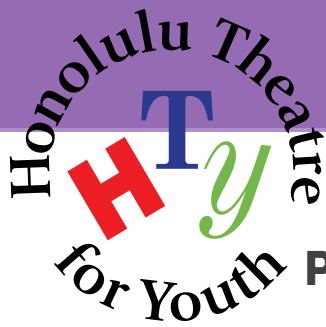




## PERFORMANCE GUIDE

# MOVE!

**BY DANICA ROSENGREN, REIKO HO & THE HTY ENSEMBLE**  
IN COLLABORATION WITH CAPITOL MODERN: THE HAWAII STATE ART MUSEUM  
(PRE-K)



[WWW.HTYWEB.ORG](http://WWW.HTYWEB.ORG)

**ALOHA FROM ARTISTIC DIRECTOR,  
ERIC JOHNSON**



**Aloha!**

**Welcome to the work of Honolulu Theatre for Youth. We are delighted to share these resources with you. We believe wholeheartedly in the power of stories to bring us together. When that happens we often find great similarities with our fellow humans that strengthen our sense of belonging and shared purpose. Coming from a place that is both geographically remote and culturally diverse, we treasure stories in our community and are deeply honored to share this one with you. Thank you so much for taking the time to look over these resource materials. If you would like more information on the company or our work, please look us up at [htyweb.org](http://htyweb.org).**

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## OUR SPONSORS

Mahalo to our partners and sponsors for this project.

**Hawai'i State Foundation on Culture and the Arts (SFCA)**

**Hawai'i State Department of Health**

## PRODUCTION CREDITS

**Created by** Danica Rosengren, Reiko Ho, and The HTY Ensemble  
in collaboration with Capitol Modern: The Hawai'i State Art Museum

**Directed by** Danica Rosengren

**Choreographed by** Reiko Ho

**Set, Costume, Prop Design by**

Reiko Ho

Annie Lokomaika'i Lipscomb

Danica Rosengren

Emily Wright

**Music by**

Sean-Joseph Choo

Matt Glickstein

**Scenic/Prop Construction by**

Eric West

Emily Wright

**Performed by**

Samuel Bui

Emily Wright

**Technical Direction by**

Eric West

**Additional Sound Design  
and Tech Support by**

Jarren Amian

Sarah Danvers

Stu Hirayama

**MAHALO!**

*We would like to gratefully  
acknowledge our sponsors for their  
generous support in the creation  
of this original work.*

**Study Guide by**

Reiko Ho

**National Core Arts Standards  
compiled by**

Daniel A. Kelin, II



## ABOUT OUR SHOW: NOTE FROM CO-CREATOR, DANICA ROSENGREN

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**Mahalo nui** for joining us for MOVE! This world premiere, new production celebrates all the fun ways we can move throughout an ordinary day -- how the world influences our movement, and how our movements can change our world.

Throughout the rehearsal process, we explored the elements of dance- body, action, space, time and energy to create this show. In whatever body you have, whatever age you are, we celebrate the way you MOVE!



### **Danica (Nikki) Rosengren**

*(Director/Co-Creator) (she|her) is a theatre artist, director, educator, activist, and arts administrator. She loves creating community-centered interactive theatre experiences for families, and received a Masters of Fine Arts focusing on just that. After receiving her MFA, she was hired as the Arts Education Specialist at the Hawai'i State Foundation on Culture and the Arts. On weekends, you will probably find her hiking, surfing, or trying a new craft. You can learn more at [danicarosengren.com](http://danicarosengren.com)*



### **Reiko Ho** (Choreographer/

*Co-Creator) is an accomplished director, playwright, and multi-disciplinary theatre maker from Honolulu, Hawai'i. Her work has been seen throughout Hawai'i as well as nationally.*

*Tales of the Sun and Moon, that she wrote and directed is slated for an HTY national tour in Spring 2027. Reiko is Artistic Associate for HTY, an Invited Artist at the National Institute of Directing and Ensemble Creation, a member of The Consortium of Asian American Theaters & Artists, a member of The Playwright's Center, and serves on the Board of Directors of TYA/USA, the leading national organization for the field of Theatre for Young Audiences.*

### WHAT ARE THE ELEMENTS OF MOVEMENT?



There are five basic components that dancers and movement artists use to create a framework to create, perform, and analyze the art of movement.

