



## **Disney Youth Education Series**

### **Showbiz Magic At La Nouba by Cirque du Soleil**

National Standards

#### ***Art Connections***

##### **Understands connections among the various art forms and other disciplines**

###### **Grades 5–8**

- Understands the functions and interaction between performing and visual artists and audience members in theatre, dance, music, and visual arts
- Knows the aesthetic impact of arts performances seen live versus those recorded on audio or video

###### **Grades 9–12**

- Understands how elements, materials, technologies, artistic processes, and organizational principles are used in similar and distinctive ways in the various art forms
- Knows ways in which various arts media can be integrated
- Knows how characteristics of the arts vary within a particular historical period or style and how these characteristics relate to ideas, issues, or themes, in other disciplines

#### ***Dance***

##### **Understands dance as a way to create and communicate meaning**

###### **Grades 5–8**

- Understands how lighting and costuming can contribute to the meaning of a dance

###### **Grades 9–12**

- Understands how movement choices are used to communicate abstract ideas and themes in dance
- Understands how interpretation of dance can be influenced by personal experience



## *Music*

### **Knows and applies appropriate criteria to music and music performances**

#### **Grades 3–5**

- Identifies the sounds of a variety of instruments and voices

#### **Grades 6–8**

- Understands how the elements of music are used in various genres and cultures

#### **Grades 9–12**

- Understands how the elements of music and expressive devices are used in music from diverse genres and cultures
- Knows specific criteria that affect the quality and effectiveness of music performances, compositions, arrangements, and improvisations

### **Understands the relationship between music and history and culture**

#### **Grades 9–12**

- Knows various roles that musicians perform and representative individuals who have functioned in these roles

## *Theatre*

### **Uses acting skills**

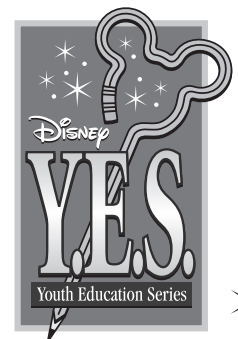
#### **Grades 9–12**

- Understands the physical, emotional, and social dimensions of characters found in dramatic texts from various genres and media
- Knows various classical and contemporary acting techniques

### **Designs and produces formal and informal productions**

#### **Grades 9–12**

- Understands the basic physical and chemical properties of the technical aspects of theatre
- Understands production requirements for a variety of dramatic texts from cultural and historical perspectives





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## **Understands how informal and formal theatre, film, television, and electronic media productions create and communicate meaning**

### **Grades 5–8**

- Understands the effect of publicity, study guides, programs, and physical environments on audience response and appreciation of dramatic performances
- Understands the perceived effectiveness of artistic choices found in dramatic performances
- Understands the perceived effectiveness of contributions to the collaborative process of developing improvised and scripted scenes

### **Grades 9–12**

- Understands how the context in which a dramatic performance is set can enhance or hinder its effectiveness
- Knows how varying collaborative efforts and artistic choices can affect the performance of informal and formal production

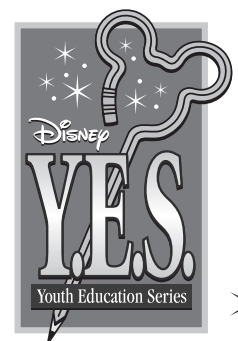
## **Understands the context in which theatre, film, television, and electronic media are performed today as well as in the past**

### **Grades 5–8**

- Understands the knowledge, skills, and discipline needed to pursue careers and vocational opportunities in theatre, film, television, and electronic media
- Understands the emotional and social impact of dramatic performances in one's own life, in the community, and in other cultures
- Knows how culture affects the content and production values of dramatics performances
- Understands how social concepts such as cooperation, communication, collaboration, consensus, self-esteem, risk taking, sympathy, and empathy apply in theatre

### **Grades 9–12**

- Understands ways in which theatre can reveal universal concepts
- Knows cultural and historical influences on theatre and musical theatre
- Understands ways in which personal and cultural experiences can affect an artist's dramatic work





## ***Visual Arts***

### **Understands and applies media, techniques, and processes related to the visual arts**

#### **Grades 5–8**

- Knows how the qualities and characteristics of art media, techniques, and processes can be used to enhance communication of experiences and ideas
- Understands what makes different art media, techniques, and processes effective in communicating various ideas

#### **Grades 9–12**

- Understands how the communication of ideas relates to the media, techniques, and processes one uses

## ***Technology***

### **Understands the relationship among science, technology, society, and the individual**

#### **Grades 9–12**

- Knows the role of technology in a variety of careers

### **Understands the nature of technological design**

#### **Grades 6–8**

- Knows that the design process is a slow, methodical process of test and refinement
- Knows that the design process relies on different strategies: creative brainstorming to establish many design solutions, evaluations the feasibility of various solutions in order to choose a design, and troubleshooting the selected design
- Identifies appropriate problems which can be solved using technological design (e.g., identifies a specific need, considers it various aspects, considers criteria for a suitable product)

#### **Grades 9–12**

- Knows that a design involves different design factors (e.g., ergonomics, maintenance and repair, environmental concerns) and design principles (e.g., flexibility, proportion, function)

