



Production notes:

Characters:

Miranda: Adventurous, curious, talented.

She is a main character with a challenging role for the student who demonstrates strong acting and singing abilities. She plays a singer/musician who must travel back in time to find the rock which the Time Makers took back to the land of Dinosaurs where she meets many characters. Her costume can be created very simply with contemporary clothes that make her feel like a star.



JT: Intelligent, resourceful, talented

He is a main character with a challenging role for the student who demonstrates strong acting abilities. Some back-up singing is required. He also plays a musician who travels back in time with Miranda to find the rock. His costume can also be created very simply as a rock and roll star or Sherlock Holmes type.



Bonehead, the Lovable Ankylosaurus: silly, funny

This main character should be a female and is a challenging role for the student who demonstrates strong acting and singing abilities and is comfortable doing lots of physical movement. This character is silly and naive and learns a lot about life lessons throughout the play. The costume can be created through the research of what an Ankylosaurus looks like (boney club at the end of tail, etc.) This character should also have a bone through his/her head which can be created by making a bone out of cardboard and pinning it onto a hat.



Dr. Forgetasaurus: forgetful, helpful, funny

This character has a part at the beginning of the show and has approximately 10 lines. He is a forgetful character who helps Miranda who helps Miranda and JT travel back in time to find the rock. His costume can be created to show that he is a Doctor along with a funny wig, glasses, hat, etc.



Boney, the baby dinosaur

This part is perfect for a younger student. He/she is in the play quite a bit with 2-3 easy remarks and fun, simple movements.

Alley Oop, big cave man

This character (can be boy or girl) has no lines but walks back and forth on the stage acting out the song. A long wig is helpful and a club for a prop.



Wooly Bully, wooly rhinoceros

This character has no lines but chases each character one at a time during the song, “Wooly Bully”. This is a very funny part of the play which is choreographed with great humor. The costume should be researched for the wooly rhinoceros. Making cones and using them as horns is a good way to integrate the math curriculum.

The Rock Keeper - wise, helpful

This character has only a few lines and stands on stage waving his wand which finds the Rock. He/she can have a simple costume such as a cape and needs a magical wand prop.



The Dinomites!

This group of students sing the first song and are part of the band. Four of the band members have one line each at the beginning of the show. Their costumes should depict musicians in a band and could be similar in nature.

The Time Makers

This group of students appear twice in the play, with two lines, spoken as a group. They huddle together as they enter and exit the stage. They should all be wearing the same colors costumes (clothes or capes). They could all be wearing sun glasses or funny goggles and have on similar hats or hair styles.

Dinosaurs

These dinosaur characters are on stage as back up dancers and singers for many of the songs. Some of them also say important lines that educate the audience about dinosaurs. Six students may be chosen or more depending on how many students still need parts. You can even use different groups of students since the Dinosaurs enter and exit the stage for the different songs. Costumes are created through the students' research.

Pteranadons

These characters glides across the stage just before the Bird Dance. The amount of characters chosen is up to the director and depends on how many students need parts. These characters remain on stage to do the Bird Dance. The students who research these reptiles can develop costumes simply through masks and light material for their wings.

Lion and Grizzly Bear

These two characters can go across the stage during the song Alley Oop to animate one of the lines of the song.

Host

This student can be a male or female and introduces the play and the band, "The Dinomites" to the audience.



Sound Effects Crew

This crew works behind the scenes embellishing the actors movements. It requires students whocan be focussed on what the characters are doing and have good organizational skills. Sound effects incorporate percussion, keyboards, and sounds that are created out of natural materials. Students can also experiment recording

sounds on a cassette deck or on a computer. Creativity should be encouraged as they may come up with some ideas that work very well.

One student from this crew must be delegated to play the tracks off the CD. This is a very important part as the songs and sound effects on this CD are crucial for the fluidity of the play.

Stage Crew

Stage Manager:

This individual is the director's number-one helper. This student will learn about staging and where the actors must be in order to enter and exit the stage smoothly. He/she will be backstage during the play and help the actors and properties crew go on and off stage.

Properties Crew:

This group of students is responsible for peeling off the backdrop after the first scene, and making sure that the props are all on stage for the actors to use. The students must be able to work together and have good organizational abilities.

Lighting:

The lighting crew must be well-focussed on the play and create the lights to embellish the production. Good organizational skills are required and creativity is helpful to interpret what kinds of colours can add to the scenes.

Set Designers:

This crew is responsible for making the props, masks and back-drops for the play. An enjoyment of art is helpful and creativity is encouraged. These artists and builders will create the sets.

Prompter:

This student carries a script and stands in front of the stage, ready to call out lines to the actors who may have forgotten what to say.

Costume Designers and Wardrobe People:

These students are in charge of creating the costumes, putting them together and keeping them clean and organized.

Make-up Artists:

These students put make-up on the actors and help them with their hair or wigs.

Publicity Person:

This person will create flyers or posters for the play, put them up and advertise the show so that there is an audience



Backdrops

This play requires two backdrops.

