ALASKA 45TH ANNIVERSARY JUNIOR THEATER

Alaska Junior Theater's Once Upon a Twist

2026-2027 SEASON

SCRAP ARTS MUSIC

Sponsored by ConocoPhillips Alaska

in *Phonk: Rewired!*



Study Guide

School Shows
March 23 - 25, 2027
10:30 AM & 12:15 PM

Public & Benefit Show
March 27, 2027
Benefit Festivities Begin: 5:00 PM
Show Begins: 8:00 PM

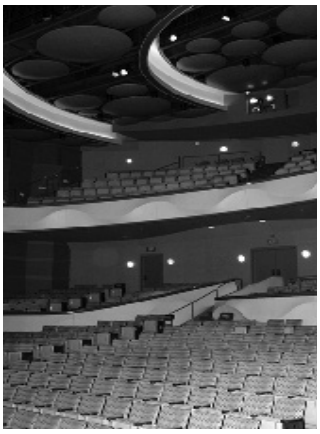
- Curriculum Connections
- Learning Resources
- Performance Background
- Activities for the Classroom
- Theatre Etiquette

Alaska Junior Theater | 430 W 7th Ave, Suite 210 | Anchorage, AK 99501
P: 907-272-7546 | F: 907-272-3035 | akjt.org

Common Core Standards

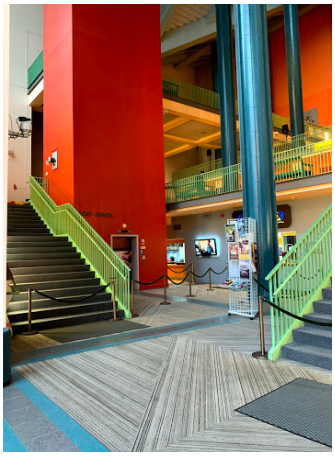


Alaska Junior Theater is a private, nonprofit organization that has been bringing the best in professional theatre from around the world to Alaska's young audiences since 1981. Each year, more than 20,000 students attend a variety of live performances at the Alaska Center for the Performing Arts. For many students, our school show presentations are their only exposure to live performing arts.



Discovery Theatre, ACPA

Each show we present has a strong educational component, and are linked to Alaska Content Standards. Alaska Junior Theater also offers teacher and student workshops, study guides and classroom transportation to our performances.



Carr Gottstein Lobby

We are committed to keeping ticket prices low, allowing children of all financial levels to experience live professional theatre. Our low educational ticket price of $10 covers only half our costs of presenting shows. To subsidize the remaining $10 of each ticket, we actively fundraise and rely on the support of corporations, foundations and individuals. In addition, we fundraise to offer full scholarships to students with financial need.

Alaska Junior Theater asked area teachers to review our 2026/2027 performances for direct connections to Alaska Content Standards. The direct connections for **Scrap Arts Music** in ***Phonk: Rewired!*** are listed below. They will assist in lesson planning and will assure teachers that Alaska Junior Theater programs help classes meet curriculum connections.

Alaska Content Standards	
Science	**A 1, 2, 3** **B 1, 2, 3, 4** **F 1, 2, 3** **G 1, 2, 3, 4**
Mathematics	**C 2** **E 1, 2, 3**
English/Language Arts	**B 1, 3**
History	**A 1, 2**

To get a complete copy of the Alaska Content Standards, visit:
https://www.asdk12.org/commoncore/

Special thanks to Emily Soule for her help in this effort.

The Band in Our Basement by Kelly J Baptist	E BAPTIST
Bing, Bop, Bam: Time to Jam! by Valerie Bolling	E BOLLING
Everything is Music by Miran Park	E PARK
The Oboe Goes Boom Boom Boom by Colleen A. F. Venable	E VENABLE
Everything a Drum by Sarah Warren	E WARREN
Play This Book by Jessica Young	E YOUNG
Yukon Dan's Animal Band by K Paulson	E-N PAULSON
Nick and Nack Make Music by Brandon Budzi	E-BEG BUDZI
Hullabaloo at the Zoo by Zanna Davidson	E-BED DAVIDSO
Eugenia Lincoln and the Unexpected Package by Kate DiCamillo	J-BEG DICAMIL
Eva in the Band by Rebecca Elliot	J-BEG ELLIOT
Skylar and the K-Pop Principal by Luan Goldie	J GOLDIE
Blackbird Fly by Erin Entrada	J KELLY
Dropping Beats by Nathanael Lessore	Y LESSORE
Hear Ye Mortals by Yamile Saied Méndez	Y MENDEZ

Non-fiction:

Music Everywhere! by Maya Ajmera	E 781.17 AJMERA
The Girl Who Heard the Music by Marni Fogelson	E 786.2092 FOGELSO
Music and Musical Instruments by Julie Delas	J 780.9 DELAS
Music and How it Works: The Complete Guide for Kids by Charlie Morland	J 780.9 MORLAND
A Child's Introduction to Jazz: The Musicians, Culture and Roots of the World's Coolest Music by Jabari Asim	J 781.65 ASIM
Illustrated History of Rock by Susana Monteagudo	J 781.66 MONTEAG
A is For Oboe: The Orchestra's Alphabet by Lera Auerbach	J 784.2 AUERBAC

Graphic Novels:

Skeleanor the Decomposer by Emily Ettlinger	J GN ETTLING SKELEAN
Song of the Court by Katy Farina	J GN FARINA SONG-OF
Garvey's Choice: The Graphic Novel by Nikki Grimes	J GN GRIMES GARVEYS
Operatic by Kyo Maclear	J GN MACLEAR OPERATI

Tell us what you think!

Take a quick survey about the show using this link or scan the QR Code:

https://www.surveymonkey.com/r/NF25P6G

About Scrap Arts Music



Scrap Arts Music is innovative percussion theater featuring five high-energy performers — Gregory Kozak, Spencer Cole, Christa Mercey, Greg Samek and Malcolm Shoolbraid — who play incredible instruments skillfully crafted from salvaged and recycled materials.

