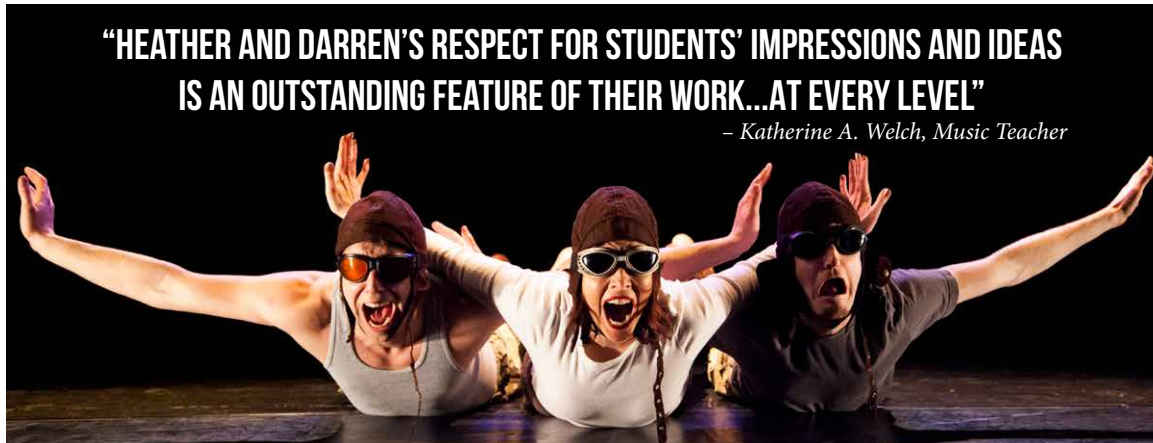


EDUCATIONAL OUTREACH OPPORTUNITIES

PUSH Physical Theatre DISCOVERS the potential of young imaginations, GUIDES children in creative, expressive movement and BUILDS confidence and healthy esteem by maturing self-identities in a safe and nurturing environment.

PUSH has a long history of creating arts education programming for K-12 and college students. Performances include selections of their work followed by an audience talk-back. Discussion topics include human relationships, social interaction, stereotypes, etc. Workshops introduce students to the movement arts and support curriculum areas such as physical science, character development and literacy.



CURRICULUM CORRELATION

THE ARTS

PUSH uses a broad range of movement styles to communicate, demonstrating both diversity and similarity of different forms. This encourages students to understand that art comes from within, regardless of specific style used to communicate it.

ENGLISH

The opportunity to view an art form that uses no words leaves students with the challenge of transposing movement language into written or spoken language. In addition, this inspires them to express the literature of their current studies using other, non-verbal, forms.

HEALTH, PHYS. ED.

The techniques of Physical Theatre demonstrate the potential of a fit, healthy body. Students are encouraged to imitate what they see and learn more about their bodies and the mechanics of movement.

SOCIAL STUDIES

PUSH’s choreography typically deals with social issues that affect us all. The use of movement helps student to interpret the work on a level that is relevant to them.

SCIENCE

The movement of our human bodies operates under specific scientific principles. The use of movement as a tool for learning helps students to “feel the principles in action” and develop a deeper internal awareness of these principles and the physical world around them.

GETTING READY FOR THE PERFORMANCE/WORKSHOP

- » Discuss the importance of body language in communication.
- » Use every day actions as opportunities to raise awareness of the way in which movement affects us emotionally (i.e. observing animals, the effects of the wind, the gesturing of students and those around them).
- » Study the human body in sculpture and art, esp. Michelangelo, Da Vinci, The Greeks.
- » Try role-playing, in which the students attempt to communicate an idea or thought without props or words.

AFTER THE PERFORMANCE/WORKSHOP

- » Discuss the content of the work. Students (esp. younger students) may have different interpretations of the meaning. Encourage a lively discussion that highlights why these differences occur, making sure to validate each individual interpretation as being right for them.
- » Have the students repeat the pre-performance/workshop role-playing exercise using the communication tools that they learned.
- » For older students, have them visit the Student/Researcher section of PUSHtheatre.org
- » Have students give written examples of concepts and emotions and have them draw a comparison between those better communicated with words and those better communicated with movements.

WORKSHOP/RESIDENCY EXAMPLES

PUSH provides physical theatre workshops that support and expand curriculum. The following are examples of workshops that were created in collaboration with teachers and designed around their specific curriculum needs. If you have great idea for a workshop let us know.

WEATHER

Classical music guides eager imaginations during participatory exercises relating to the changing of seasons and the effects they have on our everyday lives (i.e. growing spring flowers, grumbling summer thunderstorms, falling autumn leaves, drifting winter snowflakes). Students dress up for an afternoon at the beach or an anticipated snow day! *Grades PreK-2 (Science/Physical Activity)*



SIMPLE MACHINES

This workshop facilitates a deeper internal understanding of the Physical Sciences as students both analyze and synthesize topics such as simple machines, transfer of weight, magnetism, and energy through physical movement and discussion. Science exercises focusing on the concept of teamwork, balance, and trust are used to encourage the development of friendship skills and guide students to thought-provoking 'ah-ha!' moments. *Grades K-6 (Science/21st Century Learning)*

HEALTHY HEROES

3-2-1-0 Be a Healthy Hero! Continuous physical activities support the Be A Healthy Hero campaign for our community's kids! Kids run for the healthiest snack choices in our relay race, get tips on learning to love exercise through physical theatre and end the class with a bit of something just as important...rest. *Grades K-4 (Health/Nutrition/Physical Activity)*

METAMORPHOSIS

From egg to adult, the 4 stages of the life cycle of a butterfly are physically created by students in individual and group exercises. Students get to become the process of metamorphosis through movement. Students physically demonstrate their growing understanding of each stage and make connections to their own physical and social lives. *Grades 2-4 (Science/21st Century Skills)*

ART & THE BRAIN

Students are asked to evaluate the hypothesis of noted neurologist V.S. Ramachandran in his research into the "Science of Art". Students investigate, question and respond to cutting edge science in process. Students combine visual and movement art as they answer key questions about the laws of creative expression such as, "Do the laws transfer to movement?" "Can art be created by purposely breaking the laws?" Far from being a purely academic discussion, students will create physical theatre experiments to test the limits of the laws of science used by artists. *Grades 4-12 (Science/21st Century Skills/Cultural Awareness)*

EMOTIONSCAPES

Students read and explore the problems and solutions different characters face in well-known books, stories, or even newspaper articles and photographs. Despite many external differences, all characters experience basic human emotions. Working collaboratively, students create "Emotionscapes" – choreographed movement sequences that represent the emotional journey of the character(s) in the story. A celebration of their new understanding of the shared humanity of emotions culminates in a group performance. *Grades 3-12 (Character Development/Social-Emotional Well-Being/21st Century Skills)*

BULLYING

Through the themes of strength and power; cooperation vs. competition; leadership and responsibility; partnership and trust, students will acquire positive character traits. Students engage in theatre and movement skills to learn how to overcome fear of failure and channel aggression into success rather than bullying. They will identify the difference between leading and intimidating to build confidence and make positive choices regarding their actions towards themselves and others. *Grades 3-12 (Character Development/Social & Emotional Well-Being)*

**"SO MANY KIDS HAVE BEEN TALKING
ABOUT PUSH. THEY LOVED THE
PERFORMANCE...IT WAS THE BEST
THEY HAVE EVER SEEN HERE."**

– Mary Ann Krog, Principal