- The first should simulate the background of a rock ‘n roll musical concert. It could be a large banner with the name “The Dinomites” or it could be a backdrop with lots of round faces simulating a large audience.
- The second backdrop should be drawings/paintings of dinosaurs. This ties in well with research students would do to find out what different dinosaurs looked like. The students can also use the enclosed dinosaur reproducibles as patterns to trace.

Props

- **Maracas:**
Two identical maracas can be created, one full and one empty. Maracas can be created from using papier-mache on a light bulb that has been taped to a wooden stick. After covering the light bulb, smack it so that it breaks and you will get a nice sound. Paint and decorate.

This is an effective way of creating the two maracas you will need for the beginning of the play, as the students can make one that has sound, and one that has not been broken so it will sound empty. Younger students can create maracas out of placing rice, sand or gravel in an empty plastic container or plastic Easter egg. Please see sheet on making percussion instruments for more ideas.

- **Time Machine:**

Two scooters placed behind a cardboard box is effective.

The box can be decorated with a green and red button along with many clocks. Ask the children for their input as to how they imagine what a time machine may look like. The scooters work very well as the characters slide to the back of the stage as the sound effects embellish their movements.

- **Bone for Bonehead:**

This could be made out of cardboard and should look as if a bone is going through this Dinosaur's head. It could be pinned on to a hat or the two sides of the bone can be joined together with a round piece of plastic that fits on top of the head. This is an effective way of giving the illusion that the bone is really going through Bonehead's head.

- **Plants:**

The plants can be created through art activities using paints, cardboard, rolled up paper. These props are used for the Dinosaurs to eat as well as to decorate the stage.

- **Harmonica:**

This should be made larger than a real harmonica. Bonehead will pretend to play it during the song "Sticks and Stones". See the reproducible drawing to help give your students a pattern. They can use papier- mache, and cardboard and paint the body silver and the reeds a light brown. They can create it larger to simulate a dinosaur-like prop.

- **Club:**
This could be made out of paper mache and painted white. It is a prop for Alley Oop to use during his song.
- **Cave:**
The cave must be made at one end of the stage. It can be created to simulate an opening that Miranda will be going through. You can use brown mural paper so that the audience cannot actually see the opening but the dimension will make it appear like a cave. You may even want to have the students make a sign that says CAVE.
- **Rocks:**
These rocks can be found in your school yard and painted by the students. The rocks can be placed on stage so that the characters find them during song when the Rock Keeper waves his/her wand to see if they have found the right rock.
- **Rock from Rock and Roll:**
This rock could be a colourful ball that is different than regular balls to show that it is the missing rock. You can also choose to make it out of papier-mache using a large ball or a balloon. It could be painted and decorated with some stars or music notes on it to show it is the right one. It is a very effective prop as the characters play with it during the song, (it is for this reason that it should roll).
- **Large Bag/Sack and Object Inside:**
The Time Makers carry this sack across the stage with the rock inside at the beginning of the play. They also carry this sack across the stage after the song “Where’d She Go”, and it should have a different shaped object inside. The students can create something unique out of papier-mache or perhaps can find something that is an intriguing shape.

- **Magical Wand:**

This wand can be designed with a drum stick and a star placed on top. It could have silver tinsel or any thing that makes it look magical. If you don't have a stick from your percussion area, the students can take a pencil and cover it with papier-mache, rolling and moulding it to the length desired.

Staging

Here are the parts of a stage:

Upstage Right

Upstage Centre

Upstage Left

Centre Stage Right

Centre Stage

Centre Stage Left

Downstage Right

Downstage Centre

Downstage Left

Sound Effects Crew

Prompter

A U D I E N C E !

More Art Activities!

Papier-Mache means “chewed paper” in French and refers to the process of building up layers of paper that has been torn, wadded, and moulded to make a three-dimensional object. Paper is dipped in a paste or adhesive mixture. Newspaper that has been torn in strips and soaked overnight will be more pliable. Squeeze out excess water before using the paper.

Papier- Mache paste (cooked)

3 cups water
1 ½ cups flour
oil of peppermint

Stir flour into cold water. Cook over low heat until mixture thickens and becomes a creamy paste. Add more water if is too thick. Cool. Add a few drops of peppermint oil. Use this paste to coat strips of paper.

You can also mix white glue in water to use as a paste if you do not want to cook the recipe.

Wooly Bully’s Head

Have the students apply strips of papier-mache around a box, building layers to resemble a wooly rhinoceros head. Use pieces of egg carton and cardboard for the eyes, ears, nose and mouth. You can also use buttons for the nose. Make cones for the horns. Paint when thoroughly dry.

Masks:

A Domino Mask is a half-mask which covers only your eyes. Cut out a rectangle with an upside down V in the bottom centre so the character's nose is outlined. Design the eyes with different shapes, expressions and colours.



Sound effects are used for two things in a play, background sounds to enhance the mood and other sounds to imitate action.