Scrap Arts Music is led by multi-talented composer and percussionist Gregory Kozak. Behind the scenes, he is joined by Justine Murdy, a designer and co-founder of the company. Together, they transform surplus waste from North American industry into articulated musical instruments made from materials such as exhaust hoses, artillery shells and broken monkey bars.

In the hands of the artists and musicians, industrial scraps become the foundation for a dynamic, choreographed fusion of world music traditions and 21st-century sounds. The result is an energetic and visually exciting performance suitable for audiences of all ages.

What to Expect

Scrap Arts Music's educational show is approximately 55 minutes long with no intermission. The presentation features original percussion ensemble music, a brief introduction to the "scrap" instruments and how they are constructed and insight into how the music is composed and the choreography is developed. Audience participation is encouraged during a popular piece near the end of the show.

Check out their YouTube and get your students excited before the performance: **HTTPS://YOUTUBE.COM/@SCRAPARTSMUSIC**



Theatre Trivia... Did You Know?


The ancient Theatre of Thorikos in Attica, Greece.

• After a play is over and everyone goes home, there is always a light left on backstage - it's called a Ghost Light!

• The oldest play that is still around today was written by an Ancient Greek named Aeschylus. It's almost 2,500 years old!

• The longest performance on stage was over 23 hours long! It happened in New Jersey in 2010.

• William Shakespeare is a famous playwrite. He wrote 37 plays and is still quoted by many people today. There are 157 million Google pages that mention him - the most of any famous person ever!

• In theatre, it's considered bad luck to tell an actor "Good luck" before a performance. Instead, you're supposed to say, "Break a leg!"

• In Ancient Greece, audiences stamped their feet rather than clapping their hands as a sign of applause.

• The word "Theatre" originally comes form the Greek word *Theatron*, meaning "a place to behold."

• In American English, the word 'theater' can mean either a place here films are shown (also called a cinema) or a place where live stage plays are performed. In British English, 'theatre' exclusively means a place where live plays are performed. 'Theatre' can also mean the business of putting on plays!

• There are five main types of theatre: Drama, Musical Theatre, Comedy, Tragedy and Improvisation.

• Theatre performances have directors, producers, writers, set designers, lighting designers, makeup artists, costume designers and many more people working backstage, as well as the performers on stage. Many performances also involve live music, played by an orchestra.

• Aristotle was the world's first theoretician of theatre, way back in 384 - 322 BC.

• The word 'thespian' comes from the first person to have taken the stage in Ancient Greece, Thespis.

• The first woman to appear in a Shakespeare play was in 1660, 44 years after Shakespeare's death. It was previously illegal in England for a girl to act on stage.



Teacher's Guide to Creative Drama

An Introduction

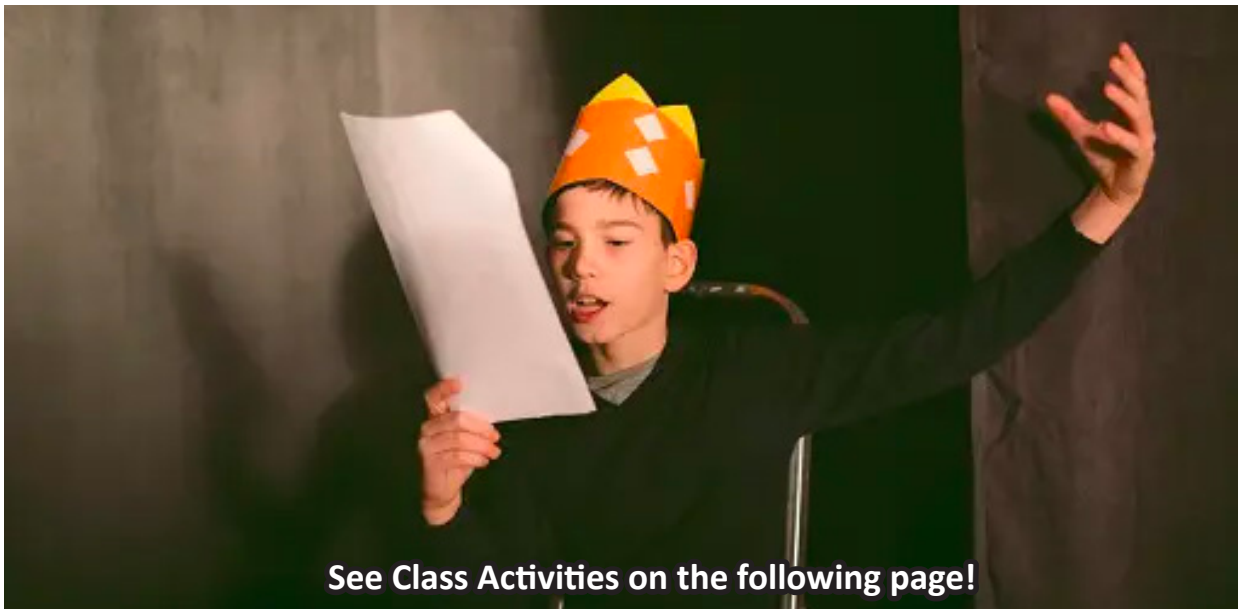




One of the most exciting ways to prepare students of all ages to view live theatre or bring an academic concept or lesson to life is to give them the experience of what it feels like to be an actor in a given situation or circumstance. **Creative Drama** provides an excellent vehicle toward fulfilling this objective. There are many exercises that are easy to implement using the students' whole instrument, including imagination, voice, movement, senses and emotions. The entire class participates at the same time so there is little opportunity for self-consciousness to inhibit creativity.

The following are some simple exercises, suitable for all age groups. No prior drama experience is required of students (or teachers!). These exercises can be done in the classroom if desks can be moved to the side. This can be accomplished quietly and efficiently by making a game of it. A sample scenario might be to encourage students to imagine an earthquake fault line under the room. It is the students' responsibility to move the desks to the side of the room to reinforce the walls. This must be done silently so the fault line will not be disturbed.

