THEATERWORKSUSA AND SCHOLASTIC PRESENT

ACTIVITIES, WORKSHEETS, AND MORE FOR

DOG MAN The Musical®

THEATER WORKS USA

BASED ON THE INTERNATIONAL BESTSELLING DOG MAN SERIES BY DAV PILKEY

LET'S ALL ENJOY THE SHOW!

Thank you for attending TheaterWorksUSA's production of *Dog Man: The Musical*. This guide will help your students learn more about the musical and its content, as well as give you creative ways to incorporate the show into your curriculum and classroom. A trip to the theater is always very special and unique, and it can create a lifelong passion for performance and storytelling. We hope our production will inspire your students. You may want to review some basic theater etiquette with your class, as this might be one of their first theater experiences. Talking or being disruptive during the performance is distracting to the actors and fellow audience members. However, we highly encourage clapping, laughing, and cheering at the parts they enjoy.

Feel free to use this guide as a starting point for you and your students to explore the show and its rich content. This study guide is designed to enhance your students' experience of seeing *Dog Man: The Musical*. It will provide discussion points after your class has seen the production along with lessons and in-class activities. These activities will extend the topic-specific ideas within the show, and engage the students in a hands-on classroom project. Feel free to adapt or change any discussion prompts or material to suit your classroom and style!

THE PLAY'S THE THING: OUR STORY

Our musical is based on Dav Pilkey's *Dog Man: A Tale of Two Kitties*, which is inspired by the Charles Dickens classic, *A Tale of Two Cities*. Best buds George and Harold have been creating comics for years, but now that they're in 5th grade, they figure it's time to level up and write a musical based on their favorite character, Dog Man, the crime-biting sensation who is part dog, part man, and ALL HERO!! How hard could it be?

With the head of a dog and the body of a policeman, Dog Man loves to fight crime and chew on the furniture. But while trying his best to be a good boy, can he save the city from Flippy the Cyborg Fish and his army of Beasty Buildings? Can he catch Petey, the world's most evil cat, who has cloned himself to exact revenge on the doggy do-gooder? And will George and Harold finish their show before lunchtime??

Dog Man
Hardcover: 978-0-545-58160-8
Ebook: 978-0-545-58163-9

Dog Man Unleashed
Hardcover: 978-0-545-93520-3
Ebook: 978-0-545-93543-2

Dog Man: A Tale of Two Kitties
Hardcover: 978-0-545-93521-0
Ebook: 978-0-545-93545-6

Dog Man and Cat Kid
Hardcover: 978-0-545-93518-0
Ebook: 978-0-545-93541-8

Dog Man: Lord of the Fleas
Hardcover: 978-0-545-93517-3
Ebook: 978-0-545-93539-5

Dog Man: Brawl of the Wild
Hardcover: 978-1-338-23657-6
Ebook: 978-1-338-23658-3

Dog Man: For Whom the Ball Rolls
Hardcover: 978-1-338-23659-0
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Dog Man: Fetch-22
Hardcover: 978-1-338-32321-4
Ebook: 978-1-338-32323-8

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THEATER IN THE CLASSROOM:
HOW TO PUT ON A PLAY

Now it's your turn to put on a show of your own! You can work by yourself or in groups. Remember, in *Dog Man: The Musical,* an ensemble of six actors play a bunch of different parts, so there's no limit to what you can do! Have fun and don't be afraid to get silly. No idea is too outrageous!

START WITH A STORY

George and Harold decide to write a musical about Dog Man, their favorite comic book character. What is your play about? You can get inspiration from the Dog Man books, other books, or from your own imagination!

SUPA SETTING

Think about where your story takes place. George and Harold set their show in a big city with tall buildings, a police station, a secret lab, and a cat jail. What is the setting for your play?

BUILDING CHARACTERS

Dog Man wants to be a good boy, Petey wants an evil clone, Li'l Petey wants a papa and a home, and Flippy wants revenge. Who are the characters in your story, and what do they want?

CREATE A CONFLICT (DUN DUN DUN)

In stories, the main conflict is usually a problem that prevents the characters from getting what they want. What is the conflict in your story, and how will you solve it? In the musical, the Beasty Buildings have come to life thanks to Flippy's psychokinetic powers, and Dog Man must figure out how to save the city! What is the problem in your play, and how can it be solved?

