



MOVING ORATIONS: AN OVERVIEW OF CONTEMPORARY DANCE

School Assembly Performance (GRADES 7-12)

Number of Participants: Performance/Assembly: 300-500
Workshops/Classes: 10-40

CORE Performance Company offers "Moving Orations," a lecture/demonstration format designed to introduce students to the art of contemporary dance. The Company will present excerpts from our current repertory, including Cumulus, by Dutch choreographer Beppie Blankert; Tus Pasos Encontrados by Mexican choreographer Alicia Sanchez and Charmed Romantics by U.S. choreographer Polly Motley. Performances may be coupled with a "View and Do," a supervised hands-on activity that explores dance and movement aspects from the performance. Additional Dance and Movement Workshops introduce the concept of dance, present the basic principles of movement, explore the movement potential of the body and emphasize individual creativity through movement.

CORE's movement language grew from the work of modern dance pioneers such as Isadora Duncan, Doris Humphrey, Charles Weidman and Martha Graham. This dance encourages the creativity that is within each individual to find expression and involves translating individual ideas and concepts into movement.

Students will:

- Witness how traditional and non-traditional sources can inspire movement and the creation of dance
- Experience verbal and non-verbal forms of communication
- Discover and experience how a literary form can be represented in dance
- Experience the principles of characterization through movement
- Experience the art of visual (non-verbal) storytelling
- Develop an awareness of the body and its movement potential as a tool for expression
- Observe how the concept of contemporary dance relates and differs from other dance forms

The specific texts referenced in the repertory that we explore in Moving Orations are e.e. cummings' may i feel said he, as well as autobiographical writing provided by the dancers.

Links to Curriculum

Language Arts

1. Encompasses facets of the communication process through receptive and expressive language with critical thinking through problem-solving as the basis for the process.
2. Supports active learning experiences.
3. Encourages nonverbal communication to further enhance oral communication.
4. Provides resources for the study of story-telling and the works of e.e. cummings.

Social Studies

1. Encourages development of certain elements within the social studies skills of problem solving, social participation, time and chronology.
2. Introduces concepts of self and responsibility.
3. Encourages communication with our communities.

Science

1. Provides opportunity for nurturing natural curiosity, fascination, and sensitivity.
2. Provides opportunities to explore and investigate the world using a hands-on approach.
3. Provides opportunities for students to develop confidence to question and seek answers based upon evidence and independent thinking.
4. Provides opportunities to acquire the process skills of observing, communicating, predicting and making space-time relationships.
5. Develop process skills as a foundation for problem solving and critical thinking.
6. Develop overall conceptual themes of science, such as Energy, Patterns of Change, Systems and Interactions, Stability, Unity & Diversity and Evolution.

Mathematics

1. Offers hands-on experiences for students to explore concepts of numbers and geometry (shapes).
2. Provides manipulatives to measure length, continue patterns and explore concepts of time.
3. Develops skills for a foundation in problem solving and critical thinking.

Dance Vocabulary

Ballet- Classical theatrical dance which originated in the court of Louis XIV in France in the 15th century in which composed poses and steps are combined with light flowing figures (leaps and turns)

Character- One of the features that make up and distinguish the individual: the personality or part which a performer recreates.

Choreography- The art of arranging or creating dances.

Classical- A traditional style of dance with emphasis on balance. Clarity and moderation.

Comedic- Humorous movement causing laughter or amusement.

Dance- Expressive rhythmic bodily movements put into a series of combinations. Sometimes based on a theme or story.

Dialogue- A conversation between two or more characters through voice or movement.

Energy- Vigorous action

Exaggeration- To enlarge beyond human bounds, to make bigger.

Graceful- Controlled, rhythmic, smooth, fluid

Idea- Something imagined or pictured in the mind.

Improvisation- To move spontaneously in response to music or rhythm, an emotion, a story, an image or just the joy of moving to invent on the spur of the moment; new; unrehearsed.

Jazz- A style of American dance made up of syncopated, highly rhythmic movements.

Lyrical- Slow, smooth, melodic.

Modern Dance- A contemporary dance form developed in the early 1900's by dance pioneers Isadora Duncan, Doris Humphrey, Charles Weidman, and Martha Graham, encouraging creativity and expression and involves translating individual ideas and concepts into movement.

Movement phrase- Movement organized into a series that can be repeated.

Movement quality- The dynamic matter in which a movement is performed which may include abrupt, light, sustained, sharp and many others.

Natural- Uncultivated, original, marked by ease, simplicity and freedom from constraint.

Patterns- repetition of series of connected movements.

Pedestrian- Ordinary everyday movements.

Props- Objects used by performers to establish a time, place or character.

Rehearsal- To go through, in private, the preparation for a more formal and public presentation, a practice.

Repertory- A collection of dances learned for performance purposes by a dancer.

Rhythm- Any kind of movement characterized by the regular recurrence of strong and weak elements, denotes the regular, patterned flow of sounds or movement in speech, music, writing, dance and natural phenomena.

Snap- A sharp break in form.

Tap- An American dance form that makes rhythmic sounds by means of shoes with hard soles & heels to which taps have been added.

Technique- Physical craft of the form of dance, the degree of skill or command of fundamentals exhibited in the performance of dance.

Topics for Discussion

- ◆ What is the dance? Consider personal definitions and material found in the library.
- ◆ What are some of the elements included in dance?
- ◆ How does dance differ from other art forms?
- ◆ How do verbal and non-verbal communications differ?
- ◆ What are the origins of modern dance? How does the history of dance co-relate with history in general?
- ◆ How does dance differ from every day movement? How is it similar?
- ◆ Define dance vocabulary.
- ◆ How do music and dance work together? How does dance work with other art forms?
- ◆ How can dance and movement help us everyday? (stretch breaks, gracefulness)
- ◆ Read and examine the writings of e.e. cummings.
- ◆ How can characters be created without words?

Follow-Up Activities

- ◆ Translate the feelings and subject of Several Dancers Core through writing, drawing or sound.
- ◆ Write your own story based on a particular regional of cultural experience or inspired by any one of the dance excerpts shown by Several Dancers Core.
- ◆ Take a stretch break. Use examples of movement to relieve tension and boredom.

Resource Material

Non-Fiction

The Art of Making Dances -by Doris Humphrey

World History of the Dance - by Curt Sachs

The Book of Dance - by Agnes de Mille

Terpsichore in Sneakers: Post Modern Dance – by Sally Baner

The Rise and Fall of Modern Dance - by Isadora Duncan

Modern Dance - by John Martin

Roots of American Modern Dance - by Mary Anthony

Fiction

ee cummings *Complete Poems*

For additional resources, activities and information to support this program, please contact Sue Schroeder at (404) 373-4154