



# Arts for Learning CT PROGRAM GUIDE

## LEARNING OBJECTIVES

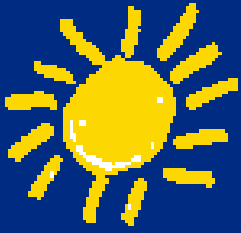
- Learn about various concepts of earth science and life science
- Learn to communicate scientific ideas through music, theater, and dance



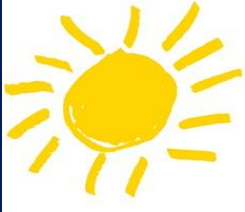
### Turtle Dance Music Wally and the Water Cycle

#### ABOUT THE PROGRAM

Come on an extraordinary, journey through the water cycle with Wally And The Water Cycle. This original musical is about an anxious drop of water, Wally, who learns to overcome his fear of going through the changing states of the water cycle in a very humorous way. This children's musical will leave audience members laughing, clapping and singing along as it celebrates biodiversity, evaporation, condensation, precipitation, melting and transpiration. The show includes animals, singing, audience participation and lots of humor.



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Arts for Learning Connecticut



TURTLE.  
.DANCE  
MUSIC.



# About the Artist & Program Preparations

## ABOUT THE ARTIST

Described as, "The most fantastic performance for children I have ever seen", Turtle Dance Music is a children's music company dedicated to furthering child development through arts-integration, music, and educational entertainment. They spark children's curiosity and imaginations through interactive, inclusive musical performances that use a wide range of instruments, stuffed animals, games and music technology. The sensory-friendly performances are geared for Pre-K, grades K-5 and students on the Autism Spectrum. Turtle Dance Music is directed by Matt Mazur M.A., DIR-Certified/ Co-Founder, Director, Musician, Teacher Autism Intervention and Early Childhood Music Specialist.

## OTHER PROGRAMS

Music, Bubble,  
Comedy Show

Cosmos for Kids

Why Ecosystems  
Rock!

Songs that Count

## Autism Friendly vs. Sensory Friendly

To make something sensory friendly one typically adjusts the auditory, visual and olfactory stimulation to levels acceptable for the population that will be experiencing it. Since individuals with ASD do have difficulties with self-regulation and adjusting to sensory stimuli, it makes sense to begin here. However, such environmental changes alone do not make something autism friendly. Since the primary difficulties facing people with ASD concern language, social skills and repetitive/rigid behaviors, making something autism friendly also requires the introduction of visual supports to make the environment more predictable and address challenges with transitions, as well as tools to address difficulties with social interaction and perspective taking.

<https://autismfriendlyspaces.org/index.php/about/30-autism-friendly/126-autism-friendly-vs-sensory-friendly>

## CURRICULAR LINKS

### Common Core State Standard for English Language Arts.

**Speaking and Listening:** Comprehension and Collaboration; Presentation of Knowledge and Ideas.

**Next Generation Science Standards:** 3-LS2-1 Ecosystems: Interactions, Energy, and Dynamics  
5-ESS1-1 Earth's Place in the Universe Support an argument that the apparent brightness of the sun and stars is due to their relative distances from the Earth. 5-ESS1-2 Earth's Place in the Universe Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.

**National Core Art Standards MU:** Cr2.1.3, Cr2.1.4, and CR2.1.5

"Not only did our pre-k kids have a great time, but our teachers can't stop raving about them either! Kids and teachers alike were engaged – laughing at jokes, singing and dancing along!  
We can't wait to have them back next year!"

*-Ms. Toomey, School Principal*



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