

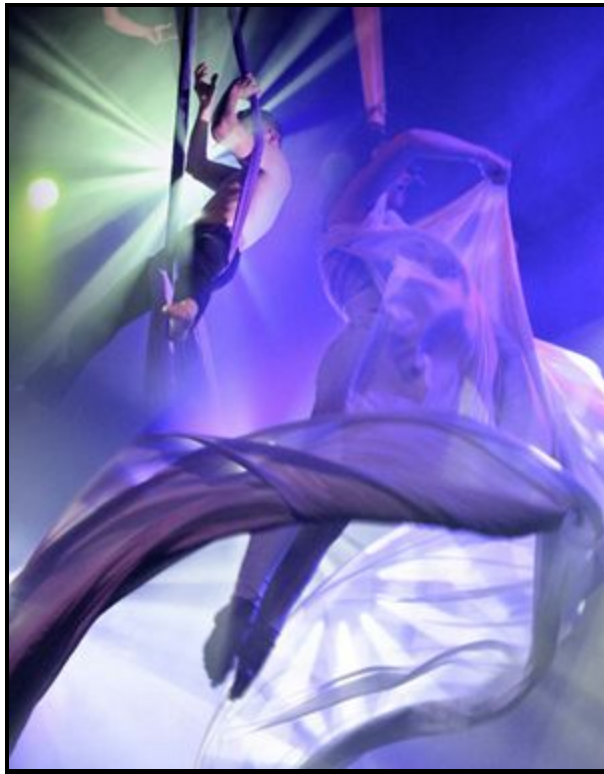
DCA PRODUCTIONS

In cooperation with the Joshua M. Freeman Foundation

PRESENTS:



THE ACROBATS OF CIRQUE-TACULAR



Students Study Guide

In addition to the Study Guide sent to us by Acrobats of Cirque-Tacular, the Joshua M. Freeman Foundation has provided additional ideas and resources beginning on page 7.

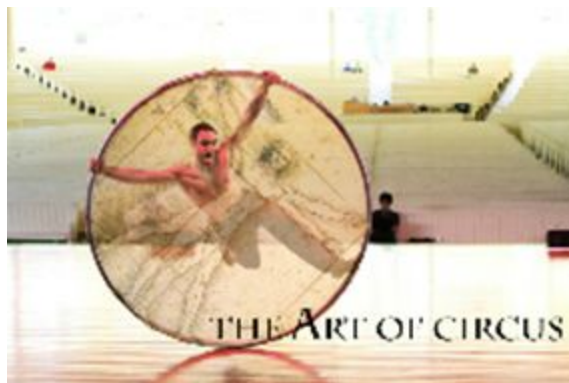
Message to Teachers

On behalf of The Acrobats of Cirque-tacular, I would like to thank you for taking the time to review the enclosed information. It is our hope that this information and the activities will prepare your students for the exciting and unique performance that they will experience. It will serve as a vehicle to educate your students about the diversity of the Art of Circus performances while creating a better understanding of the capabilities and achievements of people with amazing feats of daring.

CIRQUE-TACULAR - Study Guide The Science, History and Importance of Circus

Overview

- Circus is for EVERYONE! It is an ever-evolving art form that has delighted DIVERSE cultures throughout HISTORY. Adult and child, student and teacher, coach and athlete alike can experience the joy, surprise, and spectacle of stunts that seem to defy the limits of PHYSICS, GRAVITY, DIRECTION, MOTION, BALANCE, MASS, PRECISION, ACCURACY, SPEED, ANATOMY, STRENGTH, FLEXIBILITY, ENDURANCE, and FITNESS. This study guide will offer tools teachers can use to facilitate student conversations long after the curtain has closed (and perhaps inspire a future career for that special student... as the 'magic of circus' unfolds before their eyes!)



For Teachers

- This Study Guide is designed to assist in preparing lessons in the lead-up to a performance by CIRQUE-TACULAR. Information is organized first by subject, then by topic. Content, activities, and discussion questions are listed after each section. Numerous resources exist online for further research. We encourage you to expand on this introductory framework in the areas that most align with your students' age, interests and abilities.



CIRCUS & HISTORY

- Minoans - The **Minoan civilization** was an Aegean Bronze Age civilization that arose on the island of Crete and other Aegean islands, such as Santorini, and flourished from approximately 3650 to 1400 BCE. It was rediscovered at the beginning of the 20th century through the work of British archaeologist Arthur Evans. Will Durant has referred to it as "the first link in the European chain."