1. Cutting down a Tree

3-4 students can participate in this skit:

One student is a woodcutter

One student acts the part of a tree

Two students are doing the sound effects

- Woodcutter stands near the tree with a pretend axe and gets ready to strike tree
- Sound effects person watches and hits wood claves or drum together every time he strikes
- After three strikes, woodcutter says, "Timber"
- Tree falls and the other sound effects person strikes cymbal or loud sound to show the tree hitting the ground

2. Baseball Skit

5 students in skit with a group of students being the audience.

One Pitcher

One Batter

One Outfielder

One Catcher

Two students doing the sound effects

Audience.

- Pitcher throws a pretend ball
- Sound effects person creates a swoosh sound
- Batter pretends to hit ball (pretend bat) as sound effects person strikes wood claves, wood block, or drum
- Students sit/stand in bleachers and follow pretend ball with eyes in the same direction (left to right for example)
- Catcher catches ball as sound effects person creates a thud sound with percussion
- People in bleachers clap

3. Creative Skits

Activity #1:

Divide students into groups of 4-6.

Ask them to find and create sounds from a variety of natural materials

Here are some suggestions:

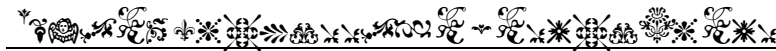
- Thunder - shake or wobble a cookie sheet
- Fire - crumple up a cellophane bag or newspaper
- Crickets - rub a finger along the teeth of a comb
- Horses' hooves - clap two empty plastic containers together with a galloping rhythm
- Rain sprinkle salt into a cone of wax paper
- Waves - swish popcorn from side to side in a large plastic bowl
- Walking fill a cookie sheet with gravel and walk on it
- Rub a guitar pick on a metal strings to sound like a creaky door

Recorded Sounds

- Alarm clock
 - Doorbell
 - Telephone ringing
 - Background voices using different pitching (high and low)
 - Record a sound and play it back in another deck so that it is slower or faster
- Invent sounds using a synthesizer. Some synthesizers can be connected to a computer where you can embellish and change the sounds and there are other computer programs to alter sounds
 - Give them some percussion to use

Activity #2:

After they have created 3-4 sounds, they are ready to invent a skit to use the sound effects. Give them some time to rehearse and then have each group perform in front of the class



Tambourine/Maracas

- two paper pie plates
- stapler
- tape
- crayons, markers or paints
- paper and shapes,
- streamers
- confetti
- feathers
- glue sticks
- sand, cornmeal, cereal, popcorn kernels

Decorate the plates. Give the children the choice of what to put inside. For softer sounds, use sand, cornmeal, rice krispies or cheerios. Scoop and place inside. Staple around pie plates and then put tape on top of staples so that the children cannot scratch their hands and to keep it closed up tight.

Shaker/Maracas

- paper towel or toilet paper rolls
- construction paper, shapes, streamers, feathers, confetti
- glue sticks, elastics
- crayons, markers, paints
- popcorn, sand, cornmeal, cereal

Decorate the paper towel or toilet paper rolls. Cut the construction paper into squares 3 x 3 inches. Put glue at the top of the paper roll. Cover with construction paper and put on elastic to hold the paper on tight. Have the children decide what kind of material they would like to put inside and how their different choices will make the sound louder or softer. After they place material inside paper roll, glue around the edges of the open side and cover with another piece of construction paper and elastic. Add streamers, feathers and more decorations if you would like.

You can also choose to make shakers out of plastic containers such as Easter eggs.. Decorate with confetti or shapes, add materials and put tape on to keep them shut. They are very sturdy and will last for a long time.

Note: The above activities may be done with any age however the activity in the Props section for making maracas out of light bulbs with papier-mache is recommended for students in grades 4-8.

Grades 4-8

Drums

You will need a yogurt container, plastic or wooden bowl or coffee can. Some materials may be used to cover the opening to create the sound of a drum. You can stretch plastic over the top and tape it in place. Other materials include: wax paper, elastic bands, a large balloon cut and stretched over. Heavy paper also works well as it is easy to stick on. You can use masking tape to put around to hold it on. Different materials will give it different sounds.

If you use a wooden bowl and a tin-can drum, you will be able to show how wood vibrates in its own special way, giving a sound that comes only from wood.

Tone Tests

It's easy to change the way a drum sounds. Tighten the drumhead and the tone goes higher.

Try this. Make a drum using a bowl for the shell and plastic from a bag for the drumhead. Stretch the bag across the top of the bowl and hold it in place with a rubber band. Set your drum on a table and test its sound. Then pull down the plastic. Make it fit tighter and you'll get a higher tone. For a lower tone, loosen the plastic.

A tight drumhead springs back faster than a loose one. It vibrates at a faster rate and that makes the tone higher.

You can also make drums from cans of different sizes. Use balloons for drumheads and make them fit tight. Play each drum with the same drumstick. You'll hear lower tones from the big drums. They vibrate at a slower rate because of their size.