, based in the Orlando, FL area. Our actors are experienced children's theatre professionals and are dedicated to bringing the art of theatre to children and families.

Who is the Mona Lisa?
No one really knows!
It is a Mystery!

The Mona Lisa is one of Leonardo da Vinci's most famous paintings.
The artwork lives in the Louvre museum in Paris, France.
Thousands of people pass by her mysterious smile every day.
Her smile and her knowing look have given this painting fame all over the world.

The question is, who is she?

We know that Leonardo da Vinci started painting this famous portrait around 1503 and he worked on it for about four years. He would carry his favorite picture around with him everywhere until the day he died! The painting was not called the Mona Lisa until the 1800's. In Europe the painting is called *La Gioconda*. Most historians think that she was a lady named 'Lisa' married to Francesco del Giocondo– a silk merchant from Florence. Some people, however, think that it was painted by Da Vinci as a little joke– a self-portrait of Leonardo Da Vinci as a woman!

The Mona Lisa was stolen from the Louvre on the morning of August 21, 1911. The thief was a 30-year-old Italian painter-decorator, Vincenzo Peruggia. In 1913, he contacted an art dealer in Italy, saying that he would return the Mona Lisa to Italy for 500,000 Lire. He was arrested on December 12th of that year. He said that he stole the Mona Lisa because it was smaller than some of the other pieces of art he wanted to steal from the Louvre.

All About The Actors
Noel Holland & Don Gruel

You will be seeing professional actors!
That means they act for their jobs!
An interesting fact about the actors:
They started acting when they were YOUR age!

NOEL HOLLAND– I cannot remember a time when I was not singing. As a child, I would sing to anyone who would listen– if nobody was there to hear, I would sing to myself! I started acting and dancing because I loved performing on stage. My sister and I would put on plays for our parents in the living room! When I was in middle school and high school, I decided that I wanted to be a performer. After I graduated college with a degree in music, I became a professional actor- working for theatres all over the country. Now, I have my dream job– owning a theatre. I am so proud to be a part of the Atlantic Coast Theatre For Youth. It gives me all kinds of opportunities to sing, act, write songs, and use my imagination. I so enjoy creating shows that children love because I loved theatre and music so much when I was a child!

Noel & her little sister, Meredith, putting on a play for family.

Don as the Easter Bunny in his 3rd Grade School Play

DON GRUEL– I grew up in Beaufort, South Carolina. When I was little, I would make up plays using my "Star Wars" Action Figures as the actors. I started doing school plays when I was in Kindergarten, but my first play outside of school I was in the musical OKLAHOMA when I was 10 years old. I really liked the feeling of being able to pretend to become other people in other places. I kept doing plays throughout Middle School & High School and decided to study Theatre in college. I graduated from the University Of South Carolina in 1993 and have worked in professional theatre ever since. I have always loved using my imagination. As an actor, I get to be creative every single day.

You can try acting too!
Get involved in a play at school or in your community!

Leonardo da Vinci

If you call someone a "Renaissance Man" it means that person is someone who can do many different things really well. Leonardo da Vinci is considered to be one of the finest examples of a "Renaissance Man". Certainly he was born in Italy during the Renaissance, a time of growth in the arts and knowledge after the middle ages, but more importantly, Leonardo was fantastic at so many subjects– painting, drawing, sculpture, music, science, math, engineering, architecture, writing, and inventing. His discoveries were amazing and quite advanced for the time period he lived in.

Leonardo da Vinci was born in 1452. His parents were not married and each led separate lives. His father, who was a notary and came from a wealthy family, took custody of him shortly after he was born. By the time that he was 5 years old, Leonardo was living in his Grandfather, Antonio da Vinci's house, with his father, stepmother, and their children. Most of his family did not consider him to be a priority. Luckily, while he was living there he was very close to his uncle, a gentle and independent man, named Francesco. Francesco is thought to have been a great influence on Leonardo's love of nature and his independent spirit. Francesco was the only relative to leave his possessions and land to Leonardo in his will.

Because he was illegitimate, Leonardo was not offered a formal education, and he later described himself as *omo sanza lettere*– which means "a man without education". Early on, Leonardo showed a talent in drawing. So, when he was around 15 years old, he was apprenticed to the famous artist Andrea del Verrocchio. While most of the painters in the apprentice program were mostly craftsmen working for hire, Leonardo showed great promise and talent that exceeded his peers. Verrocchio was a great teacher and mentor for Leonardo. He saw that Leonardo was a gifted painter. One story tells about how Leonardo was helping Verrocchio on a painting. Da Vinci was painting the angel while his teacher was painting everything else. It is said that when his teacher saw how much better Leonardo's angel was than the rest of the picture, Verrocchio never picked up a paintbrush again.