AND NOW FOR THE BIG FINISH!

George and Harold write "the happiest end of all!" Dog Man swoops in on a hang glider to save Petey from falling into a volcano. What is the best way to end your play?

TIME TO MAKE THEM TALK

Now that you've got your plot figured out, you're ready to write your script! Create a scene where two or more characters talk to each other. Here is an example of dialogue from *Dog Man: The Musical*:

(NURSE LADY)

Hey! Why don't we sew the dog's head onto the cop's body?

(ALL)

GASP!

(DOCTOR DOOKIE)

I've heard a lot of sick ideas in my time. But yours . . . is the greatest idea I've ever heard. Let's do this!

CHANNEL YOUR INNER DESIGNER

George and Harold use items in their tree house–along with a little imagination–to create costumes, props, and scenery. Flippy's costume is made with a bike helmet and dishwashing gloves, and the 80-HD robot is built from an exercise ball. Cottage cheese containers become nurse hats, and cardboard boxes turn into buildings that come to life. How can you make costumes, props, and scenery using stuff you already have at home or at school?

BONUS: MAKE IT A MUSICAL!

What's the difference between a play and a musical? Music, of course! Write a song–it could be happy and snappy, a soulful ballad, a rockin' rap . . . anything you'd like! Next, make up a dance to go along with your song.

YOUR PLAY: THE WORLD PREMIERE!

Time to put on your show for an audience! Gather your teachers, your pals, your family, your neighbor's smelly dog, your pet snail, or your stuffed iguana . . . and treat them to a performance of the original production YOU created.

Bonus idea: Ask an adult to film your play and send it to marketing@twusa.org. We'd love to see it!

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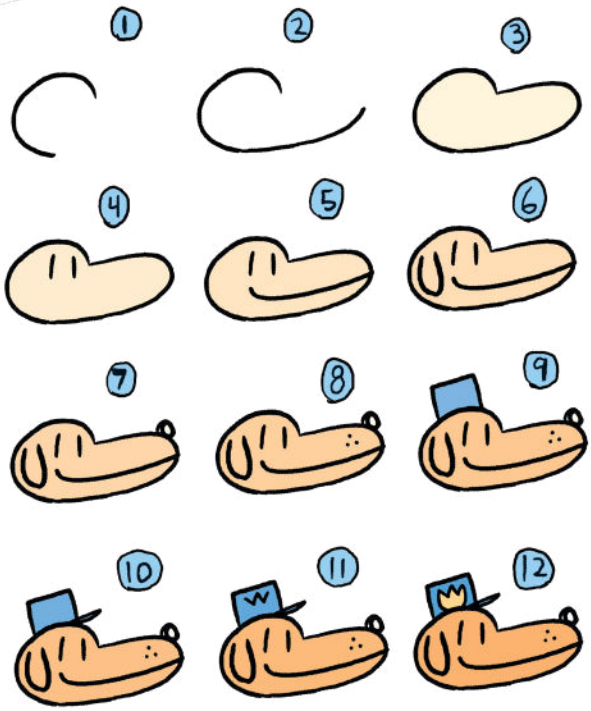
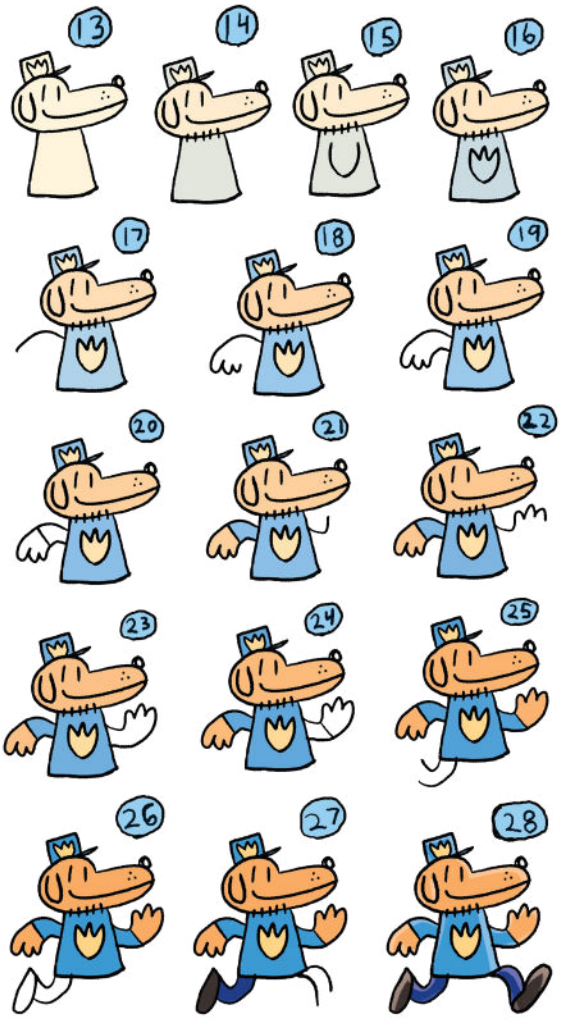
DRAW A CHARACTER