[Note: If it is not possible to move the desks, however, most exercises can be done with students standing behind or near their desks.]



Teacher's Guide to Creative Drama

Acting Excercises for Kids!



Warm Up Exercises

Freeze and Move

Using a percussion instrument (small drum or tambourine) or a piece of lively music, ask students to move while the music plays and freeze when it stops. Ask students to move isolated parts of their body (i.e. "now just move your leg, now your head, etc.") If you are using a drum, it can be exciting to vary the speed of the movement by changing the tempo of the beat.



Simple Stretches

Lead students in stretching their bodies. The use of visual images or characters helps make stretching fun. For example, tell students to reach for a silver thread hanging from an imaginary cloud above their head. Tell them to hold on tight and imagine they are swinging high above the neighborhood. Sometimes the strings might disappear. Students should then drop, loosely. Repeat this several times. Students can then stretch out wide like a big tree, swivel like a snake, stretch their necks long like a giraffe's, make their bodies small like a tiny mouse, etc.

Grooming the Senses



In place, encourage students to isolate each sense and focus on it. For example, tell them to close their eyes and listen attentively, first to sounds in the room, then sounds in the hallway. Finally, have them send their hearing out as far as it will go. Ask them to share what they have heard.

A similar exercise can be done with sight. Ask them to look around the room, noticing colors and shapes. Ask them to see each object and then have each object see them. Turn to a partner and see the partner and have each partner see them. Ask students if they can tell the difference between being seen and being the see-er and what each feels like. To practice heightening the sense of touch, you can pass around a paper bag with an object in it. Have each student feel and describe it without the sense of sight. Students can be encouraged to experiment with smell and taste in the lunchroom and at home.

Teacher's Guide to Creative Drama

Acting Excercises for Kids!



Movement: A Mirror Exercise



To help students focus, lead the class in a simple "follow the movement" exercise to slow, pleasant music. Make simple movements with your arms, head, face and legs. Encourage students to mirror these movements at the same time you are making them. Then, if you can arrange students in a circle, choose one student to leave the room and one student to lead the class in simple slow movements. The student chosen to leave is now invited back to try to guess who is the leader.

A more advanced version of this exercise involves grouping students in pairs and having them mirror each other. Music can be really helpful. Remind students that the face moves too and that laughter and giggling can be mirrored, too!

Sound Effects

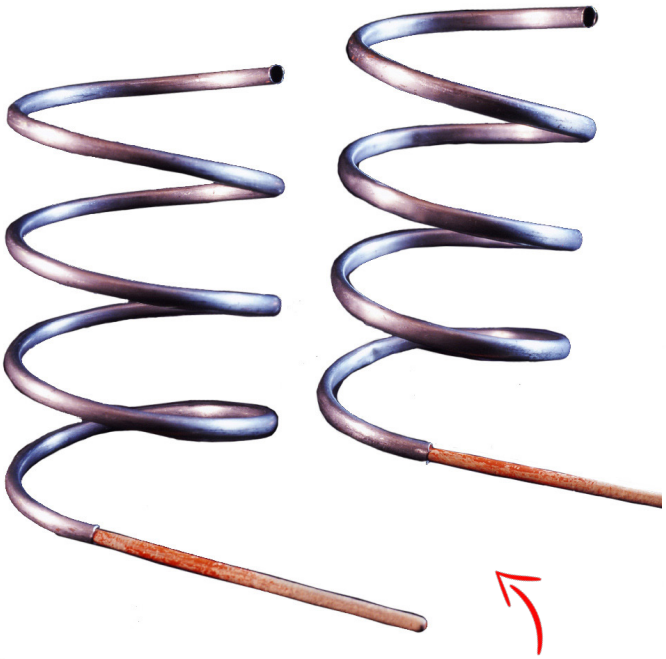
Sound Effects Story: Pick a simple story that has many opportunities for added sound effects (for example, stories in cities, bad weather, haunted houses, etc.). This story can be made up in advance, improvised on-the-spot or read from a book. Practice with the group, encouraging students to make the sound of the wind using their voices, doors slamming using their feet, etc. Then control the volume of the sound using a wand, a pencil or any conductor like object. When your hand is high, the sound is loud, when your hand is lowered the sound diminishes and then stops. Use this volume control tool throughout the story.



The Instruments

Scorpion Drums





Alumo-Springs

The Mojo





Chime Array & Gong Array

PVC Tower



The Instruments

B-52 Drum

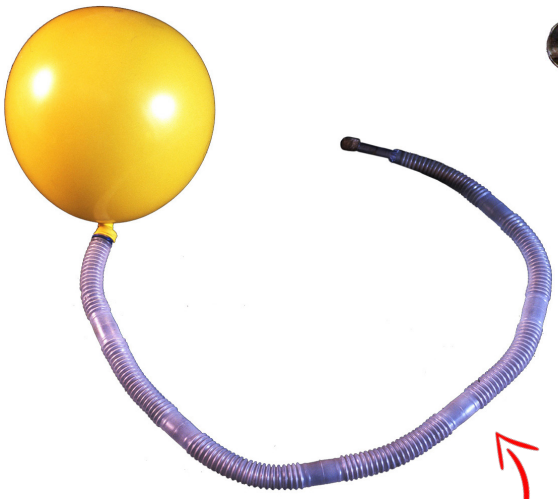


Bell-Flower Chime





Ziggurat Drum



The Annnoyophone



Humunga Drum

Did You Know?

Scrap Arts Music uses over 145 custom-built, mobile and tunable instruments crafted entirely from recycled and reclaimed industrial materials that include artillery shell casings, sewer and PVC pipes, metal barrels and more!

The Instruments

CREATE YOUR OWN INSTRUMENTS

Scrap Arts Music's instruments are made up of just about any found object. Gregory Kozak, the instrument designer for **Scrap Arts Music**, chooses his source material based on the sounds made when the objects are struck, strummed, bowed, blown or whirled.

