LPAC
LANCASTER PERFORMING ARTS CENTER

Arts Education through the arts
2014-2015
Welcome Back!

The Lancaster Performing Arts Center offers School Shows and Artists in Schools workshops to integrate the arts into your lesson plans. We have something for every school and student. Imagine what an arts-inspired lesson plan will do for your classroom! Our Arts for Youth program serves every grade level while tying into your curriculum, and is aligned with the Common Core State Standards (CCSS.) The program not only teaches about the arts (music, theatre and dance) but also uses the arts as a dynamic tool for teaching and learning all core subjects, such as math, science, history and literature. Our performances and workshops, complete with Lesson Plans and Study Guides, provide an enjoyable, high quality curriculum-based learning experience for all students. Study guides for our School Shows and Artists in Schools program are available on our website - lpac.org. School outreaches may be requested via our order form (page 15). Help with student transportation may be available through our Bus Fund. Together we can make this the best school year ever!

Education Through the Arts
School Year 2014-2015

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Artists in Schools: Outreach Workshops

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*AIS: Artists in Schools Program available for selected grades. See individual show’s page (5, 8, 9, 11 and 13) for more details.

Elementary/Middle School ✔ Middle School/High School ✔ Elementary through High School ✔ Development Program
African Acrobats International, Inc has established the ultimate African Circus, Cirque Zuma Zuma. This troupe will bring its one-of-a-kind acrobatics to the United States. The cradle of all cultures, the ultimate source for all music, dance and ritual for all humanity. The thought of this rich continent brings to mind mysticism, magic and excitement. The African Acrobats International, Inc. has something new to bring to American audiences: the allure of the African Circus. These Cirque de Soleil style performers combine acrobatics, tumbling, dancing, fire juggling and dramatic feats of balance that will amaze and astound audiences of all ages.

Grades K-12

SUGGESTED COMMON CORE STANDARDS:
English:
SL: Speaking and Listening Standards:
  2. Comprehension and Collaboration

VISUAL AND PERFORMING ARTS:
1.0 Artistic Perception: Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Dance.
2.0 Creative Expression: Creating, Performing, and Participating in Theatre.
3.0 Historical and Cultural Context:
  Understanding the Historical Contributions and Cultural Dimensions of Music.
4.0 Aesthetic Valuing: Responding to, Analyzing, and Critiquing Theatrical Experiences.
A Christmas Carol
Co-presented with Cedar Street Theatre

Friday, December 5, 2014, 9:15 AM
Friday, December 5, 2014, 11 AM
www.cedarstreettheatre.com

Start your holiday with Cedar Street Theatre as they bring Charles Dickens’ “ghostly little tale” of Ebenezer Scrooge to life. Follow the inspiring transformation as Scrooge discovers the true meaning of Christmas with heartfelt carols and a lovable cast of characters, including little Tiny Tim. We all know the grumpy old miser’s response to holiday cheer is “Bah, Humbug!”, but on one remarkable Christmas Eve, he is visited by the Ghosts of Christmas Past, Present and Future. With their magical intervention, can Scrooge be persuaded to change? Come deck the halls with us as our holiday “spirits” travel through time and space, right into your hearts.

SUGGESTED COMMON CORE STANDARDS:
English:
RL: Reading Standards for Literature:
  7.,8.,9. Integration of Knowledge and Ideas.
RI: Reading Standards for Informational Text:
  9. Integration of Knowledge and Ideas.
SL: Speaking and Listening Standards:
  2. Comprehension and Collaboration,
  4. Presentation of Knowledge and Ideas.

VISUAL AND PERFORMING ARTS:
1.0 Artistic Perception: Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Theatre.
2.0 Creative Expression: Creating, Performing, and Participating in Theatre.
4.0 Aesthetic Valuing: Responding to, Analyzing, and Critiquing Theatrical Experiences.
Excerpts from The Nutcracker
Antelope Valley Ballet

Thursday, December 11, 11 AM
Friday, December 12, 11 AM
www.antelopevalleyballet.org

The Nutcracker is a spectacular celebration of cherished holiday magic! Based on the story of “The Nutcracker and the Mouse King” written by E.T.A. Hoffmann, the tale of a young girl who dreams of a Nutcracker Prince and a fierce battle against a Mouse King. Experience the scenic pageantry and exquisite costumes of AV Ballet’s wonderful dancers, adorable children and marching toy soldiers; a glowing Christmas tree which seems to grow forever; mischievous mice; the Land of Sweets; and beautiful choreography.