BE EXPRESSIVE!!!

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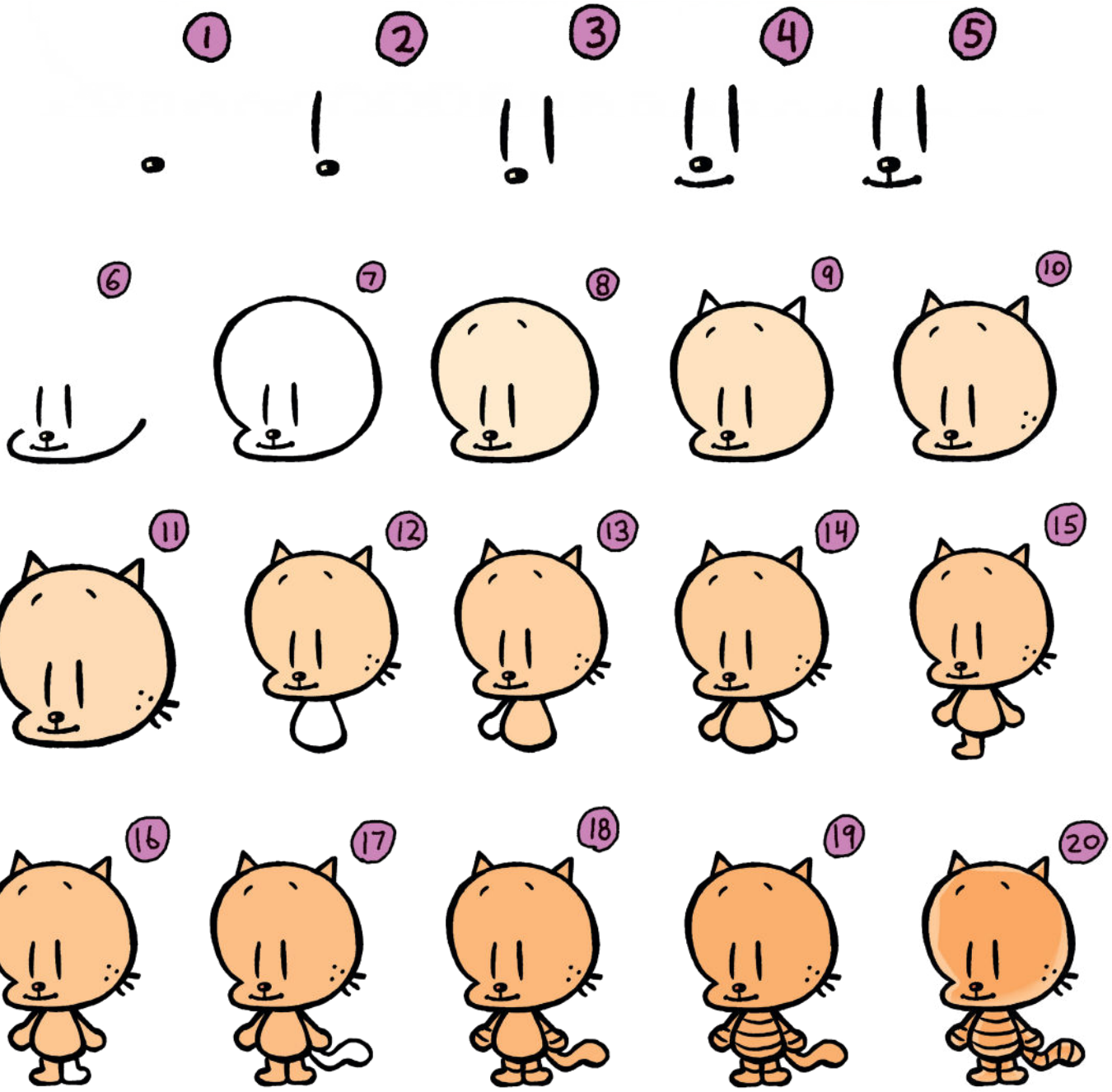
DRAW A CHARACTER