Ask students to use their imaginations to invent their own musical instrument. What materials would you use? What kind of sound would it make? What names would you give to the instruments? Why? Take this activity a step further and have students create their own instruments. Students can then use the instruments to create a variety of simple melodies or rhythms, alone and in small groups. Below are some ideas about how you can make scrap instruments from found objects.

BOTTLEPHONE

A bottlephone is a tuned percussion instrument consisting of a series of ordinary glass bottles and/or jars. Put together a group of bottles and jars of different sizes and shapes, and strike them with a beater or stick to hear the notes they produce. Put the bottles in order according to their notes, from highest to lowest. Play simple tunes.

A bottlephone that is constructed out of a variety of bottles and jars will not play in tune, but if you can find a series of bottles that are exactly alike, you can create a tuned percussion instrument. Pour a different amount of water in each bottle, ranging from fairly full to almost empty. By adjusting the amount of water in each bottle, you can tune your bottlephone to play the notes of a scale. The sound quality will vary when your bottles are placed on different surfaces, e.g. carpets, cement, or a wooden floor. See which surface gives you the best sound, and don't break your bottle!

DRUMS

Drums can be made out of a variety of containers, including coffee cans, tin cans, garbage cans, pots and pans, yogurt containers and buckets. Turn any of these objects over and they make good drums. Try stretching a piece of rubber or cloth tightly over the open top. Strike the cloth with your hand or a drum stick. What happens as the cloth gets tighter or looser? Tie the cloth to the can with string or rubber bands. Decorate the outside of your drum. Use a variety of cans to create your own drum set.

RATTLES AND SHAKERS

Mexican maracas and African gourd axatse are two examples of rattles and shakers, simple percussion instruments that produce sound when shaken. These instruments are simple to make. Put a handful of buttons, dried peas, beans, or rice into a container such as a yogurt container, coffee can or a pop can. Be sure to replace the lid firmly. Shake the container. How does the sound of the shaker change when different materials are placed inside it?

You can make a good jingling shaker by threading bottle caps on a metal coat hanger or by pounding a long nail through three bottle caps and into a broomstick. Use a series of bottle caps to make a more pronounced rattle.

STAMPING STICKS

A variety of cultures from around the world use a percussion instrument known as a stamping stick. These hollow sticks are pounded across the ground and create a strong, loud beat for singing and dancing. Usually one end of the stamping stick is closed, and that end is beaten against the ground. The rhythmic sound echoes up the tube.

Collect a variety of tubes to create your own stamping sticks. Toilet paper tubes, paper towel tubes, wrapping paper tubes, and carpet tubes will all work well. Cover one end of the tube with tape or cardboard, and leave the other end open. Decorate the tubes with colors and patterns. Bang the tubes rhythmically on different surfaces and see what sounds they produce. Join up with a friend and combine your rhythms!

Music Standard:
Play by ear simple melodies on a melodic instrument and simple accompaniments on a harmonic instrument.

Music Standard: Use a variety of sound sources and electronic media when composing and arranging.



Scrap Arts Music Vocabulary Worksheet

Name: _____ Date: _____ Class: _____

Scrap Arts Music is a percussion group from Vancouver, Canada. Their instruments are built from scrap and salvage, such as irrigation hose, plumbing joints and aluminum.

The Instruments

Scorpion Drums • Alumo-Springs • The Mojo • Chime Array & Gong Array • PVC Tower • B-52 Drum • Bell-Flower Chime • Ziggurat Drum • The Annoyophone • Humunga Drum

Part 1: Key Words

1. **Percussion:** instruments played by striking, shaking or scraping.
2. **Found sound:** a sound made by an everyday or salvaged object not built as an instrument.
3. **Ensemble:** a group of musicians who perform together.
4. **Array:** an organized collection of things arranged together.
5. **Chime:** a tuned piece of metal or tube that rings when struck.
6. **Gong:** a large, hanging metal disc with a deep, ringing sound.
7. **Coil:** a shape made by winding something round and round, like a spring.
8. **Ziggurat:** a tall, stepped pyramid built in ancient Mesopotamia (Babylon).
9. **Tympani:** large bowl-shaped drums, also called kettledrums.
10. **Scrap:** leftover material, such as metal, that has been thrown away.

Part 2: Fill in the Blank

Word Bank: percussion, found sound, ensemble, array, chime, gong, coil, ziggurat, tympani, scrap

1. Scrap Arts Music is a five-person _____ that performs together on stage.
2. A _____ is a hanging metal disc that makes a deep, ringing sound.
3. Turning an old pipe into a musical sound is an example of _____.
4. The Chime _____ is a set of many chimes arranged together.
5. The Alumo-Springs are hollow aluminum, wound into a _____.
6. The Ziggurat Drum is shaped like a stepped pyramid, called a _____.
7. Drums, gongs and chimes all belong to the _____ family.
8. Metal that is thrown away is called _____.
9. A _____ is a large, bowl-shaped drum.
10. A _____ is a tuned piece of metal that rings when struck.