- Ancient China - China has always been an exceptionally history-conscious culture with a long continuity, and the Chinese system of writing was invented very early in its development. Martial art demonstrations or shows were popular and, as elsewhere in Asia, in China, too. Many of the movements employed by dances originated from the martial art techniques.
- Wild West shows - were traveling vaudeville performances in the United States and Europe. The first and prototypical **Wild West show** was Buffalo Bill's, which was formed in 1883 and lasted until 1913.





- Travelling Circus - A **circus** is a company of performers that may include clowns, acrobats, trained animals, trapeze acts, musicians, hoopers, tightrope walkers, jugglers, unicyclists and other object-manipulation and stunt-oriented artists. The term 'circus' also describes the performance which has followed various formats throughout its 150-year history.



- Modern Circus - **Contemporary circus**, (or **nouveau cirque** as it was originally known in French-speaking countries), is a genre of performing art developed in the later 20th century in which a story or a theme is conveyed through traditional circus skills. Animals are rarely used in this type of circus; and traditional circus skills are blended with a more character-driven approach. Compared with the traditional circuses of the past, the contemporary approach tends to focus more attention on the overall aesthetic impact, on character and story development, and on the use of lighting design, original music, and costume design to convey thematic or narrative content.



CIRCUS & LANGUAGE ARTS

- Many Languages - Word **Circus** in foreign **language** from **many languages** and countries around the world
- Developing a Vocabulary – ex: acrobat - an athlete who performs acts requiring skill, agility and coordination
- Developing Notation – cirque is an art form and cultural activity whose medium is movement
- Musical Language – incorporating music and timing with the movements
- Puns and Jokes – comedy timing
- Physical Comedy & Timing - classes and private lessons for youth and adults

CIRCUS & CULTURE

- China
- Mexico
- Russia
- United States
- Canada
- Contemporary Circus
- Costumes
- Musical Influences



CIRCUS & MATH

- Counting in Juggling – throwing 3 or more objects between the hands
- Counting in Acrobatics - individuals or groups of 5 or more manipulate one or two pieces of the following: clubs, hoop, ball, ribbon, rope and freehand (no apparatus)
- Tempo and Timing - in keeping with the style of the music and tempo
- Calculating Force - **the physics of gymnastics**
- Weights and Measures – strength training
- Calculating Time - Acro is a competitive gymnastic discipline where partnerships of gymnasts work together and perform figures consisting of acrobatic moves



CIRCUS & HEALTH

- Extreme Anatomy
- Flexibility
- Strength
- Balance
- Endurance
- Training



CIRCUS & SCIENCE

- Center of Gravity
- Inertia
- Mass
- Force
- Material Science
- Gravity
- Directional Forces
- Precision vs. Accuracy



Acrobats of Cirque-Tacular Ideas and Resources for Study Guide

Delaware Common Core Standards Addressed - Most standards are given for Grade 4 so you are able to scaffold up or down depending on the grade level you teach.

Visual Arts – Anchor Standard 6 - Convey meaning through presentation of artistic work. Compare and contrast purposes of art in museum art galleries, and other venues, as well as the types of personal experiences they provide.

Reading – CC4RI1 – Refers to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text.

Writings – CC4W2 – Write informative/explanatory texts to examine a topic, and convey ideas and information clearly.

Speaking – CC4SL1 - Engage effectively in a range of collaborative discussions with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own opinion.

Vocabulary

Tier II

Flexibility	Traveling Circus
Precision	Modern Circus
Accuracy	Trapeze Artist
Balance	Acrobat
Gravity	

Essential Questions

1. What makes a trapeze artist exciting?
2. What would it feel like to be a member of a circus family?
What are the best features of a circus performance?