HOW 2 DRAW LI'L PETEY

in 20 Ridiculously easy steps!



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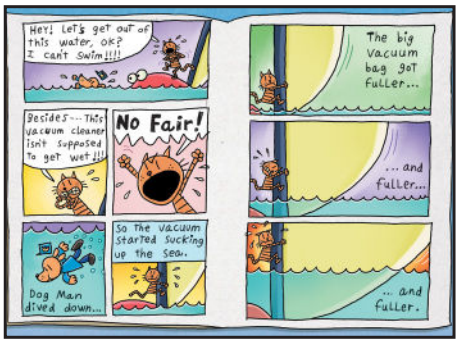
TEACHING WITH DOG MAN

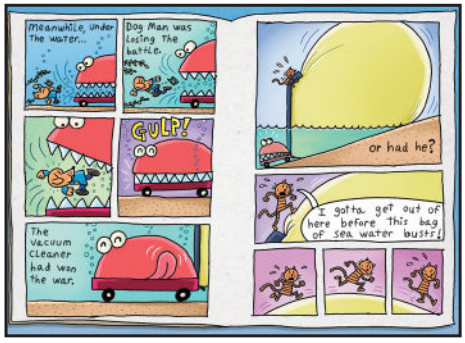
DOG MAN: A MUSICAL AND A GRAPHIC NOVEL!

Dog Man: The Musical is based on the Dog Man series by Dav Pilkey. Engage your students in a discussion about how the experiences of reading the graphic novel and seeing the production are different–and how they are similar! For example, ask them to think about the differences in how sound is shown, and what they did in the musical to illustrate that those sounds are based off comic book sound effects.

DESCRIPTION AND WORD BALLOONS

Think about how the dialogue appears. Are any words different colors? Written with thicker or thinner lines? How would that sound? How about the silence when no one is speaking? Is there any narration or description (words in boxes, but not spoken)? How is that important to how the story unfolds?





SOUND EFFECTS AND MOTION LINES

Sounds set the scene, signal something that's happening elsewhere, and add another layer to each story. Motion lines indicate how characters or objects are moving. What sounds do you see? How is each of the sounds written–does the way it's written reflect what it actually sounds like? What gestures and motions do you see?

ART

Every creator has their own style. Look at Dav Pilkey's Dog Man. Is the art realistic? Cartoony? What can you tell from the expressions on faces? The gestures and movement of characters? The background and its details? How does the use of color change over the course of a page? Each chapter?

HIGHLIGHT THE VISUALS

Hand out examples of Dog Man comic sequences with the text removed (you can use a photocopier and white-out to do this in advance!) and have students fill in what they think the characters might be saying. See what they can gather from the visual context, and finally reveal the actual panels with text to see how everyone's brainstormed ideas compare to what the author intended.

MIX IT UP

Give each student, or group of students, a selection of panels featuring around ten different scenes or images, each on their own sheet of paper. Have each group move the images around, like tiles in a word game, to create a story out of six of the given panels. Once they've recorded their created story, ask them to swap out one image with one not yet used. What is the story now? How did the new panel change the story?

CHARACTER DESIGN

Take a closer look at the heroes and villains in Dog Man. Discuss the trademarks of how each character is designed: their body type, their expressions, their clothing, and the colors used in each illustration. Investigate if students can tell who is a hero and who is a villain from only visual clues. How did the musical interpret the characters in the comic book? How could you tell when an actor was playing a different character?

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