

Stage Crew

Director

Set Book Design and Build/
Backstage Tech/Everywomen
Director of Cinematography
Camera and Sound Crew

MARY KATHERINE STICKEL
CHRISTY ELLISON-KEMF
DANIELLE JACYSZYN
SUSANNE WEIB
DENYS SAVCHENKO
TIZIANO CAPIELLO
NORWIN HEMMECKE, 6M
EMMA NEUHÄUSSER, 6M
LARA FISCHERLEHNER, 7M
ELLENA TEMPLIER, 7M
ANNA SANDHOFER, 7L
CHRISTINA MILTON
SOLANGE MARIE SAFRA DE UTZ

Visual Art Teachers

Music Teachers

1L Homeroom teacher

1M Homeroom teacher

Auhof Librarian

Story/Script Supervision

Post Production

SUSANNE WEIB
ANDREW FUNK
PETER HAGMÜLLER
ELISABETH JENNER-BRAUNSMIED
MARIA CHRISTIANSEN
ANDREW FUNK
ELISABETH FEICHTINGER
MARY KATHERINE STICKEL
CHRISTIAN KOGLER
MARY KATHERINE STICKEL
AURELIA AMANN, 5L

Poster

Original Songs Composed and
Performed by

ANNA SANDHOFER, 7L

Our inspiration for this project was the book *When I Colored in the World*, by Iranian poet *Ahmadreza Admadi*, illustrated by *Ehsan Abdollahi*.

The 2020-2021 Spring Gala project was created with the generous support of the LISA Unterstützungsverein, and Chairwoman *Rim Abu Zahra-Ecker*. Thanks as well to LISA coordinator *Nicole Herzog* and IB Coordinator *Oliver Kim* for their support. We thank *Brigitte Lenz* for help coordinating meetings with the Verein.

Our appreciation goes to Director *Franz Weißhäupl*, Administrator *Franz Rammer* and the *Europagymnasium Auhof Sekretariat* for allowing us to rearrange classes so we could rehearse and film, for juggling schedules, for reserving the Festsaal and lending out keys and equipment. We are grateful to Director *Andrea Obermayr-Rauter* for supporting the premiere of our project and our LISA 30 Kick-Off.

A final thanks to our LISA families, friends, and colleagues for their enthusiasm and support! Thank you for getting students to and from afternoon rehearsals, lending props, costumes and class time, and for being our audience.



Paint It Back

PERFORMERS

1L Cast

Akbari Elias
Andexlinger Lisa
Auer Sofia
Böhm Nicolas
Bolz Anna
Dou Yuncheng
Ekhtor Andreas
Eslami Klarissa
Guhan Geethan
Hammer Mavie
Hanifi-Moghaddam Ila
Heimbach Lorenz
Herzog Laura
Hohenwarter Ella
Kainmüller Klara
Kaiser David
Long Noah
Marthala Saanvi
Nawrocka Matylda
Neubauer Sophie
Neuburger Marc
Sabet Mazdak
Sieghart Lorenz
Staple Amira Jadzia
Steinwender Linda
Stubenrauch Laurence
Teller Moritz
Vargas Diaz Xavier
Watzl Linnéa
Wess Natalie

1M Cast

Bachl Rosa
Brüggemann Nathan
Cvetkovic Jovan
Doshev Theodor
Fischereder Lea
Geiger Elena
Haslinger Maria
Havlik Kevin
Klaczak Kilian
Lee Seungmin
Mohammed Oscar
Pascher Jacob
Pfeil Marie
Pointecker Emil
Raghumanhanti Pardhu
Ratschmann Pia
Rothbauer Leila
Schilcher Lilith
Schober Ida Maria
Schweighofer Marie
Sini Lina
Stoiber Lizzie Elizabeth
Sylvester Anna
Tercelli Federico
Weißebek Leonhard

Paint It Back

SCREENWRITERS AND NARRATORS

5L

Aurelia Amann
Adrian Graßl
Milana Groza
David Mayrhofer
Maeva Monfette
Inas Ouadiay
Lukas Paltinger
Veronika Preschern
Pia Salzbrenner
Yara Schwertfeger
Tara Steinkellner
Fabienne Stumptner
Felix Wakolbinger

5M

Hitin Angural
Arnar Asmundsson
Veronica E. Cappiello
Alec da Silva Novaes
Sophie Dunlap
Aisha Faizullina
Gargee Galgali
Alexandra Handl
Thomas Kaiser
Trevor Katende
Sarah Nassar
Maya Pfeil
Fiona Riedl
Madhav Sanwaria
Antonia Sturm
Anja Traxler
Emily Wirleitner
Anna Zehetner

Origins/Starting Point

WHEN I COLOURED IN THE WORLD

I first read the children's book, *When I Coloured in the World*, by Ahmadreza Ahmadi, during the Spring 2020 Lockdown. Ahmadi is a renowned Persian poet and screenwriter, acknowledged as the founder of New Wave Poetry in Iran.

