

scott jameson

(978) 838-2451 - info@scottjameson.com - po box 443, manchaug, ma 01526

Contact: The Magic of Communication

Five examples of connections to the CT Curriculum Frameworks

CT Arts Framework, Content Standards, Music, Learning Standard 9

“History and Cultures: Students will understand music in relation to history and culture.”

As students are getting seated I play an ancient Australian wind instrument called the Didgeridoo. I later demonstrate how Aboriginal tribes used this instrument in storytelling as a way to preserve their history and culture before the creation of a written language.

CT Arts Framework, Content Standards, Theatre, Learning Standard 6

“Students will make connections between theatre, other disciplines and daily life: compare how ideas and emotions are expressed in theatre, dance, music and visual arts;”

Students listen to two pieces of music, one from Senegal, the other from Acadia. The students are asked to watch the influence this music has on the choreography and emotional quality of two distinctly different juggling routines.

CT World Languages Framework, Program Goals

“As a result of education in Grade K-12, students will communicate in at least one other language other than English and will participate in multilingual communities within a variety of contexts.”

A student is invited onstage to participate in an interactive illusion presented almost entirely in Spanish. This routine demonstrates the importance of learning foreign languages, and also explores techniques for overcoming language barriers (e.g., repetition, non-verbal cues, rephrasing, visual associations...).

CT Core Standards in English Language Arts

Speaking and Listening Standards: Presentation of Knowledge and Ideas #6:

“Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.”

During a routine on the US Postal Service, randomly selected students are asked trivia questions relating to an envelope they are holding in their hand. They must examine the envelope carefully to locate the answers, and then relate those answers back to the audience.

CT Science Framework, Curriculum Concept 2

“For sound to occur, there must be a vibrating object, a material through which the vibrations are transferred (for example, air or water), and a receiver (for example, an ear) to perceive the sound.”

After dealing with an unruly, and hysterically funny, telemarketer, a piece of solid matter magically travels down a thin wire connecting two tin cans. This routine visually illustrates how telephones convert sound vibrations, produced by the vocal cords, into an electrical signal, and then back into sound.