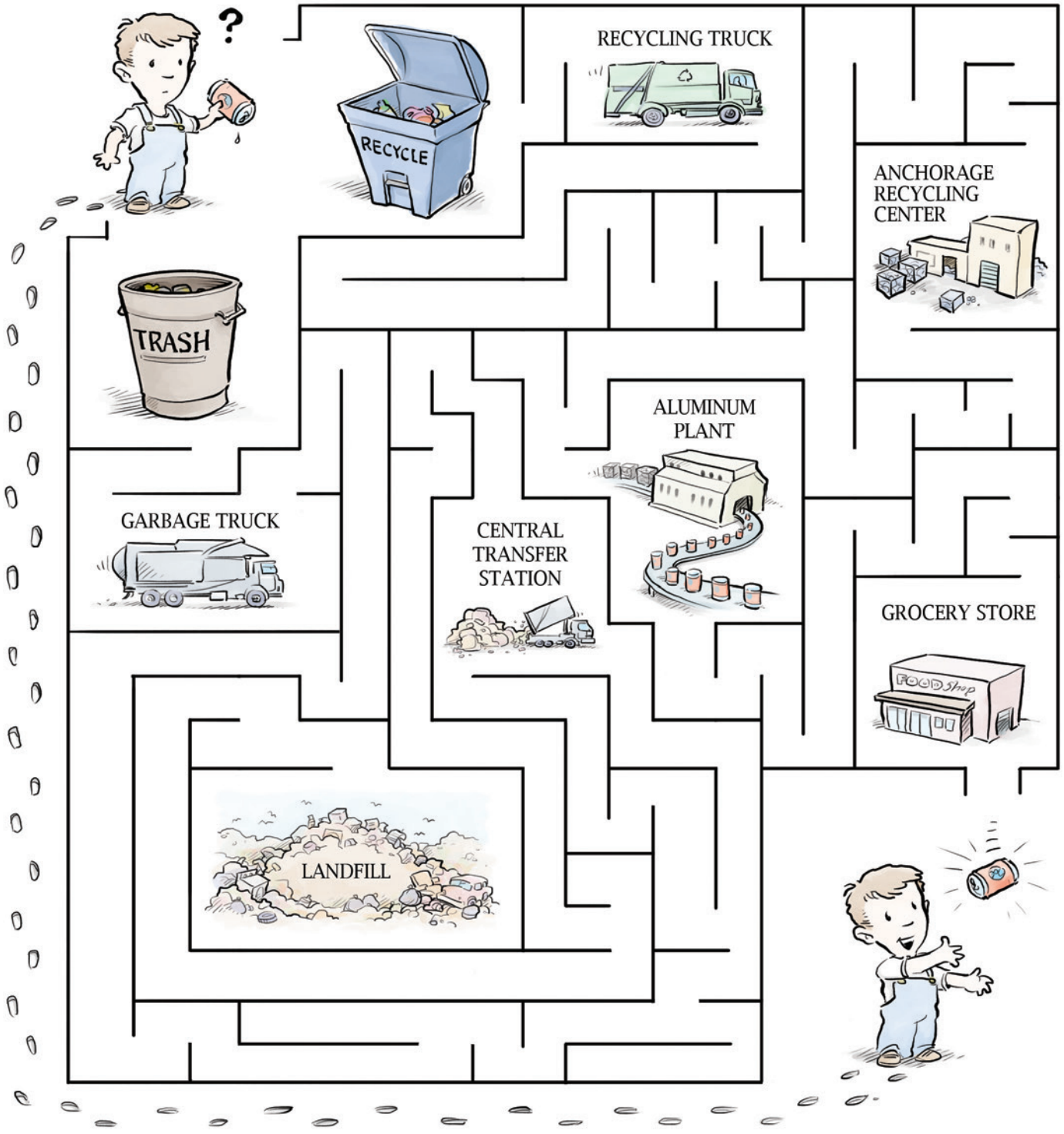


Answer key on page 22.

Follow the Can!

Recycling choices in Anchorage are greater than ever before, and they keep on growing. Most homes now have the option for curbside recycling, all public schools have mixed-paper recycling, and public places, like City Hall and Town Square Park, have recycling bins for bottles and cans.

Take the journey below to see what happens to an aluminum can with the choice you make to toss it in a trash can or a recycling bin.




RECYCLE it RIGHT!
COLORING PAGE
CEREAL BOX
CHAFFY PUFFS!
WRAPPING PAPER
ALUMINUM CAN
PLASTIC MILK JUG
MILK
OFFICE PAPER
STEEL CAN
PLASTIC WATER BOTTLE
NEWSPAPER
ENVELOPE
CARDBOARD
PIZZA
RECYCLE RAVEN
RECYCLE

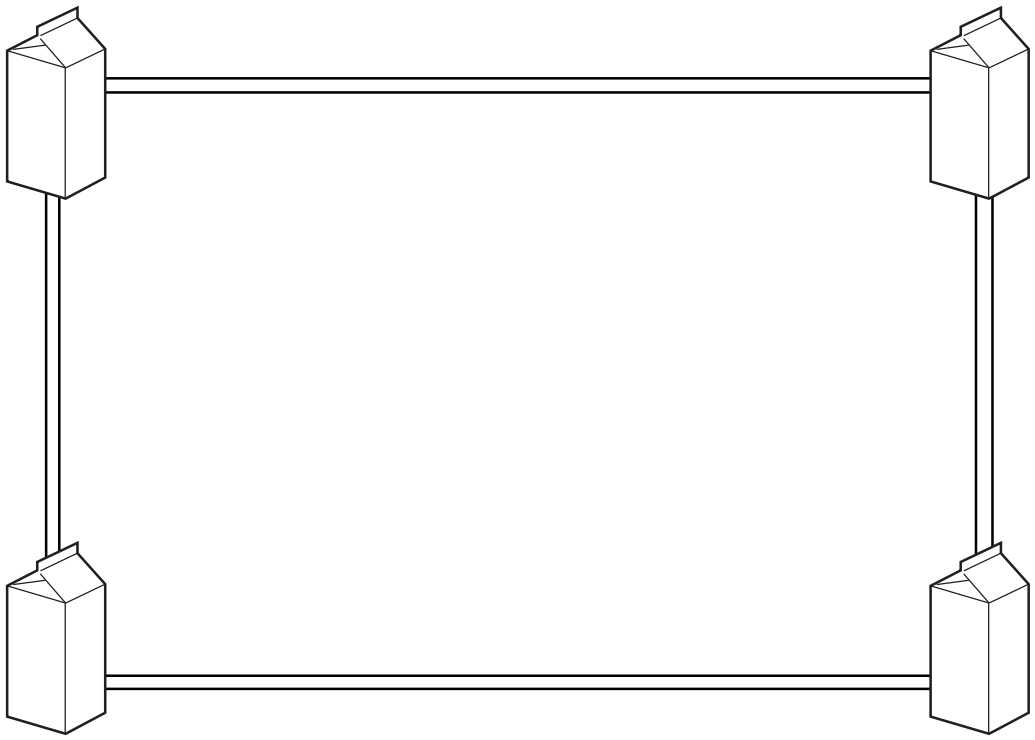
Activities for the Classroom

Name _____

Explore Activity

What can you reuse and recycle?