Leonardo's style of painting was different than anyone had ever seen before. Unlike many painters before him, da Vinci's paintings were very realistic. He called it "the soul of the painting". His use of light and shadow combined with his knowledge of science, his talent, and his genius created pieces of art that were stunning.

Leonardo da Vinci was interested in a variety of subjects. He was a wonderful singer and musician. He would design bridges, tunnels, boats, and weapons. Some of the famous inventions he envisioned were an air cooling system, an underwater diving outfit, a submarine, and a flying machine.

Leonardo constantly wrote in his notebooks. He filled his famous notebooks with drawings, designs, inventions, sketches of paintings, geometry, and observations of science and about the world. One of the interesting things about his notebooks is that he wrote everything backwards! You must use a mirror to read what he wrote. Then when he really wanted to keep something a secret, he would write it in code. Some of the most amazing pictures in his notebooks are ones that show anatomy of the human body. Because he spent so much time studying the bones, muscles, and the structure of the body, he was able to paint people so realistically.

Another interesting fact about Leonardo was his rivaly with the famous artist Michelangelo. The two men disliked each other very much. They would compete with each other constantly and also insult one another in public.

Leonardo da Vinci died on May 2, 1519.

Leonardo da Vinci is considered to be one of the most gifted men in all of history. His paintings and artwork are showcased in museums around the world. His style of painting is studied by art students and his grasp of anatomy is an important part of their studies. Also, his love of science and creation inspires modern scientists and inventors today.

SOLVING PROBLEMS WITH S.T.E.A.M

S.T.E.A.M stands for…
SCIENCE
TECHNOLOGY
ENGINEERING
ARTS
MATHEMATICS

Here in the 21st Century, we often think of scientific solutions to solve problems. Scientists are constantly developing medicines to help us when we are ill. Technological advances have given us things like computers which often make important calculations and process huge amounts of information. Engineering and Mathematics are used to make sure that measurements are correct in the buildings we live and work in, and on the roads and bridges we travel across.

The ARTS can help with our problem solving skills too, by helping us think creatively. Artists of all kinds (painters, musicians, sculptors, musicians, writers, actors, etc.) use their imaginations to create new things. They can help us to see problems and solutions from different view points.

See if you can use S.T.E.A.M. Skills to brainstorm solutions for some of these problems. Be creative!

- Your bicycle chain keeps breaking.
- Your book-bag is too heavy.
- You have to walk your dog, and you have to do your homework.
- You have to pick up all the sticks and pine-cones in your yard, but you don't want to bend over every time.

Pre-Show Activities

- You will be watching a live-theatre presentation. What does it mean to be a good audience? How are theatre and movies/television different from each other?

- Look over the study guide and become familiar with Leonardo da Vinci and his famous painting, the Mona Lisa.

- The Mona Lisa is one of the most famous paintings in the world. As a class, look at the painting and notice her smile.

POST-Show Activities

- <u>Mysterious Mona Lisa</u> is a work of fiction, which means that it was written from the playwright's imagination. A.C.T. For Youth used facts about Leonardo Da Vinci from history and then made up a story-line of a student going back in time to meet the famous artist. Think of a time in history that you would like to write a play about. Use your creativity to add an imaginative storyline to the facts.
- Try writing something backwards like Leonardo did in his notebooks. Use a mirror to read what you wrote!
- The Mona Lisa has a very knowing smile. What do you think she is smiling about? Write a poem based on her mysterious smile.
- Try to paint a portrait. Pair up in class and paint one another. See if you can capture what that person looks like and his/her personality in the painting. Try a self portrait!
- Are you a "Renaissance" man or woman? Write down all of the things you are interested in– include subjects in school, sports, hobbies, art, cooking, etc... Which of those things do you think you are really good at? What would you like to improve upon.
- Leonardo did not have the easiest of childhoods. His parents did not want him. He was not given a formal education. Still he rose above his situation and became one of the most celebrated men in the history of the world. Each of us sometimes has bad days or even bad things happen to us. Sometimes we are sad, disappointed, or angry at the world around us. How can Leonardo's life inspire us to be the best that we can be?
- Look at the artwork of Leonardo da Vinci and Michelangelo. Compare and contrast their art styles. Why do you think they were rivals?
- Mysterious Mona Lisa is an original play. Lisa goes back in time and meets Leonardo da Vinci. If you could go back in time, who would you want to meet? What kinds of questions would you like to ask them?
- In the play, Lisa learned the importance of learning and of art. Why do you think art is important? Talk about Lisa's transformation from the start of the play to the end.

