

# CANDY BONES THEATRE



## OOPSIE LEARNING GUIDE

[www.candy-bones.com](http://www.candy-bones.com)

### About the Artist:



Artistic director Candice Roberts is a 5th generation settler based in unceded Skwxwú7mesh (Squamish), Səlílwətał (Tsleil- Waututh), and xwməθkwəy̓ əm (Musqueam) territories, also known as “Vancouver.” She brings her passion for interweaving artistic disciplines such as physical theatre, music, mask, puppetry, clown and dance to create stories that explore the heartbreak and humour of being human. Cultivating anti-oppressive and intersectional understandings are important in Candice’s artistic research of creativity, decolonization and the connections between self expression, mental health and community. She’s toured all over North America including New York and New Orleans with her award winning solo shows.

### About the Performance

In this 40-minute filmed performance, Candice uses character, physical and improvised theatre, tap dance and shadow puppetry to explore the question, “Is it OK to make mistakes?” Oopsie uses multidisciplinary arts to investigate the neuroscience of failure, growth mindset, creativity and well being. Part workshop, part performance this presentation includes interaction with the students in the form of questions, call and response and hands on demonstrations. The intention of this performance is to support a culture with young folks of celebrating mistakes, creative risk taking and mistake friendly environments.

### About the Artform of Multidisciplinary Theatre:

Dance, theatre and puppetry have been used for hundreds of years to captivate audiences and express an idea or a story, however it is a fairly modern concept to mix media and art modalities to create multimedia interdisciplinary works. Shadow puppetry uses light and shadow to cast everyday objects, garbage and recycling into beautiful and imaginative landscapes and stories. In this we can give voice to surprising characters and offer a creative approach to expressing a different perspective. Dance and physical theatre can give voice to the body to explore creative ways we can express our thoughts and ideas beyond but also including language.

## THEMES

- Concepts of growth mindset/fixed mindset, challenge and effort.
- Everyday creativity, problem solving and thinking outside of the box
- Neuroscience and brain plasticity- HOW WE LEARN!
- Self expression, wellness and dealing with frustration
- How the arts can deepen our awareness and connection of self, others, and the world

## Links to Curriculum:

Neuroscience 101- the basics on the brain and how to care for it!

Arts Education- How an artistic lens can be used to express ideas, opinions, beliefs, and emotions. How artistic disciplines can naturally work together to enhance a persons' intellectual, social, emotional, and physical growth. We all have different capabilities and potentials to develop individual strengths and capacities through the arts.

Artistic Habits of Mind- explore and create, reason and reflect, communicate and document, and connect and expand.

Social Studies- How self expression and diversity relates to healthy communities. How self awareness, self expression and the importance of creative thinking can build confidence and identity. Land acknowledgement and why it's important.

Physical Education-The different ways of finding delight in exercise and movement that is not just sport related. How movement can be skillfully developed through practice and play.

## Pre-performance Discussion Questions:

- What is a mistake?
- Is it ok to make mistakes? Why?
- What makes a multidisciplinary artist?
- What do you do when you feel frustrated that you "can't" do something?
- Has anyone ever studied dance or music? What kind?
- Has anyone ever tried puppeteering?

## Post-performance Activities:

Alternative uses game: The teacher holds up an everyday item and the students brainstorm as many possible uses for the item. (ie: A spatula can be a back scratcher, paint scraper, a reacher, a bug splatter.. etc) Ideas: Broom, cooking pot, a book. *This game is a fun way to practice divergent thinking*

The Scribble Game: In pairs; each person makes a scribble on a piece of paper then exchanges it with their partner. They then have 3 minutes to turn that scribble into an image. *An exercise in practicing perspective.*

Everyday Object Theatre: Have the students form groups of 3 or 4. Ask them to each find common objects from the room (such as a pencil, a cup, a piece of paper) to "puppet". Give them 10 minutes to create small plays to share with the class. *This exercises perspective, creative thinking and impulse trust!*

**Post-Performance Discussion Questions**

- What art forms were used in OOPSIE?
- What kind of skill training or practice do you think went into this performance?
- What are the ways we are creative every day? (dressing, eating, daily choices)
- What are ways that we can look at a “problem” from a different perspective?
- Why is it important to try new things and be open to new possibilities?
- Why is risking failure important?