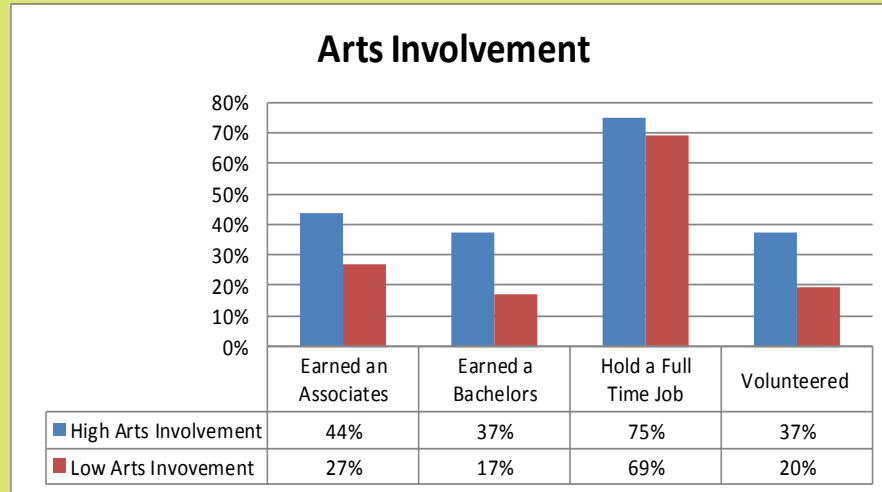


More Likely To Earn A College Degree, Volunteer and Hold A Job

In the late 1990's, James Catterall analyzed data from the Educational Longitudinal Survey, a study of 25,000 secondary school students, over four years. He found significant connections between high involvement in arts learning and general academic success. In 2009, Catterall analyzed 10 additional years of data related to the same students, now age 26. The results strongly connect arts learning with both general academic success and pro-social outcomes.



Source: Catterall, James S. (2009). *Doing Well and Doing Good by Doing Art: The Effects of Education in the Visual and Performing Arts on the Achievements and Values of Young Adults*. Los Angeles/London: Imagination Group/I-Group Books.

Additional Resources

Websites

- www.engageny.org — Resource for parents and teachers with information on Common Core and professional development.
- www.p21.org — Resource for 21st Century Learning Framework.
- www.visualnation.com/arts/197artcareers.html — A listing of 197 careers related to or utilizing skills from Visual Arts.
- www.bls.gov/k12/ — U.S. Bureau of Labor Statistics site designed to inform students of careers and the educational requirements for them. Easy access by area of interest. Kid friendly.

Books

- Duke, Mary Ann, Ed.D. *Writing for Read-World Reasons: A Ten Week Step-By-Step Outline For Teaching Playwriting From Primary To Pre-Teens*. Sarasota: Cognitive Press, 1993.
- Walker, Pam. *Bring in the Arts: Lessons in Dramatics, Art, and Story Writing for Elementary and Middle School Classrooms*. Portsmouth: Heinemann, 1993.
- Friedman, Lisa, et al. *Break a Leg!: The Kids Guide to Acting and Stagecraft*. Workman Publishing Company, 2002.
- Heining, Ruth Beall. *Improvisation with Favorite Tales: Integrating Drama into the Reading/Writing Classroom*. Western Michigan University, 1992

For more information on these workshops, including a downloadable Activity Page for each grade level, please visit our website:
www.MGReduction.com

Alignment with Common Core Shifts

In conjunction with the instructional shifts called for the Common Core Standards, Merry-Go-Round has created a list of Student Learning Objectives for each component of our programming. We have distilled what we believe to be the essence of what students should retain, produce, and accomplish after a Merry-Go-Round visit. For a complete listing of how each Careers in the Arts Workshop aligns with Common Core Shifts, please visit www.MGReduction.com.

New York State Learning Standards Met with Careers in the Arts Workshops

The Arts

- Standard 1: Creating, Performing, and Participating in the Arts
- Standard 2: Knowing and Using Arts Materials and Resources
- Standard 3: Responding to and Analyzing Works of Art
- Standard 4: Understanding the Cultural Dimensions and Contributions of the Arts

English Language Arts

- Standard 1: Students will read, write, listen, and speak for information and understanding
- Standard 2: Students will read, write, listen, and speak for literary response and expression
- Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation
- Standard 4: Students will read, write, listen, and speak for social interaction

Career Development and Occupational Studies

- Standard 1: Career Development
- Standard 2: Integrated Learning
- Standard 3a: Universal Foundation Skills

Mathematics, Science, and Technology Education

- Standard 1: Analysis, Inquiry, and Design
- Standard 6: Interconnectedness: Common Themes
- Standard 7: Interdisciplinary Problem Solving

How to prepare for our visit:

- 3rd grade:** Have students clear everything from their desks.
- 4th grade:** Clear classroom as much as possible with desks pushed to one side.
- 5th grade:** Clear classroom as much as possible with desks pushed to one side.

