

10
C
for
little
money

**BIG
IDEAS**

that can
increase the
challenge level for
high-achieving
students
in

**Performing
Arts**

TALENTED
GIFTED
AND

CONNECTICUT STATE
DEPARTMENT OF EDUCATION
DIVISION OF TEACHING AND LEARNING

Rationale

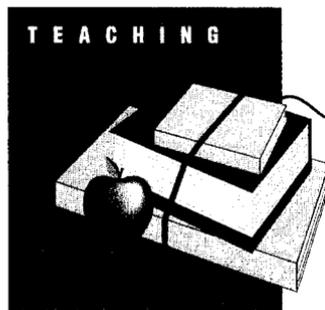
Thousands of gifted and talented young people and adolescents sit in classrooms across the state. Decades of research demonstrate that learning needs of gifted and talented students go beyond what is traditionally provided in regular classrooms. The nature of their abilities and talents, demonstrated or latent, require differentiated learning opportunities to help them realize their potential.

Connecticut educators genuinely care about *all* of their students and seek to meet the incredibly diverse learning needs of the students they face daily. Too often, however, classroom teachers do not have the tools, information or support they need to meet these needs—particularly those of their gifted and talented students.

Connecticut educators genuinely care about all their students and want to meet the needs of the increasingly diverse learners in their classrooms.

Still, the responsibility for increasing the challenge level for gifted and talented students and for providing them with expanded learning opportunities rests largely with the classroom teacher.

This series of brochures is designed to provide classroom teachers, as well as teachers of the gifted and talented, with a number of practical ideas and resources for refining and expanding learning options to better meet these needs. The strategies were selected because they are inexpensive and readily adaptable by teachers. Although the 10 strategies listed here do not replace the powerful services of a full-time enrichment specialist and program for the gifted, we hope that all teachers will use the strategies systematically and that, over time, their use will lead to an increasing array of high-level learning options for gifted and talented students in Connecticut.



Great Links

American Alliance for Theatre & Education

(AATE) (<http://www.aate.com/>)

The purpose of this website is to provide browsers with information about quality practices in theatre and theatre education, connect members with information so that they can expand and diversify their work, and connect artists, researchers and educators with each other in order to develop a national voice in support of theatre practices. The website contains links to advocacy, awards, conferences, newsletters, other related websites, projects and publications.

National Association for Music Education

(MENC) (<http://www.menc.org/>)

Designed for music educators, this website contains information about network communities, online resources, new products and conferences. Of special interest is "Lists and Links," which connects K-12 music educators, students and professors with other related websites, including, for example, Piano 300: Celebrating Three Centuries of People and Pianos, and The New York Philharmonic Kidzone, an interactive site for kids about music and the history of music.

National Endowment for the Arts (NEA)

(<http://arts.endow.gov/>)

The NEA seeks to nurture the expression of human creativity. The organization's website provides browsers with links to over 15 art forms to find related resources, links and practicing artists. Additionally, it contains links to federal funding opportunities and publications, including research publications about the patterns of arts participation and the effects of arts education on Americans.

EdSite.net (National Endowment for the Humanities)

(<http://edsite.net/neh/fed/us/>)

This website provides browsers with access to hundreds of subject-based humanities sites. The listing is divided into four broad categories: literature and language arts, world languages, art and culture, and history and social studies. The site also contains lesson plans and at-home learning activities related to all aspects of the humanities.

1 Make space in your room or school for all students to have an opportunity to be involved in movement exploration. Ask students to embody something that is currently being studied, such as the planets, the water cycle, animal movements, geometric shapes, the Civil War or a specific literary genre, such as murder mystery or fantasy.

2 Embed improvisation opportunities into the curriculum. Provide students with opportunities to role-play significant moments in the lives of eminent scientists, mathematicians, artists and authors, such as Marie Curie, Albert Schweitzer, Georgia O'Keefe, Albert Einstein and Michaelangelo.

3 Provide students with regular opportunities to create and act out one-minute skits. For example, encourage students to complete one-minute skits about current events topics, or provide young people with the time to create one-minute comedy routines at the end of each week or month.

4 Ensure that open-ended project assignments include options for students to compose and play music, create puppet shows, act, and choreograph and perform dance.

5 Collect inexpensive percussion and wind instruments, such as bells, shakers and windpipes to enhance students' understanding of music-making instruments. Encourage students to use the instruments in their content-area studies. For example, propose that students create sound effects for a mathematics problem or create mood music for an historical time period.

10

- 6 Work with school and town librarians to develop a collection of videotapes and books about different kinds of performing arts: dance, puppetry, opera, storytelling, drama, movies, mime and circus arts. Incorporate related materials into curriculum units.
- 7 Work collaboratively with the PTO/PTA to host performing artists, such as storytellers, music ensembles, puppeteers and dance troupes. Ensure a connection between the performing artists and the curriculum. Debrief students about the art form and the connections it has to the unit(s) under study. Ask students what new directions they would like to explore as a result of the presentation.
- 8 Create classroom learning centers around music and other performing art forms. Fill the centers with artifacts from the particular performing art areas, as well as books about performing arts-related topics. All students, including those talented in the performing arts, will find biographies of famous dancers, musicians, puppeteers, mimes and other performing artists inspirational. Include videotapes of artists at work, such as the 10-video PBS series, "Dance in America".
- 9 Begin a curriculum unit from an aesthetic point of view. Engage students with stories about performers from a specific historical time period, music that was composed and played during the time of scientific breakthroughs, or comedy routines that typify a literary era. Ask students to make connections between the time period and the acts and themes of the performing arts/artists.
- 10 Provide students with regular opportunities to read reviews of musical shows, Broadway plays and movies. Provide interested students with training on how to write critical reviews. Invite students to create and publish their own reviews of current performing art events.

