

## MODULE OVERVIEW

### ABOUT THIS MODULE

Since the existence of Ancient Rome, the circus has been associated with entertaining the population with acts of athletic ability. The modern circus is believed to have originated in England in the 1700s. Cavalry officer Philip Astley is said to have set up an amphitheater for crowds to gather and pay to be entertained by his tricks and stunts on horseback. Clowns, acrobats, and other entertainers were gradually added throughout the decades to follow.

While this instructional module won't involve stunts on horseback, it will help to develop bilateral coordination, balance, and confidence. There are a variety of ways to utilize the resources provided. We offer a suggested format for planning your Circus Arts unit. However, feel free to modify this format to fit your schedule and the needs of your students.

### NATIONAL STANDARDS AND OUTCOMES FOCUS

#### **Standard 1 [M25.6-8] Individual-Performance Activities**

- ✔ Demonstrates correct technique for basic skills in one self-selected individual-performance activity (6);
- ✔ Demonstrates correct technique for a variety of skills in one self-selected individual-performance activity (7);
- ✔ Demonstrates correct technique for basic skills in at least two self-selected individual-performance activities (8).

#### **Standard 2 [M12.6-8] Individual-Performance Activities, Movement Concepts**

- ✔ Varies application of force during dance or gymnastic activities (6);
- ✔ Identifies and applies Newton's laws of motion to various dance or movement activities (7);
- ✔ Describes/applies mechanical advantage for a variety of movement patterns (8).

#### **Standard 3 [M18.6-8] Stress Management**

- ✔ Identifies positive and negative results of stress and appropriate ways of dealing with each (6);
- ✔ Practices strategies for dealing with stress, such as deep breathing, guided visualization, and aerobic exercise (7);
- ✔ Demonstrates basic movements used in other stress-reducing activities such as yoga and Tai Chi (8).

#### **Standard 4 [M3.6-8] Accepting Feedback**

- ✔ Demonstrates self-responsibility by implementing specific corrective feedback to improve performance (6);
- ✔ Provides corrective feedback to a peer, using teacher-generated guidelines and incorporating appropriate tone and other communication skills (7);
- ✔ Provides encouragement & feedback to peers without prompting from teacher (8).

#### **Standard 5 [M3.6-8] Challenge**

- ✔ Recognizes individual challenges and copes in a positive way, such as extending effort, asking for help/feedback, and/or modifying the tasks (6);
- ✔ Generates positive strategies such as offering suggestions/assistance, leading/following others, and/or providing possible solutions when faced with a group challenge (7);
- ✔ Develops a plan of action and makes appropriate decisions based on that plan when faced with an individual challenge (8).

*NOTE: Additional standards and outcomes addressed are specified on each activity plan.*

MODULE OVERVIEW

TABLE OF CONTENTS

RESOURCES	FOCUS OUTCOMES & STANDARDS	PAGE
Module Overview		1
Required Materials List		6
<b>Activity Plans</b>		
Basic Juggling	Standard 1, 2, & 5	7
Advanced Juggling	Standard 1, 2, & 4	9
Diabolo	Standard 1, 2, 4, & 5	11
Flower Sticks	Standard 1, 2, & 5	13
Spinning Plates	Standard 1, 2, 4, & 5	15
Balance Challenges	Standard 1, 2, 4, & 5	17
Circus Practice	Standard 1, 3, & 5	19
Circus Combinations	Standard 1, 3, 4, & 5	21
Circus Performance	Standard 1, 3, & 4	23
Sample First Lesson Plan		25
Academic Language Posters		25 pages
Circus Arts Activity Cards		6 pages
Juggling Station Cards		4 pages
Newton's Laws Posters		3 pages
Circus Arts Station Cards		7 pages
Teacher Tips for Circus Skills		2 pages
Universal Design Adaptations		1 page
Multimedia Guide		1 page
<b>Student Assessment Tools</b>		
Holistic Performance Rubric		
Academic Language Quiz		
Circus Routine Planning Card		
Circus Arts Show Line-Up Card		
Teacher Self-Evaluation & Reflection Guide		

