

2018-2019 Season

CATCO IS
KIDS!

PLAYGUIDE



The Story

Take a journey out of the zoo and onto the stage with your favorite crack-a-lackin' friends from the blockbuster DreamWorks film. Alex the Lion is the king of the urban jungle, the main attraction at New York's Central Park Zoo. He and his best friends, Marty the Zebra, Melman the Giraffe, and Gloria the Hippo, have spent their whole lives in blissful captivity before an admiring public and with regular meals provided for them. However, curiosity gets the best of them, and they make their escape from the zoo (with the help of some plotting penguins) and find themselves on an unexpected journey to the madcap world of King Julien's *Madagascar*.



August 17-19, 2018
Lincoln Theatre



About the Author: Kevin Del Aguila



Kevin Del Aguila is an acclaimed actor, director, and playwright. As an actor, Del Aguila has had several guest appearances on television, played one of the singing trolls in Disney's *Frozen*, and played Smeo in the original Broadway production of *Peter and the Starcatcher*. Apart from success as an actor, Del Aguila has had much success as a writer. He is a recipient of an Emmy award for his writing on the PBS animated show *Peg + Cat*. In addition to the screen, Aguila has written several off-Broadway musicals and the stage adaptations of DreamWorks's *Madagascar* and Nickelodeon's *Storytime Live*. Del Aguila also worked on one of the New York Philharmonic's famous Young People's Concerts at the Lincoln Center.

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ABOUT THE SHOW



About the Composers and Lyricists: George Noriega and Joel Someillan



George Noriega is a multi-Grammy award-winning and Emmy-nominated producer and songwriter based in Fort Lauderdale, Florida. Of Cuban-American descent, Noriega is always looking for ways to fuse his latin soul with rock and roll. Noriega has worked with huge names like Shakira, Carole King, Timbaland, Ricky Martin, Gloria Estefan, Jennifer Lopez, and Dolly Parton. Although his career started as a performer, Noriega's focus shifted to producing and songwriting; Noriega has written and/or produced for many recording artists, for television and film, for live theatre, for Nashville country artists, and even Las Vegas live shows.

Joel Someillan is a Miami, Florida-based Cuban-American producer and songwriter. He writes and produces for musical artists, film, stage, and television. Many of his compositions include pop-inspired hooks. Over the past 25 years, Someillan has worked with some of the top latin artists in the industry: Gloria Estefan, Jon Secada, Thalia, Chayanne, and many more. Someillan is the recipient of a Grammy award, two Latin Grammy awards, and numerous gold and platinum album credits.



Curriculum Connections



You can use this Playguide and your visit to CATCO is Kids to help your students meet the curriculum standards required in schools by the Ohio Department of Education and the Common Core State Standards Initiative. Look throughout our Playguide for the icon and you will find academic standards that correspond with the different activities listed.

Curriculum
Connection

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BEFORE THE SHOW



Activities

1. With a parent or guardian, take a trip to the local library. Find the film version of *Madagascar* and watch it with a family member. Who are the characters in the story? Where does the story take place? Can you list all of the events that happen in the story? Use the answers to these questions to create your own short play based on the film *Madagascar*. Perform it for friends and family. Do you think your play will be similar to or different than this play?



Curriculum Connection

Drama/Theatre: Grade 3
Cognitive and Creative Processes: Creating 1CE

Identify the plot and retell the sequence of events in a story, play or theatre experience.



2. In *Madagascar*, Alex and the other characters go on a wild adventure. They see amazing things and many equally amazing things happen. Watch the film with a family member or friend. After watching the movie, think about how the lines that characters speak shows their emotions and thoughts about their experiences. Write these responses down and use them to create your own scenes inspired by *Madagascar*. Can you create a scene for the beginning, middle, and end of the movie using only the characters' responses?

Curriculum Connection

CCSS.ELA-Literacy.RL.4.3b

Use dialogue and description to develop experiences and events or show the responses of characters to situations.



3. After watching the film version of *Madagascar*, think about your favorite character from the film. Create a list of events from that character's point of view that aligns with the sequence of events from the film. Use this list to write a journal entry from your chosen character's point of view. How does this character see the other characters? How does this character feel about what happens in the story? After completing the entry, pick another character and repeat the process. How are your two entries different? How are they similar? Use the journal entries to create your own short scenes about each character and perform them for a family member or peer.

Curriculum Connection

CCSS.ELA-Literacy.RL.5.3a

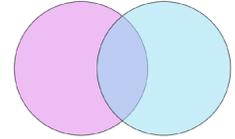
Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

AFTER THE SHOW



Activities

1. Find the film version of *Madagascar* at the local library and watch it with a family member or peer. Compare and contrast the film with the musical version. What was the same? What was different? Create a Venn diagram showing the differences and similarities that you thought of. Share that diagram with the same people with whom you watched the film and the musical.



