

Arts for Learning CT PROGRAM GUIDE

LEARNING OBJECTIVES:

Students will learn:

- Body isolation and balance
- Timing and focus
- Mime and circus illusion
- Sign language and Tai Chi
- How the intricacy of words can be represented in 3D, physically.
- The difference between power and force and the power of words.
- The structures of physical movement, dynamic, static, symmetry, asymmetry and the elements of language and literature i.e.; imagery, metaphor, circuitous themes and more.



Motion Speaks Linda Peck

ABOUT THE PROGRAMS

Using mime, theatre, circus illusion, martial arts and sign language techniques students explore literacy and integrating a physical vocabulary with a focus on communication. Looking at elements of language i.e. imagery, personification etc. students will acquire a facility of connecting ideas (mind) and movement (body). Also elements of the human body , isolation , focus of one body part over another, learning about levels of balance, (tight rope: balancing peacock feathers), asymmetrical versus symmetrical movement, power versus force and more.



ARTS FOR LEARNING CT
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HAMDEN, CT 06518



Arts for
Learning
Connecticut



About the Artist & Program Preparations

ABOUT THE ARTIST

Linda Peck presents performances and workshops using a nontraditional, whole-body approach to learning that is innovative, engaging, and educational. Her programs allow students to take influences from art and literature and—through the use of mime, theatre, martial arts, sign language, and more—bring them into the body in ways that spark new understanding. She holds a Bachelor of Arts in theatre and philosophy from The George Washington University, and has studied theatre and mime in both Europe and the United States. With over 32 years of experience as a teacher, performer, artist, and facilitator, Linda has programs for all ages, suitable for schools, seniors, businesses, conferences, and fitness centers.

PRE PROGRAM

Have students think of as many different ways to communicate an idea as possible. Can they demonstrate their idea and get their point across to the class? Select a word (noun, verb, adjective, adverb, pronoun) and write it on a card. Give the card to a student and have that student find a way (without using words) to communicate that word to the rest of the class. Do the preceding activity with a phrase or sentence.



POST PROGRAM

With any piece of literature the teacher desires ask the students the following questions:

- How did you see the words from the literature that was chosen?
- Theoretically could something different or understated have been meant?
- How did you physically explain this? Is there evidence to support your physical interpretation of text or personal experience?
- How long did it actually take? (inquiring about the idea of how time and duration seem very different when we are focused on it.)

CURRICULAR LINKS

National Core Arts Standards

5. Develop and refine artistic techniques and work for presentation. **6.** Convey meaning through the presentation of artistic work. **7.** Perceive and analyze artistic work. **8.** Interpret intent and meaning in artistic work. **10.** Synthesize and relate knowledge and personal experiences to make art.

Common Core Standards:

CCSS.ELA-LITERACY.CCRA.SL.1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.CCRA.SL.2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

"Linda Peck worked with our school for several years through cultural arts and her contribution was invaluable. Linda not only piqued the curiosity of the children with her movement skills, but made them want to learn and enjoy learning using connections between books and art. I have requested that she continue through a grant with the Local Cultural Council."

– Gwen Agna, Jackson St. School, Northampton, MA



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