Ideas and Resources BEFORE You See The Acrobats of Cirque-Tacular

Set the stage! Watch this short video,

http://www.class-act.com/acts/cirque-tacular/kids_french_acrobatic_show.html

Listen to the music, Entrance of the Gladiators, 1897, written by Czech composer Julius

Fucik. [https://www.youtube.com/watch?v= B0Cy0A08y0](https://www.youtube.com/watch?v=B0Cy0A08y0) This music is a well-known circus march. This recording of the march features a fanfare of horns playing the up-tempo melody, still famous in circuses today. **Why do you think they chose this music as the traditional circus music anthem?**

- **Access any of the graphic organizers for activities. All may be used with permission from Houghton Mifflin, for classroom use only.**
<https://www.eduplace.com/graphicorganizer/>
- **List some common assumptions about performers in a circus. Explain why you made these assumptions.**
- **Complete a KWL**
- **What questions would you ask if you were able to interview PT Barnum?**
- **Compare and contrast a traditional circus to a non-traditional circus.**
- **Compare and contrast the pictures in the articles.**
- **Create your own mural or work, with a group, of a circus then and now.**
- **Create a poster to advertise the show then and now.**
- **Would you like to grow up in a circus family? Why or why not?**
- **Compare and contrast your life with the life of someone who lives with the circus.**
- **Create job criteria for a circus performer. Then create interview questions. What type of person or candidate would get the job?**
- **Imagine you just got hired by the circus and you could perform any job. What job would you choose and why?**
- **Design a performance costume. Draw yourself in the costume. Glue pieces of cut fabric on the page to give the costume a fun effect on the paper. On the back of the page describe your day as a worker or performer and what you may encounter in a normal day at your circus job.**
- **Create criteria for rating the performance. Justify your criteria.**
- **Compare and contrast: What are some things acrobats can do that the average person cannot do?**
- **What physical traits do acrobats need to perform these feats? Research this.**

Ideas and Resources BEFORE You See The Acrobats of Cirque-Tacular - Continued

Read the various circus articles using UDLib/SEARCH as a resource.

- ***PT Barnum*– 950L** <http://www.worldbookonline.com/student/article?id=ar047160>
- Harris, N. (2016).
- ***Circus* 1220L** <http://www.worldbookonline.com/student/article?id=ar115980>
- **Hoh, L. G. (2016).**
- ***Circus* 870L**
<http://www.worldbookonline.com/wbdiscover/article?id=ar830568&st>
***World Book Discover*. World Book, 2016. Web. 30 Mar. 2016**
- ***Cirque du Soleil* 1230L - which may give you an idea about what the Acrobats of Cirque-Tacular about an untraditional Circus.**
- <http://www.worldbookonline.com/student/article?id=ar752846>
- **Wilmeth, D. B. (2016). *Cirque du Soleil*. In *World Book student*.**
- ***Saddling Up with the Circus*, 760L**
<http://discoverer.prod.sirs.com/discoweb/disco/do/article?urn=urn%3Asirs%3AUS%3BARTICLE%3BART%3B0000177775> 2003, KIDS ELEMENTS.
Distributed by KNIGHT-RIDDER/TRIBUNE Information Services
- ***Circus Kids Wouldn't Want Another Life*, 860L**
<http://discoverer.prod.sirs.com/discoweb/disco/do/article?urn=urn%3Asirs%3AUS%3BARTICLE%3BART%3B0000127049> *Children's Express*; Oct. 1999
- ***Becoming a Circus Performer*,**
<http://www.kidzworld.com/article/4481-becoming-a-circus-performer>
- ***Acrobats Wonder*, 1110L,**
<http://discoverer.prod.sirs.com/discoweb/disco/do/article?urn=urn%3Asirs%3AUS%3BARTICLE%3BART%3B0000096505> , *NATIONAL GEOGRAPHIC WORLD*
- *March 1999, p. 14*
- ***Young Acrobats Enjoy The Flipside of Life*, 1130L,**
<http://discoverer.prod.sirs.com/discoweb/disco/do/article?urn=urn%3Asirs%3AUS%3BARTICLE%3BART%3B0000215010> *PHILADELPHIA DAILY NEWS*
- ***(Philadelphia, PA) May 12, 2005, n.p.***

Ideas During The Performance

- Think while you watch: If you could send a Tweet, what would it say? Remember it has to be a short and sweet Tweet, only 144 characters.
- If you could, what would you photograph for an Instagram?

Ideas After The Performance

- Create your Tweet! Remember it has to be a short and sweet Tweet, only 144 characters.
- Draw your Instagram. Write about your experience. Remember to give it one or more #hashtags.
- How would you rate the Acrobats of Cirque-Tacular? (Did you create criteria before you attended the show?) Why did you give the performance this rating?
- Follow up on any of the activities you participated in BEFORE the performance.

**Produced by Cirquetacular Entertainment and DCA Productions
for Joshua M. Freeman Foundation
with Additional Ideas and Resource Additions from the Joshua M. Freeman
Foundation**