

Arts for Learning CT PROGRAM GUIDE

Carol Glynn
Performances, Workshops
& Residencies

LEARNING OBJECTIVES

Students will learn to:

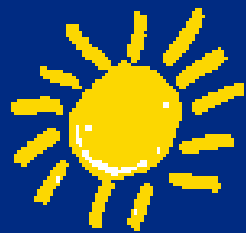
- Communicate in both verbal and non-verbal ways.
- Speak using effective techniques for emphasis and clarity.
- Identify key points in a story and how to deliver those key points to a larger audience.
- Have fun in the learning process!

ABOUT THE PROGRAM

Carol has a host of performances available or can work with class room teachers and students to develop arts integrated residencies that will make learning memorable and real...in any subject! She is an expert in designing residencies to meet your needs.

Some programs include: *Bullies, Courage and Other Worries* – Compelling stories, interactive strategies and renewed self-esteem wrapped in common sense. *Celebrating the Constitution* – Understanding what the Constitution is and why it was created. *Connecticut Legends and Lore* – Learn local and state history first hand by becoming the Charter Oak.

Carol offers residency programs as well as professional development workshops. As stated by one teacher, "This was the most valuable workshop I've been to in my twenty years of teaching! Carol Glynn should do in-service for all school systems. What a find!"



ARTS FOR LEARNING CT
1 EVERGREEN AVENUE
3RD FLOOR
HAMDEN, CT 06518



Arts for
Learning
Connecticut



About the Artist & Program Preparations

ABOUT THE ARTIST

Playwright, performer, teaching artist, author, Carol Glynn is dynamic, engaging, and energetic. Using her skills in theater and writing, Carol has a host of performances available or can work with class room teachers and students to develop arts integrated residencies that will make learning memorable and real...in any subject! She is an expert in designing residencies to meet your needs. Carol is also in demand around the country for professional development workshops on arts integration.

PRE/POST 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.

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?

STANDARDS

CURRICULUM CONNECTIONS

CT State Department of Education

Source:

Common Core State Standards For English Language Arts

Language Standards K-5-Knowledge of Language VOCABULARY ACQUISITION AND USE

Use knowledge of language and its conventions when writing speaking, reading or listening. Demonstrate understanding of figurative language, word relationships and nuances in word meaning. Explain the meaning of simple similes, metaphor in context.

Speaking and Listening Standards K-5 COMPREHENSION AND COLLABORATION

Engage effectively in a range of collaborative discussions one on one and in groups (teacher led) Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

Reading Standards for Informational Text K-5 INTEGRATION of KNOWLEDGE and IDEAS

Interpret information visually orally or quantitatively and explain how the information contributes to an understanding of the text in which it appears.

Reading Standards for Literature 6-12 KEY IDEAS and DETAILS

Determine a theme or central idea of a text and how it is conveyed through particular details: provide a summary of the text distinct from personal opinions or judgments.

CRAFT and STRUCTURE

Describe how a text presents information sequentially, comparatively. Identify aspects of a text that reveal an author's point of view or purpose.

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings, analyze the impact of a specific word choice on meaning and tone.

Determine the meaning of words and phrases as they are used in a text and analyze the impact of a specific word choice on meaning and tone.

National Core Arts Standards

Theatre: Anchor Standard 1: Generate and Conceptualize artistic ideas and work.

Anchor Standard 2: Organize and develop artistic ideas and work.

Anchor Standard 3: Refine and complete artistic work.

Anchor Standard 4: Select, analyze and interpret artistic work for presentation.

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

Anchor Standard 6: Convey meaning through the presentation of artistic work.

"This was probably the most valuable workshop I've been to in my 20 years of teaching! Carol Glynn should inservice all school systems. What a find!" - Jeanne Rago, Resource Room K-6 Enfield, CT



Website:
<http://www.aflct.org>



Contact:
203.230.8101



Email:
lbrown@aflct.org

