

Mysterious Mona Lisa



Mysterious Mona Lisa is an original live-theatre presentation that looks into the science, music, and art of Leonardo Da Vinci. An art student travels back in time to Da Vinci's studio and learns about one of his most famous paintings.



About A.C.T. For Youth

Since, 1999 the Atlantic Coast Theatre For Youth has been enlightening audiences across the United States with its entertaining and educational live theatre productions and workshop programs.

The Atlantic Coast Theatre For Youth is a professional touring theatre company, based in the Orlando, FL area.

Our actors are experienced children's theatre professionals and are dedicated to bringing the art of theatre to children and families.

*Who is the Mona Lisa?
No one really knows!
It is a Mystery!*

The Mona Lisa is one of Leonardo da Vinci's most famous paintings.

The artwork lives in the Louvre museum in Paris, France.

Thousands of people pass by her mysterious smile every day.

Her smile and her knowing look have given this painting fame all over the world.

The question is, who is she?

We know that Leonardo da Vinci started painting this famous portrait around 1503 and he worked on it for about four years. He would carry his favorite picture around with him everywhere until the day he died! The painting was not called the Mona Lisa until the 1800's. In Europe the painting is called *La Gioconda*. Most historians think that she was a lady named 'Lisa' married to Francesco del Giocondo— a silk merchant from Florence. Some people, however, think that it was painted by Da Vinci as a little joke— a self-portrait of Leonardo Da Vinci as a woman!

The Mona Lisa was stolen from the Louvre on the morning of August 21, 1911. The thief was a 30-year-old Italian painter-decorator, Vincenzo Peruggia. In 1913, he contacted an art dealer in Italy, saying that he would return the Mona Lisa to Italy for 500,000 Lire. He was arrested on December 12th of that year. He said that he stole the Mona Lisa because it was smaller than some of the other pieces of art he wanted to steal from the Louvre.

Leonardo da Vinci

If you call someone a “Renaissance Man” it means that person is someone who can do many different things really well. Leonardo da Vinci is considered to be one of the finest examples of a “Renaissance Man”. Certainly he was born in Italy during the Renaissance, a time of growth in the arts and knowledge after the middle ages, but more importantly, Leonardo was fantastic at so many subjects— painting, drawing, sculpture, music, science, math, engineering, architecture, writing, and inventing. His discoveries were amazing and quite advanced for the time period he lived in.

Leonardo da Vinci was born in 1452. His parents were not married and each led separate lives. His father, who was a notary and came from a wealthy family, took custody of him shortly after he was born. By the time that he was 5 years old, Leonardo was living in his Grandfather, Antonio da Vinci’s house, with his father, stepmother, and their children. Most of his family did not consider him to be a priority. Luckily, while he was living there he was very close to his uncle, a gentle and independent man, named Francesco. Francesco is thought to have been a great influence on Leonardo’s love of nature and his independent spirit. Francesco was the only relative to leave his possessions and land to Leonardo in his will.

Because he was illegitimate, Leonardo was not offered a formal education, and he later described himself as *omo senza lettere*— which means “a man without education”. Early on, Leonardo showed a talent in drawing. So, when he was around 15 years old, he was apprenticed to the famous artist Andrea del Verrocchio. While most of the painters in the apprentice program were mostly craftsmen working for hire, Leonardo showed great promise and talent that exceeded his peers. Verrocchio was a great teacher and mentor for Leonardo. He saw that Leonardo was a gifted painter. One story tells about how Leonardo was helping Verrocchio on a painting. Da Vinci was painting the angel while his teacher was painting everything else. It is said that when his teacher saw how much better Leonardo’s angel was than the rest of the picture, Verrocchio never picked up a paintbrush again.

Leonardo’s style of painting was different than anyone had ever seen before. Unlike many painters before him, da Vinci’s paintings were very realistic. He called it “the soul of the painting”. His use of light and shadow combined with his knowledge of science, his talent, and his genius created pieces of art that were stunning.

Leonardo da Vinci was interested in a variety of subjects. He was a wonderful singer and musician. He would design bridges, tunnels, boats, and weapons. Some of the famous inventions he envisioned were an air cooling system, an underwater diving outfit, a submarine, and a flying machine.

Leonardo constantly wrote in his notebooks. He filled his famous notebooks with drawings, designs, inventions, sketches of paintings, geometry, and observations of science and about the world. One of the interesting things about his notebooks is that he wrote everything backwards! You must use a mirror to read what he wrote. Then when he really wanted to keep something a secret, he would write it in code. Some of the most amazing pictures in his notebooks are ones that show anatomy of the human body. Because he spent so much time studying the bones, muscles, and the structure of the body, he was able to paint people so realistically.

