

Arts for Learning CT PROGRAM GUIDE

LEARNING OBJECTIVES

- To introduce students to Chinese culture and acrobatic dance.
- To educate students on, and inspire students to pursue a study of, Chinese culture.
- To demonstrate a unique and culturally involved art form on a professional level.
- To create an understanding of Chinese cultures and arts.



Li Liu

Traditional Chinese Acrobatics & Culture

ABOUT THE PROGRAM

Acrobat Li Liu is proud to present her programs detailing China's rich cultural history to schools and communities across the United States and internationally. She inspires students to pursue an education in both acrobatics and dance, while inviting them to perform some simpler movements and tricks. She invites them to learn about the historical significance of traditional lion and dragon dances, and encourages them to imagine what it is like growing up in both contemporary and historical China.



ARTS FOR LEARNING CT
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Arts for
Learning
Connecticut



About the Artist & Program Preparations

ABOUT THE ARTIST

Li Liu was born in northeast China and began her acrobatic training when she was six years old. At a young age, she was chosen to study in the Chinese National Circus School in Beijing. Her artistic cycling act won a gold medal at the prestigious Festival Mondial du Cirque de Demain in Paris, and she has also been awarded the "Golden Lion" prize at the Wu Qiao International Circus Festival, which she won with her sister. She has toured all over Europe, Asia, Africa, Oceania, and the Americas, and has recently settled in the United States. She still tours with cruise lines, and sports teams (to perform during half-times), and performs in many schools in the Northeast.

PRE PROGRAM

- Have a short lesson on the history of China. Discuss important events, such as the building of the Great Wall or the Grand Canal. Then, discuss China geographically both in a contemporary and a historical context.
- Discuss important Chinese celebrations and holidays.
- Have a quick lesson on the Chinese language.
- Discuss how dance and acrobatics can reflect one's culture.

POST PROGRAM

- Discuss Li's act: what did she perform, and how did she perform it?
- Ask your students how Li's act was indicative of Chinese culture.
- Discuss how Li's art is important in the sense of understanding China's historical and contemporary cultures.

CT FRAMEWORK – THE ARTS: DANCE

Standard 5. History and Cultures: Students will answer questions about dance in a particular culture and time period (for example: In colonial America, why and in what settings did people dance? What did the dances look like?); describe the role of dance in at least two different cultures or time periods; and analyze historical and cultural images of the body in dance and compare these to contemporary images.

Content Standard 7. Connections: Students will cite examples of concepts used in dance and another discipline outside the arts (such as balance, shape, pattern); create an interdisciplinary project based on a theme identified by the student, including dance and two other disciplines; and identify commonalities and differences between dance and other disciplines with regard to fundamental concepts such as materials, elements and ways of communicating meaning.

Students get a hands-on experience at trying some of the easier (and safer!) skills such as ribbon dancing and basic plate spinning. The Chinese Acrobat does hand balancing, plate spinning, trick cycling, foot juggling, ribbon dancing and Chinese water bowl manipulation. Li Liu also touches on various aspects of Chinese language, geography and culture.



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