Draw how use can reuse a container.



Write how you can use your container.

Daily Writing Activities: Recycle It!

Recycle It!

Part of the pollution problem is that people throw away tons of garbage each year and waste many items that are reusable. Students will be surprised to learn the many ways they can reuse plastic bags, pantyhose, and ice cream tubs, for example. For a daily writing assignment have them choose one of the topics below and write at least five uses for it. Have them use recycled paper, of course. Their ideas should be shared in small groups on a daily basis.

• an aluminum soda can	• a yogurt cup	• newspapers
• a plastic soft drink or water bottle	• a tennis ball can	• cereal boxes
• a cardboard roll from foil or plastic wrap	• a plastic pantyhose container	• plastic detergent containers
• glass baby food jars	• orange juice cans	• foam fast food containers
• wood ice cream sticks	• paper lunch sacks	• glass jam or jelly jars
• wire coat hangers	• paper egg cartons	• plastic margarine tubs
• plastic bags	• plastic six-pack rings	• milk carton
• a foam cup	• writing paper	• a plastic straw

Extensions

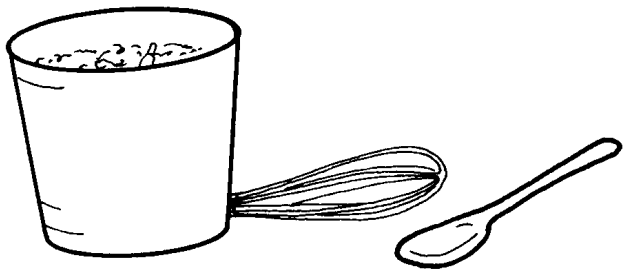
- Assign the same topic to all students. Make a class chart of all the uses for that item. Do not record duplicate ideas. Instead, figure out what percentage of students did have the same idea. This activity can be done in small groups, if preferred.
- Time the students. The one who can write the most uses for an object within that given time period wins a prize (award certificate, sticker, etc.). This can also be done as a cooperative activity.
- Publish the lists of how to reuse these items; pass the lists to another class. Encourage them to try out some of the ideas before passing the list on to another class.

Making Your Own Recycled Paper

There are many different ways to make recycled paper. An easy method follows. Pairs can work together to make their own paper.

Ingredients

- newspaper torn Into small pieces
- water wire whisk
- plastic or metal bucket
- cornstarch
- ¼ cup measuring cup
- piece of window screen to fit inside the bucket
- rollng pin
- wooden spoon
- blotting paper (or more newspaper)



Directions

- Fill the bucket half full with the torn newspaper pieces.
- Pour enough water into the bucket to completely cover the paper; then add about two more inches of water.
- Allow the paper to soak overnight.
- Add one-fourth cup of cornstarch to the contents of the bucket.
- With the wire whisk, beat the mixture until thoroughly mixed.
- Bend the wire screen to fit inside the bucket.
- Scoop up some pulp onto the screen.
- Lift up the screen and hold over the bucket while spreading the mixture to an ⅛" thickness over the screen (use the wooden spoon).
- Place the screen and wet pulp between two sheets of blotting paper (or newspaper).
- With the rolling pin, press out excess water. (Do this on a flat surface.)
- Remove the blotting paper (or newspaper).
- Allow to dry overnight or longer, then gently peel the recycled paper from the screen.

Extensions

- Find out how paper is made. Visit a paper mill if possible.
- Research what people used before paper was invented. Find out when paper was invented.
- Learn how to do calligraphy. Special calligraphy pens and instruction booklets are available in art supply stores. Look for examples of calligraphy in books and magazines.

Recycling Problems

Name _____ Date _____

Waste and pollution are taking place on our planet at a staggering rate. Solving the ecology problems below may help you realize the magnitude of this situation and why it has become a major concern.

1. In a 1988 beach cleanup along Texas' shoreline, 15,600 plastic six-pack rings were found in three hours. How many rings were found in one hour?	7. A small drip from a leaky faucet can waste over 50 gallons of water per day. Approximately how many gallons of water are wasted per hour?
2. One 15-year-old tree makes enough paper for only 700 grocery bags. How many 15-year-old trees will it take to make 9,800 grocery bags?	8. It takes 26 recyclable plastic soda bottles to make one polyester suit. How many bottles will be needed to make a dozen suits?
3. Approximately 240 million tires are discarded annually in the United States. How many tires is that per month?	9. In the United States, 154 million tons of garbage is produced in one year. Half of this trash is recyclable. How many tons is that?
4. Ten years ago there were 1.5 million elephants in Africa. Since then, 750,000 have been slaughtered for their ivory How many are left?	10. Every hour Americans throw away 2.5 million plastic bottles. How many plastic bottles are thrown away in one day?
5. If a five-minute shower can consume 35 gallons of water, how many gallons of water will be consumed during a nine-minute shower?	11. To produce one steak requires 2,607 gallons of water. How many gallons of water are needed to produce eight steaks?
6. About 70 billion beverage cans were used in 1985. Of those cans, 94% were aluminum. How many cans is that?	12. Americans throw away 18 billion disposable diapers a year. How many diapers is that each month?