These elements are:

- **Body**
- **Action**
- **Space**
- **Time**
- **Energy**

The elements are the ingredients that dancers and movement artists use to convey emotion, create visual interest, and tell a story. All forms of dance and creative movement have these elements in common.

In our show, we explored these elements in ways that celebrated the bodies we have and how our individual bodies liked to move.

|               |                                                                                                                                                                                                                                                                                                             |
|---------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Body</b>   | The body is the instrument used to create the art of dance or movement. Dancers can use their entire body or isolate specific parts like the head, torso, arms, and legs to create shapes, lines, and forms.                                                                                                |
| <b>Action</b> | Action is any human movement included in the dance. It includes dance steps, facial expressions, pauses, and everyday movements like walking or turning. Actions can be “locomotor” (moving through space, like leaping or running) or “non-locomotor” (staying in one place, like stretching or twisting). |
| <b>Space</b>  | Space is the area where the dance takes place and how the body interacts with it. Use of space can include levels, pathways (the pattern created as a dancer move through the space), directions, and the relationship a dancer has with objects or other performers in the space.                          |
| <b>Time</b>   | Time involves the tempo (fast or slow), duration, and rhythm of the movements.                                                                                                                                                                                                                              |
| <b>Energy</b> | Energy describes how the movement happens and the force or quality behind it. Changing the energy can shift the mood or emotion of a performance, moving from sharp and powerful to smooth, gentle, heavy, or light.                                                                                        |

*Check out the resource page for some videos on the elements of dance.*

## WHAT IS PHYSICAL LITERACY?

Taking care of our bodies and being active are important parts of being healthy. Physical literacy involves developing an understanding of the benefits of regular physical activity, an awareness of the role of physical activity in overall health and well-being, and the knowledge of movement principles.



Areas of focus for wellness in early childhood development include:

**Physical Activity**

**Nutrition**

**Hygiene**

**Hydration**

**Sleep**

**and limits on Screen Time**

Reinforcing and modeling each of these foundational areas of focus will prepare keiki for a lifetime of respect for their own bodies and health.

Our show was inspired by a day in the life of a pre-schooler from waking up to naptime and included many of the above areas of focus.

Check out these **RESOURCES** that we used as references from the Hawai'i State Department of Health and partnering organizations.

**Printable Wellness Guide for Early Childhood from the Hawai'i State Department of Health about Exercise and Nutrition**

<https://health.hawaii.gov/snap-ed/files/2018/03/wellnessguidelines.pdf>

**Go NAPSACC: Toolkit for Early Childhood Educators**

<https://gonapsacc.org/ece-program-tools>

**Farm to School Hawai'i**

<https://www.hiphi.org/farmtoschool/>

## BOOKS FOR THE PRE-K CLASSROOM



- ***From Head to Toe*** by Eric Carle  
Little ones can follow along, copying simple animal movements like turning heads, bending necks, and waving arms.
- ***Barnyard Dance*** by Sandra Boynton  
Features a fun farmyard crew that struts, stomps, and claps to a lively rhyming beat.
- ***Stretch*** by Doreen Cronin  
Encourages very young children to reach high, bend low, and stretch their muscles like dogs and cats.
- ***I Got the Rhythm*** by Connie Schofield-Morrison  
Follows a young girl whose body rocks, taps, and claps as she discovers rhythm in the world around her.
- ***Go Shapes Go!*** by Denise Fleming  
Incorporates paper cut-outs of shapes and movement-based language as a way to teach shape and pattern recognition.

## WEBSITES AND VIDEOS

- ***Elements of Dance***- teacher resource video from PBS Learning Media  
<https://hawaii.pbslearningmedia.org/resource/d7fcd19b-ee9b-4d90-a550-833fbe22865c/the-five-elements-of-dance/>
- ***Do You Wanna Dance? Understanding the 5 Elements of Dance***-  
Resource video for educators from the Kennedy Center  
<https://www.kennedy-center.org/education/resources-for-educators/classroom-resources/media-and-interactives/media/dance/do-you-wanna-dance/>
- Printable Wellness Guide for Early Childhood from the Hawai'i State Department of Health about Exercise and Nutrition  
<https://health.hawaii.gov/snap-ed/files/2018/03/wellnessguidelines.pdf>



## **POST SHOW DISCUSSION**

**IN THE PLAY, THE TWO CHARACTERS, LAVENDER (PURPLE) AND LEMON (YELLOW), DID NOT USE WORDS. WHAT COULD YOU TELL ABOUT THEIR PERSONALITIES BASED ON HOW THEY USED THEIR BODIES TO COMMUNICATE?**