Grades K-12

SUGGESTED COMMON CORE STANDARDS:
English:
RI: Reading Standards for Informational Text
9. Integration of Knowledge and Ideas.
SL: Speaking and Listening Standards
2. Comprehension and Collaboration.
4. Presentation of Knowledge and Ideas.

VISUAL AND PERFORMING ARTS:
1.0 Artistic Perception: Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Dance.
3.0 Historical and Cultural Context:
   Understanding the Historical Contributions and Cultural Dimensions of Music.
Jim Henson’s Dinosaur Train – Live!

Friday, February 20, 9:15 AM
Friday, February 20, 11 AM
www.henson.com

Dinosaur Train – Live! Buddy’s Big Adventure will bring the beloved stars of the hit PBS series to the LPAC for the first time. Dinosaur Train, created by Craig Bartlett, embraces and celebrates the fascination that preschoolers and young kids have with both dinosaurs and trains while encouraging basic scientific thinking and skills. The production includes animated segments with live-action sequences featuring a paleontologist who brings to life the show’s natural science and natural history curriculum for preschoolers, giving specific facts about dinosaurs and comparing their features to animals of today. The adventure is brought to life in an exciting and original musical story created just for the stage.

Grades Pre K-3

SUGGESTED COMMON CORE STANDARDS:
English:
RI: Reading Standards for Literature 7.
9. Integration of Knowledge and Ideas.
SL: Speaking and Listening Standards:
2. Comprehension and Collaboration.
4. Presentation of Knowledge and Ideas.

VISUAL AND PERFORMING ARTS:
1.0 Artistic Perception: Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Theatre.
2.0 Creative Expression: Creating, Performing, and Participating in Theatre.
it gets better

Friday, February 27, 2015 11 AM
www.itgetsbettertour.com

it gets better is infused with dynamic musical energy. The artists of Gay Men’s Chorus of Los Angeles are outstanding in their work with younger individuals, as seen in their lauded Alive Music Project (AMP) in which singers perform and interact with middle and high school students in a music education/anti-bullying workshop. In this program, artists along with local singers will perform excerpts from it gets better, share personal narratives and provide a response to the difficult issue of bullying. The music encourages a high degree of local involvement and discourse to create a presentation that is uniquely personal while addressing the broader issues of tolerance and diversity.

Grades 6-12

SUGGESTED COMMON CORE STANDARDS:

English:
SL: Speaking and Listening Standards:
2. Comprehension and Collaboration.
5. Presentation of Knowledge and Ideas.

VISUAL AND PERFORMING ARTS:
1.0 Artistic Perception: Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Theatre.
2.0 Creative Expression: Creating, Performing, and Participating in Theatre.
4.0 Aesthetic Valuing: Responding to, Analyzing, and Critiquing Theatrical Experiences.
Shuffle Concert

Friday, March 6, 2015, 11 AM
www.shuffleconcert.com

Shuffle Concert’s creative director and pianist was on the elliptical machine at the gym when Boom! The song changed from rock to classical music nearly causing him to lose his balance, this gave way to a bright idea. In Shuffle Concert’s original form, a computer program randomly selected the pieces performed, stimulating the shuffle mode on an MP3 player. This seven member chamber ensemble later transformed into the unique concept of letting the audience decide which pieces would create the program, playing anything from Mozart to Regina Spektor. For perhaps the first time in modern performance of classical music, the audience decides what happens next on the stage.

Grades 4-12

SUGGESTED COMMON CORE STANDARDS:

English:
SL: Speaking and Listening Standards:
   2. Comprehension and Collaboration.
   4. Presentation of Knowledge and Ideas.

VISUAL AND PERFORMING ARTS:
1.0 Artistic Perception: Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Music.
2.0 Creative Expression: Creating, Performing, and Participating in Music.
3.0 Historical and Cultural Context:
   Understanding the Historical Contributions and Cultural Dimensions of Music.
Well Strung—
the Singing String Quartet

Friday, April 4, 2015, 11 AM
www.well-strung.com

What happens when you mix classical and contemporary, four guys and string instruments? Well-Strung. The all-male string quartet Well-Strung features classical musicians who sing putting their own spin on the music of Mozart, Vivaldi, Rihanna, Adele Lady Gaga and more! They have played venues across the world such as The Art House in Provincetown, the Leicester Square Theatre in London, 54 Below in New York, House of Blues in New Orleans and Feinstein’s in San Francisco. This singing string Quartet has quickly gained national and international attention for their unique mash up of string quartet and a boy band. They feature music from Mozart to Ke$ha and everything in between.

**Grades 4-12**

**SUGGESTED COMMON CORE STANDARDS:**

**English:**

SL: Speaking and Listening Standards:
  2. Comprehension and Collaboration.
  4. Presentation of Knowledge and Ideas.