Another interesting fact about Leonardo was his rivalry with the famous artist Michelangelo. The two men disliked each other very much. They would compete with each other constantly and also insult one another in public.

Leonardo da Vinci died on May 2, 1519.

Leonardo da Vinci is considered to be one of the most gifted men in all of history. His paintings and artwork are showcased in museums around the world. His style of painting is studied by art students and his grasp of anatomy is an important part of their studies. Also, his love of science and creation inspires modern scientists and inventors today.

SOLVING PROBLEMS WITH S.T.E.A.M

S.T.E.A.M stands for...

SCIENCE
TECHNOLOGY
ENGINEERING
ARTS
MATHEMATICS

Here in the 21st Century, we often think of scientific solutions to solve problems. Scientists are constantly developing medicines to help us when we are ill. Technological advances have given us things like computers which often make important calculations and process huge amounts of information. Engineering and Mathematics are used to make sure that measurements are correct in the buildings we live and work in, and on the roads and bridges we travel across.

The ARTS can help with our problem solving skills too, by helping us think creatively. Artists of all kinds (painters, musicians, sculptors, musicians, writers, actors, etc.) use their imaginations to create new things. They can help us to see problems and solutions from different view points.

See if you can use S.T.E.A.M. Skills to brainstorm solutions for some of these problems. Be creative!

- Your bicycle chain keeps breaking.
- Your book-bag is too heavy.
- You have to walk your dog, and you have to do your homework.
- You have to pick up all the sticks and pine-cones in your yard, but you don't want to bend over every time.

Familiarize yourself with the words below. You will hear them in the show. Some of them may be unfamiliar to you...including some words in Italian.

VOCABULARY WORDS

Renaissance-	A period of time when art and learning flourished. The peak of the renaissance was from 1490-1520.
Lute-	A stringed instrument, similar to a guitar
Fresco-	A painting on a wall.

ITALIANS WORDS IN THE SHOW

Buongiorno-	Good day, or Hello.
Signora-	Miss...a title for a young lady
Buonasera-	Good evening
Non Capito-	I don't understand.
Mi Dispiace-	I'm sorry
Arrivederci-	Goodbye.
Signore-	Mister...a title for a man.

**Can you write a sentence using three of these words?
Can you write a short story using all of the words?**

Pre-Show Activities

- You will be watching a live-theatre presentation. What does it mean to be a good audience? How are theatre and movies/television different from each other?
- Look over the study guide and become familiar with Leonardo da Vinci and his famous painting, the Mona Lisa.
- The Mona Lisa is one of the most famous paintings in the world. As a class, look at the painting and notice her smile.

POST-Show Activities

- Mysterious Mona Lisa is a work of fiction, which means that it was written from the playwright's imagination. A.C.T. For Youth used facts about Leonardo Da Vinci from history and then made up a story-line of a student going back in time to meet the famous artist. Think of a time in history that you would like to write a play about. Use your creativity to add an imaginative storyline to the facts.
- Try writing something backwards like Leonardo did in his notebooks. Use a mirror to read what you wrote!
- The Mona Lisa has a very knowing smile. What do you think she is smiling about? Write a poem based on her mysterious smile.
- Try to paint a portrait. Pair up in class and paint one another. See if you can capture what that person looks like and his/her personality in the painting. Try a self portrait!
- Are you a "Renaissance" man or woman? Write down all of the things you are interested in- include subjects in school, sports, hobbies, art, cooking, etc... Which of those things do you think you are really good at? What would you like to improve upon.
- Leonardo did not have the easiest of childhoods. His parents did not want him. He was not given a formal education. Still he rose above his situation and became one of the most celebrated men in the history of the world. Each of us sometimes has bad days or even bad things happen to us. Sometimes we are sad, disappointed, or angry at the world around us. How can Leonardo's life inspire us to be the best that we can be?
- Look at the artwork of Leonardo da Vinci and Michelangelo. Compare and contrast their art styles. Why do you think they were rivals?
- Mysterious Mona Lisa is an original play. Lisa goes back in time and meets Leonardo da Vinci. If you could go back in time, who would you want to meet? What kinds of questions would you like to ask them?
- In the play, Lisa learned the importance of learning and of art. Why do you think art is important? Talk about Lisa's transformation from the start of the play to the end.

“WRITE YOUR OWN PLAY” ADAPTATION ACTIVITY

PLAYWRITING TIPS

- Every good play has to start somewhere.
- Sometimes the idea for a play comes completely from the playwright's imagination.
- Sometimes the idea is created from a book or a story.
- The writer uses the original book or story as an inspiration.

