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ARTIST/ENSEMBLE: Ron Anglin-"Quite A Catch"

PROGRAM NAME: The Tie-Dye Guy

GRADE LEVEL(S)*: Pre-school K-2 3-5 6-8 9-12

TYPE OF PROGRAM: Assembly Workshop

MAIN IDEA: The world is full of colors, sounds, and forces (gravity, pushes and pulls, magnetic) that a juggler uses to create a fun and educational show!

KEY CONCEPTS: (Taken from the new Georgia Performance Standards: K-2 Science)

1. Students will use their senses to classify balls by color and investigate different types of motion.
2. Students will observe and communicate effects of gravity on objects.
3. Students will investigate how vibrations produce sound and differentiate between high/low pitches and loud/soft volumes.
4. Students will describe how magnets attract and repel and identify objects that are and are not attracted to a magnet.
5. Students will identify sources of the energy of motion and demonstrate how pushes and pulls affect motion.

BRIEF PROGRAM DESCRIPTION: This program can be a companion program for the upper elementary program F.I.G. Newton or stand alone. It is designed to teach children the basics of motion, sound, colors and magnetism in an interactive, funny, and exciting juggling program. A performance includes the juggling and manipulation of many different props from all over the world.

TECHNICAL REQUIREMENTS: Program benefits from the highest ceiling possible. A gym is usually best, but a cafeteria or theater will do. The sides of the performance area need to be kept clear for safety and visual purposes, as well as a 6 foot buffer in front of the first row.

EQUIPMENT/PROPS/COSTUMING: I will supply my own sound system and can provide a hand held microphone for the host. I will also bring my own prop table and all juggling props. My costume will be a solid color pants, sneakers, and a colorful Tie-Dye shirt.

BACKGROUND/PRE-ACTIVITIES: Students may want to learn about the circus and/or vaudeville. The teacher can also incorporate geographical concepts utilizing Tonga (women jugglers), China (diabolos), New Zealand (poi), and Japan (kendama). Finally, using the internet, students may want to learn about past jugglers such as W.C. Fields, Enrico Rastelli, Francis and Lottie Brunn, Trixie, and the legend of the Jongleur of Notre Dame. Current jugglers that can be researched are Anthony Gatto, Ryo Yabe, The Flying Karamazov Brothers, The Raspyni Brothers, and the Mad French Posse. Georgia jugglers with websites that can be found are Dan Thurmon, Dan Berg, Todd Key, and The Atlanta Jugglers Association. John Drummond of Kennesaw runs a very successful business called unicycle.com and there is a unicycle club based in Marietta.

RESOURCES:

Books: Exploring Energy with Toys by Beverly Taylor, Physics for Every Kid by Janice VanCleave, The Diabolo Book by Todd Strong, The Complete Juggler by Dave Finnigan

Websites: <http://homepage.ntlworld.com/gheathcote/Kendama.html> Guy Heathcote, who is a master diabolo player, has put together a great English explanation of the Japanese toy called kendama. Ron plays with a kendama and a chatter ring before every show. There is a virtual kendama located here: <http://web-japan.org/kidsweb/virtual/kendama/virtual.html> The Big Apple Circus website: <http://www.bigapplecircus.org/Home/> www.unicycle.com has lots of great resources about unicycling.

POST- ACTIVITES:

- 1.You can find wonderful rainbow themed crafts and activities here: http://www.first-school.ws/theme/mini_theme/rainbow.htm
2. Try bringing a magnetic compass and create a simple compass course on the playground. Orienteering is a very competitive sport!

MINUTE BY MINUTE BREAKDOWN OF THE PROGRAM

Note: If this program is designed for use across grade levels (as defined above), please indicate modifications made in the program (e.g., timing or repertoire changes) used to accommodate varying ages.

Time (min.)	Description of Activity (Activities include performance segments, demonstration of specific skills, techniques, instruments or ideas and audience participation. An activity may reveal or reinforce one or more concepts. Conversely, a concept may be illustrated by one or more activities.)	Key Concept Reinforced/Illustrated by the Activity (See definition above.)	Repertoire (Include title and composer/author/choreographer)	Audience Participation (Students should be actively and meaningfully engaged throughout the program, e.g., active listening, clapping in rhythm, call and response)
3	Introduction followed by entrance on unicycle or round-off, then the kids learn different ways to clap	High pitch sounds versus Low pitch sounds		Kids are taught how to cup their hands to make a low clapping sound and straighten their hands to make a high sound
5	Devilstick Routine/Shaker Cups/Whistling Diabolo	Different Materials will Make Different Sounds		Call and Response to identify what material makes up the prop
4	1 and 2 diabolo routine	Chinese and Australian Culture and Types of Movement and Material Classification	"Street Music" by Dr. Didge	Call and response with questions on Australian geography and the didgeridoo.
5	Box Manipulation	Magnetism, Push and Pull, Gravity		3 volunteers are called up to examine the boxes for magnets or other trickery

5	3, 4, 5 Ball routine	Types of Movement and Descriptions of Objects by Color	“Dambalou” by Issa Bagayogo	Kids are asked to clap along and look for as many types of colors and movement as possible
5	The Living Rainbow	The Order of the Rainbow and how 2 colors combine to form another color		7 children are chosen by the color of their clothes to hold a ball which corresponds to a color of the rainbow. Then the Big Toss-up!
3	Club Juggling on Rola-Bola Finale	Safety and How We Learn		