**VISUAL AND PERFORMING ARTS:**

1.0 Artistic Perception: Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Music.

2.0 Creative Expression: Creating, Performing, and Participating in Music.

3.0 Historical and Cultural Context: Understanding the Historical Contributions and Cultural Dimensions of Music.

Excerpts from Romeo & Juliet
Antelope Valley Ballet

Thursday, May 7, 2015, 11 AM
Friday, May 8, 2015, 11 AM
www.antelopevalleyballet.org

The Romeo and Juliet ballet is an all-time classic love story that many ballerinas dream of performing one day. The ballet is known for its breathless pas de deux, dramatic emotions and tragic tale. It tells the story of two young lovers, Romeo and Juliet, who are longing to be together but their families do not approve of their love. The pair secretly make their own plan to be together, but soon it begins to fall apart.

SUGGESTED COMMON CORE STANDARDS:

English:
RL: Reading Standards for Literature:
7., 9. Integration of Knowledge and Ideas.
SL: Speaking and Listening Standards:
2. Comprehension and Collaboration.
4. Presentation of Knowledge and Ideas.

VISUAL AND PERFORMING ARTS:
1.0 Artistic Perception: Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Dance and Theatre
3.0 Historical and Cultural Context: Understanding the Historical Contributions and Cultural Dimensions of Music.
Fancy Nancy and her friends, Bree, Rhonda, Wanda, and Lionel are going to be performing in their very first show, “Deep Sea Dances.” Nancy is positive—that’s fancy for 100 percent sure—that she and Bree will be picked to be mermaids. When another girl wins the coveted role of the mermaid, Nancy is stuck playing a dreary, dull tree. Can Nancy bring fancy flair to her role, even though it isn’t the one she wanted?

Grades Pre K-4

SUGGESTED COMMON CORE STANDARDS:
English:
RL: Reading Standards for Literature: 1-7
SL: Speaking and Listening Standards:
  2. Comprehension and Collaboration.

VISUAL AND PERFORMING ARTS:
1.0 Artistic Perception: Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Theatre.
2.0 Creative Expression: Creating, Performing, and Participating in Theatre.
Once Upon a Mattress
Cedar Street Theatre

Friday, May 15, 2015, 9:15 AM
Friday, May 15, 2015, 11 AM
www.cedarstreettheatre.org

Due to an unhappy curse, King Sextimus is unable to speak. Meanwhile, his terror of a wife, Queen Aggravian, has taken over control of the kingdom. Most importantly, in an attempt to keep Prince Dauntless single, she has decreed that only the princess that can pass her test may marry her son. Further, no one else in the kingdom may marry until Prince Dauntless does. Luckily, Sir Harry is able to find an amazing princess, Winnifred the Woebegone. She instantly catches the attention of Prince Dauntless, and in the end, is able to pass the Queen’s supposedly impassable sensitivity test. When the Queen still tries to prevent Prince Dauntless from marrying, he tells her to “shut up” which ends up breaking the curse on the king. Now able to speak, King Sextimus regains his rightful position as leader of the kingdom and all is well.

Grades 7-12

SUGGESTED COMMON CORE STANDARDS:

English:
RL: Reading Standards for Literature:
7., 9. Integration of Knowledge and Ideas.

SL: Speaking and Listening Standards:
4. Presentation of Knowledge and Ideas.

VISUAL AND PERFORMING ARTS:

1.0 Artistic Perception: Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Theatre.

2.0 Creative Expression: Creating, Performing, and Participating in Theatre.

4.0 Aesthetic Valuing: Responding to, Analyzing, and Critiquing Theatrical Experiences.
Arts for Youth Program Order Form 2014-2015

Step 1

Important! Payment by check (made payable to the City of Lancaster) or credit card, is due 30 days from the day the order is placed. All orders require a minimum 10% deposit at the time of reservation. No refunds and no exchanges issued. Please make a copy of this order form for your records. Thank you! (All shows are approximately 60 minutes.)

School: ___________________________ Grade Level: ___________________________

Teacher Name(s): ___________________________ Billing Address: ___________________________

City: ___________________________ Zip: ___________________________

Phone (Day): ___________________________ Fax: ___________________________ Email: ___________________________

Step 2

SCHOOL SHOWS

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ARTISTS IN SCHOOL

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Step 4

PAYMENT Due 30 days from receipt of order

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Step 5

SPECIAL NEEDS

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<td>Hearing impaired</td>
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<td>Other:</td>
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FOR OFFICE USE ONLY

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Bal: ___________________________
Due Dt: ___________________________
Inv: ___________________________
Tsk: ___________________________
Conf: ___________________________
Pd: ___________________________

SPONSORS

Lancaster Performing Arts Center's Arts for Youth program is sponsored in part by The Lancaster Performing Arts Center Foundation. THANK YOU to the foundation that help make our education programs possible!