In *When I Coloured in the World*, a parent gives a child a box of crayons and an eraser. The child takes the crayons and erases Problems in the world and replaces them with Words of Hope, Unity, and Beauty. For instance, the child erases the word Boredom and, with the blue crayon writes Playing. The child erases Hunger and, with the green crayon, writes Wheat. Crying becomes Laughter with the purple crayon, and Despair becomes Hope with the yellow crayon. The illustrations, by Ehsan Abdollahi, create worlds full of whimsy and fantasy.

What drew me to this story was the power the child took from a simple box of crayons. There is power in a crayon, a pencil, a word, a sound or a picture. These starting points create stories and shape new worlds (and shape *our* world). These simple tools give us the chance to process our emotions and experiences from a historic year by writing stories, drawing illustrations, creating music, and performing.

We took a metaphorical Box of Crayons and created a Story. Maybe our story will amuse you, or inspire you to create your own story. We look forward to hearing it.

~Mary Katherine Stickel
Director of "Paint it Back"

The Story Summary

A group of children—The Grey Children—live in a world without color. We don't know what happened to the color other than adults did something that made it disappear. While working on an assignment in the library, the Grey Children find a book of color called *Paint It Back*. They read themselves into the story. Each chapter represents a different color and involves a different problem. The Grey Children discover that they can take with them various objects of color from each chapter of the book for their own world. They will have to work together to figure out how to bring themselves and the colors back to their world.

The Numbers

HOW LONG DID THIS PRODUCTION TAKE TO CREATE?

Writing	36 lessons
Painting the Green Orange Pink	6 lessons
Painting the Blue images	6 lessons
Music/Sound Effect creation	23 lessons
Costume design	8 lessons
Recording narration /sound effects	14 lessons
Prop build	80 lessons
Cherry Blossoms	10 lessons
Building the Book for the set	16 lessons
Film day set build	16 lessons
Rehearsal: 4 hours for each of 8 scenes	32 lessons
Filming: 2 hours for each of 8 scenes	18 lessons
Film editing/Post-production	42 lessons
TOTAL	307 lessons
OR approximately 38 days, 8 hours a day, over 110 people	

Paint It Back

A VIEWING GUIDE

BEFORE YOU WATCH

Meaning of Color: The 5L and 5M students spent several weeks researching what different colors mean in different cultures.

When you think about the colors of the rainbow, what emotions, objects, places and ideas do you associate with each color?

What would you do if you had a magic box of crayons and an eraser?

Costume: The playwrights were inventive in the characters they created, and several animals appear, including a Leopard, a Parrot, a Bee, Butterfly (all yellow), Frogs (green), Penguins, Dolphins (both blue), a Purple Monster, and a pink Unicorn. *Pick one animal and design a costume for the performer, keeping in mind that the costumes are for humans (so, for example, while a leopard has four legs, a human performer would only walk on two).*

Set and Story: Red, Orange, Yellow, Green, Blue, Purple, and Pink all have chapters and stories.

What do you think each of the worlds in the book will be like? If you had to write a story based on a color, what would it be?

WHILE YOU WATCH

Different casts play each of the scenes, which means that the Grey Children, who travel from chapter to chapter of our magic book, look different from one scene to the next.

What are the costume pieces that indicate who plays the Red Kid, the Orange, Yellow, Green, Blue, Purple, Pink, and Transparent Kids?

The only Grey Kid who makes it through the whole book is the girl that the other students push aside in the first scene. We named her Klara, in the script she was simply “Transparent Kid.”

What is the role of the Transparent Girl?

With which role or story do you identify most?

What are the important lessons for the Grey kids to learn?

AFTER YOU WATCH

What do you think the adults did to make the color in the original world disappear?

What surprised you/what did you find unexpected about the stories in the book?

With which world did you most identify or like the best? With which character did you most identify or like the best?

Much of this story was written and conceived either between Lockdowns or in a Lockdown. We see some obvious references to the 2020-21 school year, such as performers in class wearing masks.

What about the story or the performances reflect our experiences during the pandemic?

What do you think was difficult about writing, staging and performing this story during Lockdown? What do you think was easier/better about creating this project because of Lockdowns/Mask rules, etc.?

Scene Synopsis

The library: The Grey kids live in a world without color. While in a substitution lesson, they find a magic book, *Paint It Back*. They begin to read the book and they are suddenly pulled into the story.

The Red Chapter: At a school dance, a group of Mean Girls learn to include others in their dance.

The Orange Chapter: A philosopher warns the villagers that the Fire of Childhood is dying. The Grey kids help the village children collect the fur of the tiger, the orange flower, and the tail of the amber lizard to reignite the Fire.

The Yellow Chapter: The Grey kids must solve riddles in order to unlock the gate to the Sun Child. She tells the Grey kids to collect objects of color in order to restore color to their own world.

The Green Chapter: The Grey kids encourage a town of Frogs to clean up their act.

The Blue Chapter: The Grey kids, working together with dolphins and fish, retrieve the Blue Potion from the terrifying Polar Bear to clean the oceans.

The Purple Chapter: The Grey kids learn that saying kind things makes everyone happier.

The Pink Chapter: The two remaining Grey kids receive the gift of a Unicorn shoe, the final item they need to get back to their own world.