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Mysterious Mona Lisa
National Standards: K-4th Grades
(By participating in the Study Guide activities, watching the performance, and encouraging classroom discussion of the play
your students can meet aspects of several National Education Standards)

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NA-T.K-4.6
COMPARING AND CONNECTING ART FORMS BY DESCRIBING THEATRE, DRAMATIC MEDIA, AND OTHER
ART FORMS
Students describe visual, aural, oral, and kinetic elements in theatre, dramatic media, dance, music, and visual arts
Students compare how ideas and emotions are expressed in theatre, dramatic media, dance, music, and visual arts
NA-T.K-4.7
ANALYZING AND EXPLAINING PERSONAL PREFERENCES AND CONSTRUCTING MEANINGS FROM CLASS-
ROOM DRAMATIZATIONS AND FROM THEATRE, FILM, TELEVISION, AND ELECTRONIC MEDIA PRODUC-
TIONS
Students explain how the wants and needs of characters are similar to and different from their own
Students articulate emotional responses to and explain personal preferences about the whole as well as the parts of dramatic
    performances
NA-T.K-4.8
UNDERSTANDING CONTEXT BY RECOGNIZING THE ROLE OF THEATRE, FILM, TELEVISION, AND ELEC-
TRONIC MEDIA IN DAILY LIFE
Students identify and compare similar characters and situations in stories and dramas from and about various cultures, illus-
trate with classroom dramatizations, and discuss how theatre reflects life
Students identify and compare the various settings and reasons for creating dramas and attending theatre, film, television,
    and electronic media productions
NSS-USH.K-4.1
LIVING AND WORKING TOGETHER IN FAMILIES AND COMMUNITITES, NOW AND LONG AGO
Understands family life now and in the past, and family life in various places long ago
NSS-USH.K-4.3
THE HISTORY OF PEOPLES OF MANY CULTURES AROUND THE WORLD
Understands selected attributes and historical developments of societies in…Europe

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Mysterious Mona Lisa
National Standards: 5th – 8th Grades
(By participating in the Study Guide activities, watching the performance, and encouraging classroom discussion of the play
your students can meet aspects of several National Education Standards)

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NA-T.5-8.6
COMPARING AND CONNECTING ART FORMS BY DESCRIBING THEATRE, DRAMATIC MEDIA, AND OTHER
ART FORMS
Students describe characteristics and compare the presentation of characters, environments, and actions in theatre, musical
theatre, dramatic media, dance, and visual arts
Students express and compare personal reactions to several art forms
Students describe and compare the functions and interaction of performing and visual artists and audience members in thea-
    tre, dramatic media, musical theatre, dance, music, and visual arts
NA-T.5-8.7
ANAYZING AND EXPLAINING PERSONAL PREFERENCES AND CONSTRUCTING MEANINGS FROM CLASS-
ROOM DRAMATIZATIONS AND FROM THEATRE, FILM, TELEVISION, AND ELECTRONIC MEDIA PRODUC-
TIONS
Students describe and analyze the effect for publicity, study guides, programs, and physical environments on audience re-
    sponse and appreciation of dramatic performances
NA-T.5-8.8
UNDERSTANDING CONTEXT BY RECOGNIZING THE ROLE OF THEATRE, FILM, TELEVISION, AND ELEC-
TRONIC MEDIA IN DAILY LIFE
Students describe and compare universal characters and situations in dramas from and about various cultures and historical
    periods, illustrate in improvised and scripted scenes, and discuss how theatre reflects a culture
NSS-WH.5-12.5
ERA 6: The Emergence Of The First Global Age
Major global trends from 1450 to 1770
How European society experienced cultural transformations

KINDERGARTEN

TH.K.C.2.1	Respond to a performance and share personal preferences about parts of the performance.
TH.K.C.3.1	Recognize that individuals may like different things about a selected story or play.
TH.K.C.3.2	Share reactions to a live theatre performance.
TH.K.S.1.1	Demonstrate appropriate audience behavior at a live performance.
TH.K.S.1.2	Describe play-acting, pretending, and real life.
TH.K.S.1.3	Describe personal preferences related to a performance.
TH.K.S.2.1	Pretend to be a character from a given story.
TH.K.O.1.1	Share opinions about a story with classmates.
TH.K.O.2.1	Draw a picture of a favorite scene from a play.
TH.K.H.3.1	Describe feelings related to watching a play.