MODULE OVERVIEW

PLANNING  
COMPLETE  
LESSONS

Each skill-building activity in this module is meant to be one part of a complete lesson. The authors recommend the following formula for creating a 30 to 45 minute lesson:

Instant Activity (not on block plan)	5-10 minutes
+ Skill Introduction/Review	5-10 minutes
+ Skill Practice / Stations	15-20 minutes
+ Check for Understanding	5 minutes

**Important:** Suggestions are what they say they are – suggestions. All OPEN materials are offered in MS Word format so that you can easily modify our suggestions to meet the needs of your students.

ASSESSMENT

Four types of assessment are provided as a part of this module. However, there are many different ways for teachers and students to assess and evaluate student learning and skill development.

**Holistic Performance Rubric**

The Holistic Rubric can be used as both a formative and summative assessment within the module. Providing students with the rubric's criteria early in the module will allow for discussion and formative evaluation throughout activities and lessons.

The Holistic Rubric provided separates skill and personal & social responsibility (PSR) characteristics, providing two sets of criteria to be evaluated separately. This rubric can be completed in full as students perform Circus Combinations and/or during their final Circus Performance, providing a final holistic evaluation of each student's performance.

**Academic Language Quiz**

A short academic language quiz is provided as a knowledge-based assessment. Each quiz is designed to provide a basic assessment of student understanding of a few of the module's critical academic language vocabulary words. We encourage you to use this format to create your own custom quizzes.

The format of each question has been written and optimized for use with Plickers data collection tool available for Apple and Android devices. To learn more about Plickers visit: [www.plickers.com](http://www.plickers.com)

MODULE OVERVIEW

ASSESSMENT

**Circus Routine Planning Card**

This card is an artifact of student work designed to help students purposefully plan and practice their final Circus Arts performance routines. The authors of this module recommend that you grade this on a 4-point scale using the following criteria:

- Well Below Competence (1): Was present, but refused to complete the planning card.
- Lacks Competence (2): Completed the planning card with little effort or thought. The routine was incomplete and/or impossible to follow.
- Competent (3): The planning card was complete in a way that demonstrated thoughtful and purposeful organization.
- Proficient (4): The planning card was complete in a way that demonstrated excellent organization with an attention to detail and a desire for quality.

**Circus Arts Show Line-Up Card**

The show line-up card serves two main functions within the planning and implementation of this module:

- It provides structure to the final Circus Performance activity. Teachers can post this completed page for students to follow during the performance event.
- It provides a rubric-based grading sheet for easy scoring and evaluation of student performances.

*NOTE: The evaluation measures suggested for the performance rubric, routine planning card, and line-up card are kept consistent and reflect a 1 through 4 scale. This consistency allows teachers to average several scores for the sake of a final evaluation or grade.*

MODULE OVERVIEW

SUGGESTED BLOCK PLAN

Lesson	Skill Activity	Suggested Academic Language
1	Basic Juggling, Advanced Juggling	Juggle, Cascade, Gravity, Wind Resistance, Newton's Laws of Motion, Actively Engage, Responsibility, Safe, Center of Gravity, Focus, Grit, Overcome
2	Diabolo, Flower Sticks	Newton's Laws of Motion, Acceleration, Individual Challenges, Cope, Growth Mindset, Grit, Perseverance
3	Spinning Plates, Balance Challenges	Personal Responsibility, Appropriate, Plan of Action, Balance, Actively Engage, Pivot Point
4	Circus Practice [May require more than 1 lesson]	Stress Management, Positive Environment, Focus, Grit
5	Circus Combinations [May require more than 1 lesson]	Focus, Visualize, Practice, Grit, Growth Mindset
6	Circus Performance [May require more than 1 lesson]	Focus, Visualize, Perform, Grit, Growth Mindset