Please Fax form to 661.723.5945 or mail to: 44933 Fern Avenue, Lancaster, CA 93534 or email: artsforyouth@cityoflancaster.org
The Lancaster Performing Arts Center and the Lancaster School District are members of the Partners in Education program of the John F. Kennedy Center for the Performing Arts. Selected because of their demonstrated commitment to the improvement of education in and through the arts, the Partnership Team participates in collaborative efforts to provide professional learning opportunities in the arts for educators.”

Arts Integration is an APPROACH to TEACHING in which STUDENTS construct and demonstrate UNDERSTANDING through an ART FORM. Students engage in a CREATIVE PROCESS which CONNECTS an art form and another subject area and meets EVOLVING OBJECTIVES in both.
WORKSHOPS

This approach to teaching is grounded in the belief that learning is actively built, experiential, evolving, collaborative, problem-solving and reflective. These beliefs are aligned with current research about the nature of learning and with the Constructivist learning theory. Constructivist practices that align with arts integration practices include:

• Drawing on students prior knowledge.
• Providing active hands-on learning with authentic problems for students to solve in divergent ways.
• Arranging opportunities for students to learn from each other to enrich their understandings.
• Engaging students in reflection about what they learned, how they learned it, and what it means to them.
• Using student assessment of their own and peers’ work as part of the learning experience.
• Providing opportunities for students to revise and improve their work and share it with others.
• Building a positive classroom environment where students are encouraged and supported to take risks, explore possibilities, and where a social, cooperative learning community is created and nurtured.

If you are an educator and you would like more information on how to integrate the arts into your classroom please go to: https://artsedge.kennedy-center.org/educators/how-to/arts-integration

WORKSHOP LEADER: DEBORAH BRZOSKA

Designing Arts-centered Interdisciplinary Curriculum

For Teachers of Grades 3-12, as well as Administrators, Arts Specialists, and Artists

The arts can strengthen and unify curriculum in today’s schools, bringing together previously isolated information into rich interdisciplinary learning. In this workshop, participants explore how the Vancouver School of Arts and Academics for grades 6-12 (Vancouver, Washington) has selected works of art which lend themselves to interdisciplinary, school-wide, thematic instruction. Participants discover the value of teacher teams, thematic instruction, and community arts resources in efforts that can result in total school reform. They also learn how to plan, schedule, and restructure schools through the arts.

Creating Interdisciplinary Units Based On The Performing Arts

For Teachers of Grades K-12, as well as Administrators, Arts Specialists, and Artists

Effective interdisciplinary instruction can help teachers meet the challenges of standards, assessments, and curriculum. Participants analyze an example of an arts-based interdisciplinary unit: how the life and works of American choreographer Alvin Ailey link history, culture, and language arts to life. Participants also learn how to analyze dance as a performing art and to effectively connect the arts to other classroom subjects. Instructional resources are shared, along with ideas for student projects and assessment.

Note: This workshop is an effective follow-up to the Designing Arts-Based Interdisciplinary Curriculum workshop.

WORKSHOP LEADER: CYNTHIA ELEK

The Power of Chant: Building Oral Fluency And Reading Comprehension

For Teachers of Grades K-2

Reading aloud with expression and confidence relies on students’ abilities to comprehend a text and develop their oral skills. Through the creation and presentation of chants—rhythmic text—students can extend their understanding of literature and increase fluency in their oral delivery. In this workshop, teachers learn how to build on an author’s text to develop chants, create chants of their own, and guide students in the use of simple movements (drumming, clapping) to enhance text delivery.

WORKSHOP LEADER: KARL SCHÄFFER

Physical Problem Solving: Math Dance

For Teachers of Grades 3-8

In this workshop, teachers learn how to engage students in physical problem solving using creative movement that develops their understanding of mathematical concepts. Participants explore ways to help students learn about the mathematical concepts of patterns, combinations, symmetry, and polyhedral (3-D) geometry and learn ways to guide students’ work and help them notate their movement phrases.
“If you take a child to the theater, not only will they practice empathy, they might also laugh uproariously, or come home singing about science, or want to know more about history, or tell you what happened at school today, or spend all dinner discussing music, or learn how to handle conflict, or start becoming future patrons of the arts.”

—Laura Gunderson, Dramatist and theater essayist, The Huffington Post