GRADE 1

TH.1.C.1.2	Draw a picture from a favorite story and share with the class why the scene was important to the story.
TH.1.C.2.2	Identify elements of an effective performance.
TH.1.S.1.1	Exhibit appropriate audience etiquette and response.
TH.1.S.1.2	Demonstrate the differences between play-acting, pretending, and real life.
TH.1.S.1.3	Explain personal preferences related to a performance.
TH.1.O.2.1	Describe in words or by drawing a picture, the most exciting part in the story line of a play.
TH.1.H.3.1	Identify similarities between plays and stories.

GRADE 2

TH.2.C.1.1	Describe a character in a story and tell why the character is important to the story.
TH.2.C.1.2	Respond to a play by drawing and/or writing about a favorite aspect of it.
TH.2.C.2.2	Describe how an actor in a play, musical, or film creates a character.
TH.2.C.3.1	Identify important characteristics to discuss when sharing opinions about theatre.
TH.2.S.1.1	Exhibit the behavior necessary to establish audience etiquette, response, and constructive criticism.
TH.2.S.1.2	Compare, explain, and exhibit the differences between play-acting, pretending, and real life.
TH.2.S.1.3	Explain, using specific examples, why some individuals may or may not like a particular performance.
TH.2.O.1.1	Compare the differences between reading a story and seeing it as a play.
TH.2.O.1.2	Explain the difference between the stage, backstage, and audience areas.
TH.2.O.2.1	Re-tell what happened in the beginning, middle, and end of a story after viewing a play.
TH.2.O.2.1	Re-tell what happened in the beginning, middle, and end of a story after viewing a play.
TH.2.F.2.1	Identify the jobs people can have in a theater.

GRADE 3

TH.3.C.1.2	Watch a play and describe how the elements of light, costumes, props, & sound influence the mood of the production.
TH.3.C.2.2	Discuss the meaning of an artistic choice to support development of critical thinking and decision-making skills.
TH.3.C.3.1	Discuss the techniques that help create an effective theatre work.
TH.3.S.1.1	Demonstrate effective audience etiquette and constructive criticism for a live performance.
TH.3.S.1.2	Compare a theatrical performance with real life and discuss how theatre makes pretense seem like real life.
TH.3.S.1.3	Evaluate a performance, using correct theatre terms, and give specific examples to support personal opinions.
TH.3.S.3.3	Describe elements of dramatic performance that produce an emotional response in oneself or an audience.
TH.3.S.3.4 scenes	Describe the relationships between scenery, properties, lighting, sound, costumes, and makeup in dramatic and informal play productions.
TH.3.O.1.1	Describe how an actor creates a character.
TH.3.O.1.2	Discuss why costumes and makeup are used in a play.
TH.3.O.2.1	Describe what happened in a play, using age-appropriate theatre terminology.
TH.3.F.2.1	Identify non-theatre professions that require the same skills as are used in theatre.

GRADE 4

TH.4.C.3.1	Identify the characteristics of an effective acting performance.
TH.4.C.3.3	Define the elements of a selected scene that create an effective presentation of an event or person.
TH.4.S.1.1	Exhibit proper audience etiquette, give constructive criticism, and defend personal responses.
TH.4.S.1.2	Discuss the concept of "willing suspension of disbelief" used in theatre to help create the illusion of real life in performances.
TH.4.S.1.3	Use theatre terms to evaluate a live performance and discuss the qualities that directly impacted the audience's response to the production.
TH.4.S.3.3	Describe elements of dramatic and technical performance that produce an emotional response in oneself or an audience.
TH.4.O.1.1	Describe what a designer and director do to support the actor in creating a performance.
TH.4.O.3.1	Explain how theatre and its conventions are used to communicate ideas.
TH.4.H.3.1	Describe how individuals learn about themselves and others through theatre experiences.
TH.4.F.2.1	Identify the types of jobs related to putting on a theatre production and compare them with other arts-related and non-arts performances or events.
TH.4.F.3.1	Identify the leadership qualities of directors, actors, and/or technicians.

Atlantic Coast Theatre (A.C.T.) For Youth
Common Core Standards

The following College and Career Readiness Anchor Standards are reinforced by each A.C.T. For Youth Show by watching the production, participating in the activities listed in the study guide, & classroom discussion after the show.

The corresponding Common Core Standards for each grade level can be found at: http://www.corestandards.org/the-standards

- ## CCSS.ELA-Literacy.CCRA.SL.2

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

- ## CCSS.ELA-Literacy.CCRA.SL.3

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

- ## CCSS.ELA-Literacy.CCRA.R.4

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

- ## CCSS.ELA-Literacy.CCRA.R.7

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

- ## CCSS.ELA-Literacy.CCRA.L.3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.