Recycling





T X D U E V E K G V M X S W M S A
S J J S Q T I T P X Y H W G D B R
O L G G S G Z I H M K E I T A O Z
P S L A H K A X C S L R T Q B B N
M S W W K P M R Y K L U B R K S G
O U A F A F K Y D T I T J O B I E
C O J P C L O T H E S I U O A R L
R D E R U O L O C M N N N E T E E
O R J W C W N H R K K R K T T T C
A A I T I S V L D U S U M G E T T
D Z Z G T O R A B N T F A O R I R
O A E L S X C T N B R A I N I L I
N H R A A Q U E P D E Z L L E K C
E N B S L B J M A T E D O R S C A
T D U S P F I C Q Z T O K O O B L
S A C K S H Q N E J J O Y T Q N H
N S E I P P A N H P R F Z M M G L

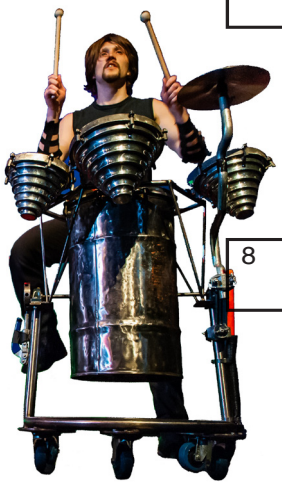
ELECTRICAL
BATTERIES
HAZARDOUS
FURNITURE
JUNKMAIL
CLOTHES
PLASTIC
COMPOST
NAPPIES
STREET
GARDEN
LITTER
COLOUR
METAL
GLASS
PAPER
BULKY
SACKS
WASTE
FOOD
ROAD
BAGS
BIN

Answer key on page 22.

Recycling Crossword Puzzle

Directions: Use what you have learned from the recycling unit to fill in the puzzle.





ACROSS

1. To use less of is to _____.
2. To change content and use again is to _____.
3. A machine to recharge batteries is a _____.
5. To be able to charge again is _____.
7. Lbs. is the abbreviation for _____.
8. What something weighs is its _____.
9. How much space something takes up is its _____.

DOWN

1. Hand-me-down clothes are a way to _____ clothes.
4. A test to solve a problem is an _____.
6. A big hole in the ground for trash is a _____.

Answer key on page 22.

Brought to you by

SCRAP KINS

WHOLE KIDS FOUNDATION

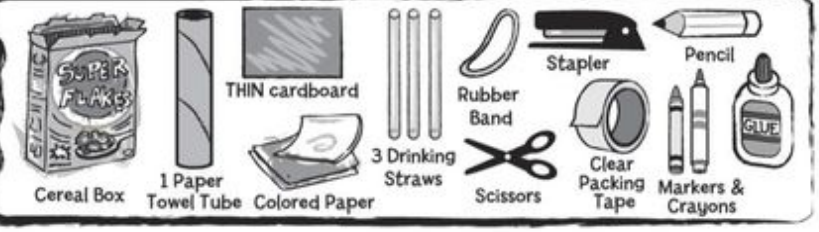
Supporting Schools • Inspiring Families • Nourishing Kids

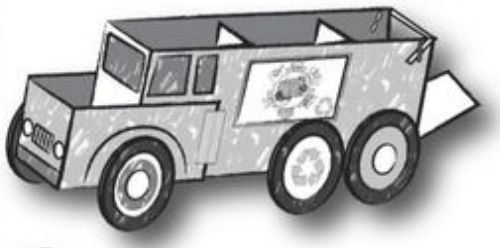
Build A RECYCLING TRUCK

RECYCLED Art Project

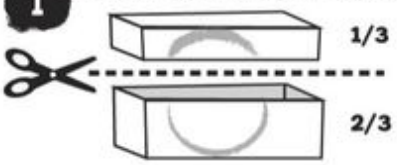
LEVEL: HARD

What You'll Need:





1 **Ask an adult** to help with cutting.



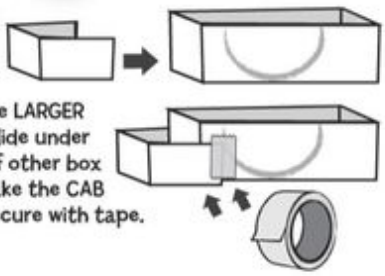
Cut 1/3 off the top of cereal box.

2



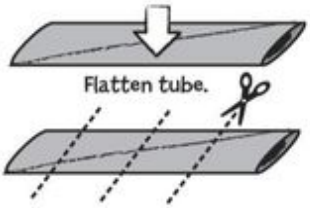
Cut the top piece into 3 pieces. Make one piece LARGER then the other two.

3



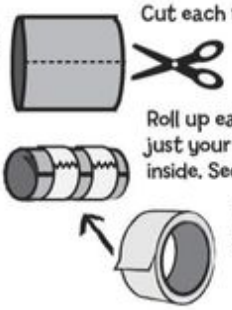
Flip over the LARGER piece and slide under the front of other box piece to make the CAB of truck. Secure with tape.

4



Cut into 3 pieces.

5

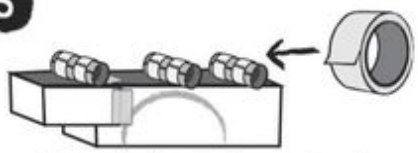


Cut each tube open.

Roll up each tube tightly so just your thumb can fit inside. Secure with tape.

These will be your axel mounts.

6



Tape each of your axle mounts onto the bottom of carton. Put one near the front and two near the back.

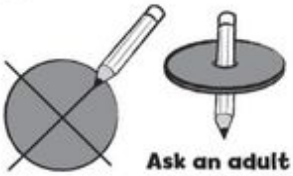
7 **WHEELS**



Cut out the wheel pattern and trace 6 wheels onto cardboard. Cut them out.

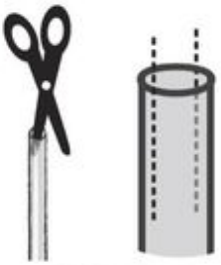
TIP: If you want thicker wheels, use thicker cardboard or glue wheels together.