Curriculum
Connection

CCSS.ELA-Literacy.RI.3.9

Compare and contrast the most important points and key details presented in two texts on the same topic.



2. Other than speaking their lines and singing, the performers in *Madagascar* had to move their bodies to show feelings. Choose two of your favorite characters from *Madagascar* and write down three emotions that they felt throughout the story. How would you act out those emotions? Use physical movement, voice, and even household props to rehearse. Share your ideas with a family member or friend. Now can you try to act out the whole story from the musical from beginning to end from memory? Think about animal movements to use as well!

Curriculum
Connection

**Drama/Theatre Standards:
Grade 4**

Cognitive and Creative Learning
Processes: Producing and
Performing 2PR

Manipulate voice, movement, space, design and physical objects to communicate thoughts, feelings and ideas in both improvised and scripted activities.

3. *Madagascar-A Musical Adventure Jr.* features a lot of music. Make a list of as many songs as you can remember from the show. How did each song express what a character was thinking and feeling? Did the music help you understand those feelings or not? Share your answers with a family member or peer. Then, try to create your own song about your favorite part of *Madagascar*!



Curriculum
Connection

Music Standards: Grade 5

Cognitive and Creative
Processes: Responding and
Reflecting 2RE

Discuss contributions of musical elements to aesthetic qualities in performances of self and others.

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RESEARCH & FUN FACTS



Research Project



Columbus, Ohio is fortunate to have one of the best zoos in the country. With your parents or a family member, go on a trip to the Columbus Zoo and check out the Heart of Africa and the penguin exhibits. What animals from the musical *Madagascar* can you find? Make a list of questions that you want answered about those animals. Do you want to know what they eat? Where they live? What questions can you think of? Read the plaques and speak with the docents at the zoo to have your questions answered. Spend some time learning about how the ecosystems where these animals live work. What roles do these animals play in their respective ecosystem? Is energy transferred between certain animals? How so? After you leave the zoo, write down the answers to your questions on a piece of paper. Work with your parents or the family member who went to the zoo with you to remember everything you learned about those animals.

Curriculum
Connection

Science Standards: Grade 5
Life Science (LS):
Interconnections within
Ecosystems 5.LS.1

Organisms perform a variety of roles in an ecosystem.



Fun Facts about Animals

Madagascar–A Musical Adventure Jr. has a lion's share of awesome animals. Here are fun facts about your favorites!



- Lions usually live in groups of 10 to 15 called “prides.”
- Most lions live in the savannah or grasslands, even though they are called the “King of the Jungle.”
- Scientists aren’t really sure why zebras have stripes. Their best guesses are to confuse predators and to recognize each other!
- Zebras are herbivores, meaning they eat only plants. They spend most of their day eating grass.
- When giraffes are born, they are about 6 feet tall and weigh around 150lbs!
- Scientists believe that other animals gather around giraffes because they will see predators first since they are so tall! This is a kind of symbiosis called “commensalism.”
 - Ring-tailed lemurs are social animals. They live in groups of 15-20 called ‘troops.’
 - If a male and female lemur get into an argument, the female always wins.
 - Lemurs love to sit on the ground, facing the sun with their arms outstretched to soak up the sun’s warmth.
- A hippopotamus’ ears, eyes, and nose are on top of its head. That way, it can hear, see, and breathe while the rest of its body is under water.
- Hippos can hold their breath for about five minutes.
- Hippos are not fast animals; however, they can run up to 30 miles per hour in short bursts!
- Emperor penguins live on Antarctic ice and in its waters which means that they live at the South Pole.
- When female emperor penguins lay eggs, they walk to the sea to find food for the baby. The male emperor penguin keeps the egg safe and warm for about 65 days, when the female returns with food and the egg hatches!



CRAFT CORNER



Paper Roll Penguin

Everyone loves the mischievous penguins from *Madagascar*. Follow the directions below to create your own penguin out of a paper roll!

Supplies needed:

- Cardboard roll from toilet paper
- Black construction paper or black paint
- Orange and white construction paper
- Scissors
- Glue
- Googly eyes

Directions:

1. Cut a strip of black construction paper that is the same width as your paper roll. Make sure it is long enough to wrap all the way around the roll. You may also paint the roll black if you prefer. See image 1.
2. Cut a half oval out of the white paper. See image 1.
3. Cut two wings out of the black paper. See image 1.
4. Cut a triangle beak and feet out of the orange paper. See image 1.
5. Glue the black strip of paper on the paper roll and allow it to dry. See image 2.
6. Glue the white half oval over the black paper and allow it to dry. See image 2.
7. Attach the googly eyes, attach eye stickers, or draw eyes at the top of the white half oval. See image 2.
8. Glue the beak and legs on the penguin and let them dry. See image 3.
9. Glue the wings on the sides of the penguin. See image 4.
10. Take your penguin on daring adventures!