Merry-Go-Round Playhouse
Lisa Chase, Artistic Director • Erin Katzker, School Communications and Outreach Coordinator
17 William St. 2nd Floor, Auburn, New York 13021
Phone: (315) 255-1305 Fax (315) 252-3815
Email: youthmgr@merry-go-round.com
www.MGReduction.com



Careers in the Arts Workshop Series: 21st Century Skills in Action

STUDY GUIDE
GRADES 3-5

3rd Grade Workshop – Story in Motion

Story in Motion begins the workshop series with an exploration of the structure of stories and the various means by which stories, ideas, and feelings are communicated. Students will discuss how details make the difference in creating a story. Various exercises will help the students discover that stories, in all their forms, communicate ideas and feelings. The actor will explain that all good stories share four important characteristics: characters who want something, obstacles that keep the characters from what they want, setting, and a clear beginning, middle, and end. Throughout the workshop, students will explore how images can tell stories. Working with the actor, students will create a series of pictures and effectively put the story in motion. The actor will also discuss various careers in Story Telling.

Key Terms

Detail: a specific characteristic of a person, place, thing or event; a piece of descriptive information.

Character: role taken on by an actor; person who lives inside the world of a play or story.

Objective: term used by an actor to describe the thing his/her character wants.

Obstacle: the person or thing that keeps a character from what he/she wants.

Common Core Shifts

- ELA 1: Balancing Informational & Literary Text
- ELA 3: Staircase of Complexity
- ELA 4: Text-based Answers
- ELA 6: Academic Vocabulary
- Math 1: Focus
- Math 2: Coherence
- Math 4: Deep Understanding
- Math 5: Application
- Math 6: Deep Intensity

Story In Motion & The 4Cs:

21st Century Skills in Action

Communication

Students communicate an original story, using specific details and complex academic language.

Collaboration

Students work together to create the beginning, middle, and end of a story.

Critical Thinking

Students analyze and evaluate stories based on the amount of details provided. Students use critique to explore ways to improve a story.

Creativity

Students invent stories using new methods and approaches, guided by the actor.

4th Grade Workshop – Acting is Believing

Acting is Believing will introduce students to the profession of acting and the training necessary to become an actor. Students will learn that an actor must become a master of the 4Cs of the 21st Century Skills: Communication, Collaboration, Critical Thinking, and Creativity. Lead by a professional actor, the class will participate in a series of exercises designed to hone these acting skills. Time will also be dedicated to discussing how a mastery of these skills can help students in any job they hope to obtain.

Key Terms

Communication: the sharing of thoughts, questions, ideas, and solutions

Collaboration: to work together to reach a goal; to act as a team.

Critical Thinking: analyzing and evaluating information informed by evidence.

Creativity: the ability to make new things or think of new ideas.

Common Core Shifts

- ELA 3: Staircase of Complexity
- ELA 4: Text-based Answers
- ELA 6: Academic Vocabulary
- Math 1: Focus
- Math 2: Coherence
- Math 3: Fluency
- Math 4: Deep Understanding
- Math 5: Application
- Math 6: Deep Intensity

Acting is Believing & The 4Cs:

21st Century Skills in Action

Communication

Students learn how communication skills are essential to an actor. They practice effective communication through hands-on activities.

Collaboration

Students work together during a guided activity to achieve a specific goal. They discuss the importance of collaboration in theatre.

Critical Thinking

Students discuss what it means to think critically. They practice acting by using previous knowledge to draw conclusions about characters they create.

Creativity

Students participate in activities designed to foster creativity and imagination. They learn how professional actors use creativity in their jobs.

5th Grade Workshop – Producing the Play

Producing the Play is the culminating experience of the *Careers in the Arts Workshop Series*. With guidance from one of our actors, students produce their own version of *The American Revolution: A Play*. The actor will discuss theatrical design and the many jobs that are involved in bringing a play to life. Serving as Director, the actor will assign job responsibilities to the students. The students will rehearse the play, create props and costume pieces, and manipulate lights and sound. The workshop will culminate with a technical rehearsal where the students will put the entire play together with all production elements. A discussion of how each person is important to the process and the need for cooperation concludes the workshop.

Key Terms

Director: the person who conducts rehearsals, stages the play, and manages the overarching vision of the production.

Stage Manager: the person who coordinates all elements of a theatrical production.

Lighting Designer: the person who decides how the lighting will look for a production.

Sound Designer: the person who acquires/makes audio elements for a production.

Costume Designer: the person who designs costumes to enhance characters and the story.

Property Master: the person who buys, acquires, and/or makes any props for a production.

Common Core Shifts

- ELA 1: Balancing Informational & Literary Text
- ELA 3: Staircase of Complexity
- ELA 4: Text-based Answers
- ELA 6: Academic Vocabulary
- Math 1: Focus
- Math 2: Coherence
- Math 3: Fluency
- Math 4: Deep Understanding
- Math 5: Application
- Math 6: Deep Intensity

Producing the Play & The 4Cs:

21st Century Skills in Action

Communication

Students communicate with peers in preparation and execution of a technical rehearsal for a theatrical performance.

Collaboration

Students work together in teams on different aspects of a play and then bring their work together as a whole class.

Critical Thinking

Students analyze and evaluate their work based on given circumstances. They use critical thinking to complete their piece of the culminating production.

Creativity

Students create original work as part of putting a play together. They reference informational source texts as the basis for their work.