8 Draw 2 crossing lines to help find the center of wheel.



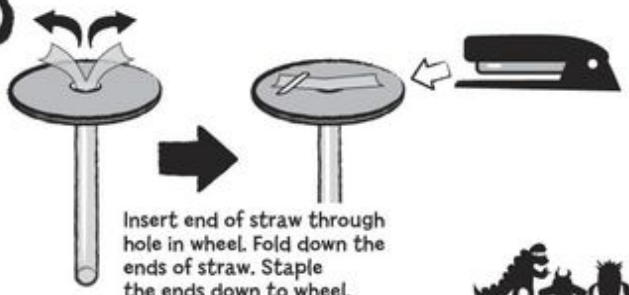
Ask an adult to help poke a hole through the center of each wheel.

9



Cut 2 small slits in ONE end of the 3 straws.

10



Insert end of straw through hole in wheel. Fold down the ends of straw. Staple the ends down to wheel.

REPEAT WITH OTHER 2 WHEELS.



www.scrapkins.com

www.WholeKidsFoundation.org

Think About It!

1. Why are each of the 3-R's (Reduce, Reuse, Recycle) equally important to a happy Earth?
2. What foods do you eat that have packaging you can recycle?

Hint = berry cartons, cereal boxes, etc.

3. How can you help to reduce packaging waste from your answer to #2?

Hint = reusable shopping bags, reusable produce bags, refillable containers for bulk bins, etc.

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Scrap Arts Music Activities
Answer Key

T	X	D	U	E	V	E	K	G	V	M	X	S	W	M	S	A
S	J	J	S	Q	T	I	T	P	X	Y	H	W	G	D	B	R
O	L	G	G	S	G	Z	I	H	M	K	E	I	T	A	O	Z
P	S	L	A	H	K	A	X	C	S	L	R	T	Q	B	B	N
M	S	W	W	K	P	M	R	Y	K	L	U	B	R	K	S	G
O	U	A	F	A	F	K	Y	D	T	I	T	J	O	B	I	E
C	O	J	P	C	L	O	T	H	E	S	I	U	O	A	R	L
R	D	E	R	U	O	L	O	C	M	N	N	N	E	T	E	E
O	R	J	W	C	W	N	H	R	K	K	R	K	T	T	T	C
A	A	I	T	I	S	V	L	D	U	S	U	M	G	E	T	T
D	Z	Z	G	T	O	R	A	B	N	T	F	A	O	R	I	R
O	A	E	L	S	X	C	T	N	B	R	A	I	N	I	L	I
N	H	R	A	A	Q	U	E	P	D	E	Z	L	L	E	K	C
E	N	B	S	L	B	J	M	A	T	E	D	O	R	S	C	A
T	D	U	S	P	F	I	C	Q	Z	T	O	K	O	O	B	L
S	A	C	K	S	H	Q	N	E	J	J	O	Y	T	Q	N	H
N	S	E	I	P	P	A	N	H	P	R	F	Z	M	M	G	L

Word Bank: percussion, found sound, ensemble, array, chime, gong, coil, ziggurat, tympani, scrap

1. Scrap Arts Music is a five-person ensemble that performs together on stage.
2. A chime is a hanging metal disc that makes a deep, ringing sound.
3. Turning an old pipe into a musical sound is an example of found sound.
4. The Chime array is a set of many chimes arranged together.
5. The Alumo-Springs are hollow aluminum, wound into a coil.
6. The Ziggurat Drum is shaped like a stepped pyramid, called a ziggurat.
7. Drums, gongs and chimes all belong to the percussion family.
8. Metal that is thrown away is called scrap.
9. A tympani is a large, bowl-shaped drum.
10. A gong is a tuned piece of metal that rings when struck.



Recycling Puzzle Crossword **Answer Key from page 18**:

Across:
1. Reduce
2. Recycle
3. Recharger
5. Rechargeable
7. Pounds
8. Weight

Down:
1. Reuse
4. Experiment
6. Landfill

9





Theater Etiquette and Expectations

We have a wonderful opportunity at this performance to help youth learn about attending live performances.

Please discuss the following with your students:

1. Sometimes young people do not realize how a live performance differs from watching a movie or television show. A live presentation has not been pre-recorded with the mistakes edited out. This makes it riskier for the performer and more exciting for the audience. It also means the audience has a real contribution to make to the overall event. Each audience member affects those around him/her as well as the performer. Concentrate to help the performers. The audience gives energy to the performer who uses that energy to give life to the performance.
2. An usher will show you where to sit. Walk slowly and talk quietly as you enter the theater.
3. For safety's sake, do not lean over or sit on the balcony railings or box ledges. Please be careful on the stairs. Avoid horseplay and running throughout the building.
4. If necessary, use the restroom before the performance begins. Adults need to accompany young students. After the show, we need you to exit the building right away because of bus schedules and other shows.
5. You may talk quietly to the people next to you until the performance begins.
6. When the lights in the theater begin to dim, it is the signal that the performance is about to start. Stop talking and turn your attention to the stage.
7. Stay in your seat throughout the entire performance.
8. During the performance, listen quietly and watch closely. Talking during the performance will distract other audience members and performers. Try not to wiggle too much and don't kick the seat in front of you. These disruptions make it hard for others around you to concentrate on the show. Sometimes during a performance you may respond by laughing, crying or sighing. By all means feel free to do so! LAUGHING IS APPROPRIATE. (Teachers, please do not hush the students while they are laughing.) If something is funny, it's good to laugh.
9. If you like something a lot, applaud. This will let the performers know that you are enjoying the show.
10. At the end of the show, applaud to say thank you to the performers. The performers will bow to acknowledge your appreciation and thank you for coming.
11. When the lights get brighter in the theater, the show is over. Stay in your seats until the OnStage Coordinator dismisses your school.
12. Please remember:
    - Taking photographs or using recording devices is strictly prohibited.
    - Beverages and food, including gum and candy, are not allowed in the theater.
    - You are only one person among several hundred in the audience.
    - Please respect the performers and your fellow audience members.

Cell phone use is prohibited. The light from your screens may distract the people around you.

Thank you for choosing Alaska Junior Theater!

Tell us what you think!

Take a quick survey about the show using this link or scan the QR Code:

https://www.surveymonkey.com/r/NF25P6G