

General Curriculum Connections
Paul Taylor's Residential Workshops

Throughout Paul Taylor's residency, students are involved in a variety of activities and presentations specific to their grade level. These activities are connected to the standards in the following ways. The teacher can go into the standards and match their specific activities with benchmarks that designate the required skills and concepts being taught. The standards listed below are taken from the Wyoming Department of Education's current list of standards based on the Common Core State Standards and with clear correlation to National Standards. Each district's standards may vary to some degree.

Social Studies:

- #2 - Culture and Cultural Diversity: Students demonstrate an understanding of the contributions and impacts of human interaction and cultural diversity on societies.
- #4 - Time, Continuity, and Change: Students analyze events, people, problems, and ideas within their historical contexts.
- # 5 - People, Places, and Environments: Students apply their knowledge of geographic themes and skills to demonstrate an understanding of interrelationships among people, places, and environment.

(Wyoming Social Studies Content and Performance Standards)

Fine and Performing Art (Art, Music, Dance, and Theatre):

- #1 - Creative Expression Through Production: Students create, perform, exhibit or participate in the arts.
- #3 - Historical and cultural context: Students demonstrate an understanding of the arts in relation to history, cultures, and contemporary society.

(Wyoming Fine and Performing Arts Content and Performance Standards)

Health and Physical Fitness:

- #1 - Movement: The physically literate individual demonstrates competency and applies knowledge of a variety of movement skills, movement patterns, concepts, principles, and strategies/tactics as they apply to the learning and performance of physical activities.
- #3 - Personal and Social Behavior: The physically literate individual exhibits responsible personal and social behavior that respects self and others and recognizes the value of physical activity for challenge, self-expression, and/or social interaction.

(Wyoming Physical Education Content and Performance Standards)

Science:

- #3 - History and Nature of Science in Personal and Social Decisions: Students recognize the nature of science, its history, and its connections to personal, social, economic, and political decisions. Historically, scientific events have had significant impacts on our cultural heritage.
- #2 - Science as Inquiry: Students demonstrate knowledge, skills, and habits of mind necessary to safely perform scientific inquiry. Inquiry is the foundation for the development (Wyoming Science Content and Performance Standards)

Curriculum options (your residency will have various elements included here).

Introductions and History

OPENING PRESENTATION: The opening presentation is an introduction to Paul Taylor, as he presents the various elements of Australian history and culture the students will explore during the residency.

1. Songs from Australia
2. Stories about Australia
 - Folk stories about the "dreamtime"
3. Stories from Paul's childhood
 - Lifestyle - surf lifesaver
 - School life and uniforms
 - Cricket

SLIDE SHOW: Students learn about the historical and cultural history of Australia through Paul Taylor's narration of pictures taken in Australia.

1. Geography of Australia
 - The outback
2. Historical/cultural history of Australia
 - People
 - Rock Art
3. Science
 - Animals
 - Termite mounds
 - Eucalyptus trees
 - Weather
4. Cross cultural references
 - Big flood
 - Swallowed by a whale
5. Didgeridoo

- artists
- from tree to finished product

The Mural

MURAL: As a creative community, the students create a mural using various Aboriginal art techniques. The mural becomes a legacy for the community.

1. Aboriginal art
2. Planning/design/color
3. Individuals coming together to create one final product
4. Historical/cultural/folk lore

Creating and Playing Instruments and Soundmakers

Creating a musical instrument: Students learn about the history and traditions associated with the musical instruments. They use Aboriginal symbols, techniques, and colors to design and decorate their instrument. Students learn to play their instrument as a group in order to accompany singers and dancers.

DIDJERIDOOS: Students decorate their own didgeridoo as a way to tell their own personal story.

1. Decorating
 - Aboriginal art and symbols
 - Problem solving to choose a color/design
 - Sanding to prepare instrument
 - Painting
2. Playing the instrument
 - Ostinatos (a continually repeated musical phrase or rhythm)
 - Creating sounds
 - Tone color
 - Listening to accompany the singers and dancers.
3. New breathing technique
 - Circular breathing

CREATING RHYTHM INSTRUMENTS: Student create clap sticks, lagerphone/rhythm sticks, or bullroarers as a way to accompany songs.

1. Historical/cultural history of the bullroarer
2. Aboriginal symbols and art
3. Work with various craft materials
4. Use color and design to decorate
5. Sound (primitive)
6. Accompanying a spoken rhythm--ostinato

7. Marching

Singing and Dancing

FOLK DANCE: Through dance, students learn about the people of Australia as a way to celebrate/people from many cultures.

1. Kangaroo Hop K-2
2. Heel and Toe Polka 3-4
3. Zorba 5-6

SONGS: Student explore Australian and Aboriginal culture through the song.

1. Historical/cultural
2. Created sung ostinato to Cooee
3. Sign language with some songs/actions

Aussie Life

ATLATL/WOOMERA

1. Demonstration of ancient weapons
2. Connect with Native American spear throwing

BOOMERANGS

1. Historical/cultural
2. Aboriginal symbols
3. Science/aerodynamics
4. Demonstration of various boomerang types
5. Planning/design/color
6. Physical control
7. Working with scissors/crayons

GAMES

1. Cricket

Language Arts

Students learn about Australian culture and history through storytelling and reading various texts. They can share their new knowledge or their stories through performance or creative writing.

PERFORMING A STORY

1. Read stories
2. Share with other classes
3. Perform story
 - Acting
 - Song
 - Dance

LISTENING TO STORIES

1. Creation stories from the Dreamtime
2. Historical stories of Paul's family

CREATIVE WRITING

1. Dreamtime--cultural diversity
2. Grouping
 - Individual
 - Partners
 - Large groups
3. Research topics