



### **Goal Statement**

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Young Audiences of New Jersey & Eastern Pennsylvania  
Dance To Learn  
12 Day 4<sup>th</sup> Year Dance Residency**

Through the practice of dance as art, fourth year students in this residency will acquire knowledge and skills of dance elements, both technical and compositional, while developing their individual creative voices. Teachers and students engaged in imaginative movement exploration will experience dance as a meaningful and communicative medium. The greater school community will be empowered by the experience of dance as relevant and integral to the educative process. This curriculum will meet or exceed the New Jersey Core Curriculum Content Standards for the Performing Arts. Additionally, it will incorporate the Young Audiences signature program comprised of the four elements: experiencing, understanding, creating and connecting to art.

#### Goals:

- Through this residency, students will experience movement as a means for expression beyond the limits of verbal language.
- Dance as a global art form will be emphasized as teaching artists are directed to implement the technical elements of the curriculum through their own cultural dance forms.
- This residency will provide participating classroom teachers with knowledge and skills of dance as well as tools for making creative connections in their classrooms.
- This residency will empower the school community with the understanding that dance is essential to the educative process.

#### Strategies:

- This residency will use the fundamental elements of dance, namely, space, time, and energy (presented in the 1st and 2nd year curricula) as the foundational structure on which new knowledge is built.
- This residency will introduce three technical elements of dance: isolations, jumps and/or falls, and turns and/or changes of direction as a source for physical and imaginative development.
- This residency will continue to emphasize creative and co-creative aspects of dance, and will allow for integration of other areas of academic as well as artistic study.

## Curriculum Rationale and Overview

### **Rationale:**

This residency takes dance as an art form as the jumping-off point for technical development, creative exploration and integrated learning. It aims to expand knowledge and experience of dance while creating connections between subject areas, to personal life experiences, and across individual intelligences. In the 4<sup>th</sup> year, co-creation of the final showing will begin with the first lesson. Consequently, this 12-day residency is designed as a continuum of 12 lessons contained within one unit. Each lesson plan will be based on a 40-45 minute class period and will include technical and/or creative movement activities geared toward specific learning objectives.

### **Overview:**

This residency reintroduces (following the 3rd year introduction) the aspect of technique into this study of dance. Specifically the technical elements of isolations, jumps/falls, and turns/changes of direction will be further developed. Dance as a global art form will be emphasized as teaching artists are directed to implement these technical elements of the curriculum through their own cultural dance forms.

The elements of dance, explored in depth in the 1<sup>st</sup> and 2<sup>nd</sup> year curricula, namely, space, time, and energy, will serve as the foundational structure on which new knowledge will be built. Through practicing technique, seeing live performance, and improvising, students will understand the aesthetic value of dance as an expressive medium. Multicultural and historic aspects of dance will be viewed and discussed. Students will learn dance vocabulary. Elements of critical analysis will be included throughout.

This residency comprehensively addresses the larger goal of choreography. The teaching artist will co-create a performance piece with the students based on an integrated subject area of learning agreed upon by the teaching artist and classroom teacher. Specific examples of the Underground Railroad and the Environment, 4<sup>th</sup> year academic subjects, are given. A template for suggested performance structures will be provided but adaptability in structure and content is possible. The piece will demonstrate the student's acquired knowledge throughout the residency

# Curriculum Guide

## NJ Core Curriculum Content Standards addressed:

**Visual and Performing Arts – 1.1, 1.2, 1.3, 1.4**

### **Goals and Objectives/Outcomes**

**Goal: Students will gain knowledge and skills about the meaning and purpose of dance.**

#### **Objectives/Outcomes:**

1. Students will view live performance.
2. Students will engage in discussion about who, what, when, where, and why people dance.
3. Students will, through creative movement exercises, express ideas about themselves and the world.

**Goal: Students will gain knowledge and skills about technical elements of dance.**

#### **Objectives/Outcomes:**

1. Students will explore the technical elements of isolations, jumps/falls, turns/changes of direction.
2. With guidance, students will be able to make creative choices using the technical elements.
3. Students will be able to understand some of the meanings and purposes of the technical elements in dance.

**Goal: Students will gain knowledge and skills about dance as structured choreography and as a performing art.**

#### **Objectives/Outcomes:**

1. Through critical analysis, students will develop their eye for choreographic structure.
2. Through creative process, students will develop their individual creative voices and experience committing to creative choices.
3. Through seeing live performance, students will develop a greater appreciation for the role of performer and audience.

**Goal: By creating a group dance, students will enhance their ability to understand, create, and perform dance in an expressive and meaningful way.**

#### **Objectives/Outcomes:**

1. Through performing, students will develop greater personal concentration and focus.
2. Through sharing choreographed material, students will acquire the ability to see and discuss the content and structure of dance.
3. Through participation in a creative process students will develop a greater appreciation for dance as art.

**Goal: Through co-creation students will increase their ability to collaborate effectively with a partner or in groups.**

**Objectives/ Outcomes:**

1. Students will explore and develop personal and group spatial relationships and pathways.
2. Students will demonstrate increased ability to cooperate with others.
3. Students will collaborate in the setting of group piece structures

**Goal: Through the choreographic process, students will develop their individual creative voices.**

**Objectives/Outcomes:**

1. Students will learn methods and techniques of improvisation.
2. Students will learn methods and techniques of composition.
3. Students will explore and practice the link between improvisation and formal choreography.

## The 4th Year Class Dance

From the start of the residency, fourth year students will create movement that will be included in their final presentation, The Class Dance. This will include technical phrases that the class will generate and learn together, improvisations based on the theme of the dance, and choreographed phrases that students will develop individually and in small groups.

Two examples of possible themes, as well one possible template for the final dance will be illustrated. Prior to the start of the residency, Teaching Artists should decide which theme they will use, either on their own, or in conjunction with classroom teachers at the initial planning meeting. See the bibliography for online resources that provide information relating to the specific subject matter for each theme.

Each theme contains 3 specific topics. Each topic will be the subject for a different section of the dance.

### **Theme 1: Underground Railroad**

- Topics:**
1. *Slavery*
  2. *Journey*
  3. *Freedom*

### **Theme 2: The Environment**

- Topics:**
1. *Nature*
  2. *Animals*
  3. *Humans*

Different sections of the dance will be based on each topic from the chosen theme. In addition, each section will specifically focus on one of the technical elements that students are studying: *Isolation*; *Jump/Fall*; and *Turn/Change of Direction*. By the end of the creative process students will have developed the following movement sections:

#### **1. Group Section - Machine Improvisation**

In Lesson 2 students will work with the Technical Element of *Isolation*, while exploring either the topic of '*Slavery*' from **Theme 1: Underground Railroad**, or the topic '*Humans*' from **Theme 2: The Environment**.

#### **2. Jump/Fall Solos**

In Lesson 5 students will create solos using the technical element of *Jump/Fall*, exploring the topics of either '*Journey*' or '*Animals*'.

#### **3. Quartets and Quintets**

Students will create small group dances that utilize the technical element of *Turn/Change of Direction* based on either the topic of '*Nature*' or '*Freedom*'. These small group dances will also include the option to use a prop – a ball, which will be introduced in Lesson 7.

#### **4. Technical Phrase – Group Section**

A group section for the entire class will consist of a dance phrase that illustrates the technical elements as presented by the teaching artist. This can be performed in unison, or in groups. Time to practice and stage this section is included in the lessons. Students will participate in decision making to determine how to relate this material to the chosen theme.