AN ADAPTATION IS... ~A New Play Based On A Book Or A Story~

- 1-Pick a story with characters that will make your play interesting. You can also create new characters.
Remember it is your adaptation!
- 2- Make a 'Road Map'– outline the plan of how you want your play to be written. Don't be afraid to change your mind. Sometimes creativity needs to take a detour!
- 3- Write your dialogue (what the characters say).
Try to write dialogue that is realistic and not too formal.
It will sound closer to how people really talk.

Be a SCENIC ARTIST Activity

A SCENIC ARTIST, sometimes known as a SET DESIGNER, creates visual art for theatre performances.

Multiple Places In One Set

Often, a scenic artist has the challenge of designing the scenery for a play that happens in many different places. Sometimes the scenery can be moved, but sometimes a “UNIT SET”, or scenery that stays in place for the entire show is used. Pick a story that you like that happens in multiple locations. Design a non-moving “UNIT SET” for the stage version of the story you chose.



All About The Actors

Noel Holland & Don Gruel

You will be seeing professional actors!

That means they act for their jobs!

An interesting fact about the actors:

They started acting when they were YOUR age!



NOEL HOLLAND— I cannot remember a time when I was not singing. As a child, I would sing to anyone who would listen— if nobody was there to hear, I would sing to myself! I started acting and dancing because I loved performing on stage. My sister and I would put on plays for our parents in the living room! When I was in middle school and high school, I decided that I wanted to be a performer. After I graduated college with a degree in music, I became a professional actor- working for theatres all over the country. Now, I have my dream job— owning a theatre. I am so proud to be a part of the Atlantic Coast Theatre For Youth. It gives me all kinds of opportunities to sing, act, write songs, and use my imagination. I so enjoy creating shows that children love because I loved theatre and music so much when I was a child!



Noel & her little sister, Meredith, putting on a play for family.



Don as the Easter Bunny in his 3rd Grade School Play

DON GRUEL— I grew up in Beaufort, South Carolina. When I was little, I would make up plays using my “Star Wars” Action Figures as the actors. I started doing school plays when I was in Kindergarten, but my first play outside of school I was in the musical OKLAHOMA when I was 10 years old. I really liked the feeling of being able to pretend to become other people in other places. I kept doing plays throughout Middle School & High School and decided to study Theatre in college. I graduated from the University Of South Carolina in 1993 and have worked in professional theatre ever since. I have always loved using my imagination. As an actor, I get to be creative every single day.

You can try acting too!

Get involved in a play at school or in your community!

ACT For Youth loves to receive letters from our audience!



You will write letters all of your life!
You will write letters in school, to
correspond with friends and family,
and for your job one day!
It is very important to know
how to write a good letter.

Your teachers may want you to
write your letter in a proper
letter-writing style or format.
Here is an example of one style!

YOU CAN SEND US

~A DRAWING~

~WHAT YOU LEARNED~

~YOUR FAVORITE PART~

**Your Opinions Count!
They Help Us When
We Write
New Shows!**

Dear Audience:

The Atlantic Coast Theatre For Youth would like to thank all of you for showing us such fantastic audience manners during the show! Everyone was so respectful during the performance. You laughed when things were funny, but you were also able to quiet back down so that everyone could hear. I don't think that we heard anyone talking while the actors were on stage. That was great! You made our job so much fun.

Thanks so much! You were wonderful!

Sincerely,

Don Gruel & Noel Holland

Get your letters to your teacher or the school
office so they can mail them to ACT For Youth
(or the sponsor of the show).

FL STANDARDS CONNECTIONS:

ELA.K.12.EE.4.1, ELA.K.12.EE.3.1

ELA.K.12.EE.4.1: Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

ELA.K.12.EE.3.1: Make inferences to support comprehension.

ACTIVITIES:

-Watching the performance and engaging in follow-up discussion

ELA.K.V.1.2, ELA.1.V.1.2, ELA.2.V.1.2, ELA.3.V.1.3, ELA.4.V.1.3, ELA.5.V.1.3

ELA.K.V.1.2: Ask and answer questions about unfamiliar words in grade-level content.

ELA.1.V.1.2: Identify and use frequently occurring base words and their common inflections in grade-level content.

ELA.2.V.1.2: Identify and use base words and affixes to determine the meaning of unfamiliar words in grade-level content.

ELA.3.V.1.3: Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.

ELA.4.V.1.3: Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.

ACTIVITIES:

-Vocabulary

ELA.K.V.1.1, ELA.1.V.1.1, ELA.2.V.1.1, ELA.3.V.1.1, ELA.4.V.1.1, ELA.5.V.1.1

ELA.K.V.1.1: Use grade-level academic vocabulary appropriately in speaking and writing.

ELA.1.V.1.1: Use grade-level academic vocabulary appropriately in speaking and writing.