**EVEN THOUGH THERE WERE NO WORDS, WHAT DID YOU LEARN ABOUT THE CHARACTERS? WHO ARE THEY?**

**WHAT WAS THE STORY?  
WHAT HAPPENED TO THE CHARACTERS? DESCRIBE ACTIONS THAT YOU SAW.**

**WAS THERE A MOMENT IN THE SHOW WHERE THE ELEMENT OF TIME WAS USED IN A DIFFERENT WAY?  
(FAST OR SLOW?)**

## REGULATION RAIN



Did you know that the act of gently tapping on the body can provide focus and grounding by serving as a sensory anchor that redirects a child's attention away from internal distress and back to the present moment. Rhythmic self-tapping interrupts emotional spirals, activates tactile and proprioceptive senses that may stabilize anxious minds, and creates a safe rhythm that signals physical security.

### Lesson Objective

To use a quick 2-3 minute self-tapping activity break to restore focus and connection.

### Instructions

Remind students of the moment of playing in the rain during the show.  
In our play, Lemon and Lavender are caught in a rainstorm while walking home from school.  
We made the sounds of the rain by tapping together on our laps.

Create your own regulation "rainstorm" by having students mirror you tapping on different parts of their bodies like their laps, shoulders, heads, or legs.

Sample Verbal Starter Prompts:

***"Let's make the sound of a rainstorm by tapping on our lap."***

***"Let's use our hands and bodies only, no voices."***

Begin by tapping on your lap like we did in the show.

Allow students to follow and practice mirroring you.

***"Watch carefully and switch if I switch."***

Have students silently follow/mirror as you switch and tap on a different part of your body.

After a few seconds, silently switch again.

Continue for a minute or two, then gently bring the "rain" to an end by slowing down to a stop gradually like a rain going to a drizzle, then drops, then stopping.

Suggestions:

Challenge students by going slower or faster.

If time, **expand the activity** by choosing different students to lead the tapping.

## SLOW MOTION STORY



### Lesson Objective

To explore the elements of **time** and **action**.

### Instructions

Go over the definitions of time and action (see Elements of Movement on page 5) and have students think about how they was used in our play.

Remind students of the **slow motion orange chase** in the show.

Click the link below to play the original song we used for that moment in the show.

[“Promise of Light” by composer Matt Glickstein](#)

Choose a simple action like eating a favorite food or running a race.

Play the music and have the students do the action in slow motion using only their bodies and faces to express the action, no use of words or voices.

Sample Prompts:

How are you feeling while you are [doing the chosen action]?

Use your body and face to express what you are doing and how you are feeling?

If time, **expand the activity by exploring space.**

Have students move through the room creating pathways and using levels in slow motion.

Can you create a whole slow-motion story like our orange chase?



## ABOUT HTY

Honolulu Theatre for Youth (HTY) is a theatre of place, deeply rooted in the cultures and people of the Pacific and dedicated to serving young people, families and educators across the Hawaiian Islands. Founded in 1955, HTY is one of the oldest professional TYA companies in the country and is recognized for its long history of innovative drama education programming and the creation of original theatrical works that celebrate the diverse cultures of Hawai'i.

## OUR COMPANY

**Lisa Levine**  
General Manager

**Stu Hirayama**  
School Reservations

**Brad DeCaires**  
Box Office

**Stephanie Conching**  
House Manager

**Becky Dunning**  
Development

**Jian Gu**  
Accounting

**Eric Johnson**  
Artistic Director

**Reiko Ho**  
Artistic Associate/Marketing

**Moses Goods**  
Artistic Associate/Actor

**Annie Cusick Wood**  
Artistic Associate

**Artistic Team**  
Jarren Amian  
Chesley Cannon  
Sarah Danvers  
Serina Dunham  
Lokomaika'i Lipscomb  
Mattea Mazzella  
Hermenigildo Tesoro Jr.  
Eric West  
Emily Wright

**Daniel A. Kelin, II**  
Director of Drama Education

**Tamara Smith**  
Drama Ed. Administrator

**Erin O'Hara**  
Teaching Artist

**Ms. Lisa**  
Teaching Artist

**Kirsten Erickson**  
Teaching Artist

**Brandon Caban**  
Teaching Artist