ELA.2.V.1.1: Use grade-level academic vocabulary appropriately in speaking and writing.

ELA.3.V.1.1: Use grade-level academic vocabulary appropriately in speaking and writing.

ELA.4.V.1.1: Use grade-level academic vocabulary appropriately in speaking and writing.

ELA.5.V.1.1: Use grade-level academic vocabulary appropriately in speaking and writing.

ACTIVITIES:

-Using vocabulary words in writing

ELA.K.C.1.3, ELA.1.C.1.3, ELA.2.C.1.3, ELA.3.C.1.3, ELA.4.C.1.3, ELA.5.C.1.3

ELA.K.C.1.3: Using a combination of drawing, dictating, and/or writing, express opinions about a topic or text with at least one supporting reason.

ELA.1.C.1.3: Write opinions about a topic or text with at least one supporting reason from a source and a sense of closure.

ELA.2.C.1.3: Write opinions about a topic or text with reasons supported by details from a source, use transitions, and provide a conclusion.

ELA.3.C.1.3: Write opinions about a topic or text, include reasons supported by details from one or more sources, use transitions, and provide a conclusion.

ELA.4.C.1.3: Write to make a claim supporting a perspective with logical reasons, using evidence from multiple sources, elaboration, and an organizational structure with transitions.

ELA.5.C.1.3: Write to make a claim supporting a perspective with logical reasons, relevant evidence from sources, elaboration, and an organizational structure with varied transitions.

ACTIVITIES:

-Write a letter to the actors

TH.K.S.1.1 / TH.1.O.3.1 / TH.1.S.1.1 / TH.2.C.2.2 / TH.2.S.1.1 / TH.3.O.3.1 / TH.3.S.1.1 / TH.4.S.1.1 / TH.5.H.3.2 / TH.5.S.1.1

-TH.K.S.1.1 Demonstrate appropriate audience behavior at a live performance.

-TH.1.O.3.1 Compare a play to an animated movie that tells the same story.

-TH.1.S.1.1 Exhibit appropriate audience etiquette and response.

-TH.2.C.2.2 Describe how an actor in a play, musical, or film creates a character.

-TH.2.S.1.1 Exhibit the behavior necessary to establish audience etiquette, response, and constructive criticism.

-TH.3.O.3.1 Compare the characteristics of theatre to television and movies.

-TH.3.S.1.1 Demonstrate effective audience etiquette and constructive criticism for a live performance.

-TH.4.S.1.1 Exhibit proper audience etiquette, give constructive criticism, and defend personal responses.

-TH.5.H.3.2 Compare theatre to other modes of communication.

-TH.5.S.1.1 Describe the difference in responsibilities between being an audience member at live or recorded performances.

ACTIVITIES:

-Before The Show Activity, Theatre Manners

VA.K.S.1.2, VA.1.S.1.3, VA.2.S.3.1, VA.3.S.3.1, VA.4.S.3.1, VA.5.S.3.1

-VA.K.S.1.2 Produce artwork influenced by personal decisions and ideas.

-VA.1.S.1.3 Create works of art to tell a personal story.

-VA.2.S.3.1 Manipulate art materials and refine techniques to create two- and/or three-dimensional personal works.

-VA.3.S.3.1 Use materials, tools, and processes to achieve an intended result in two- and/or three-dimensional artworks.

-VA.4.S.3.1 Experiment with various materials, tools, techniques, and processes to achieve a variety of results in two- and/or three-dimensional artworks.

-VA.5.S.3.1 Use materials, tools, techniques, and processes to achieve expected results in two- and/or three-dimensional artworks.

ACTIVITIES:

-Be A Scenic Artist Activity Sheet

ELA.K.C.1.2, ELA.1.C.1.2, ELA.2.C.1.2, ELA.3.C.1.2, ELA.4.C.1.2, ELA.5.C.1.2

ELA.K.C.1.2: Using a combination of drawing, dictating, and/or writing, create narratives with the events in chronological order.

ELA.1.C.1.2: Write narratives that retell two or more appropriately sequenced events, including relevant details and a sense of closure.

ELA.2.C.1.2: Write personal or fictional narratives using a logical sequence of events, transitions, and an ending.

ELA.3.C.1.2: Write personal or fictional narratives using a logical sequence of events, appropriate descriptions, dialogue, a variety of transitional words or phrases, and an ending.

ELA.4.C.1.2: Write personal or fictional narratives using a logical sequence of events and demonstrating an effective use of techniques such as descriptions and transitional words and phrases.

ELA.5.C.1.2: Write personal or fictional narratives using a logical sequence of events and demonstrating an effective use of techniques such as dialogue, description, and transitional words and phrases.

ACTIVITIES:

-Write Your Own Play