

Notes in Motion

In-School Dance Residency

Bronx Theatre High School | 9th Grade

Street Dance: The Exploration of how we Communicate through Movement



Teaching Artists: Emily Schwarz | *Fall 2022*

Notes in Motion

Dance in Partnership



Notes in Motion is thrilled to partner with **Bronx Theatre High School** to provide active and engaging dance learning. The dance program will include collaborative dance projects that celebrate student creative expression. Students will work with Notes in Motion Teaching Artist **Emily Schwartz** to learn dance skills and techniques, and cultivate individual expression.

Note for Classroom Teachers & Group Leaders

During this Notes in Motion residency, we kindly ask that the supporting classroom teachers:

- Fully participate along with students and model activities
- Ask clarifying and connecting questions
 - to help students further understand content and directions
 - to help students stay on task
 - to make connections to other subject areas
- Refrain from any outside schoolwork or conversations during dance class
- Communicate updates or useful tools with teaching artist(s) before or after class or via email
- Communicate any feedback, joyful moments, or challenges to Education Program Manager as soon as possible

Thank you for your partnership!

Performance

December 16, 2022

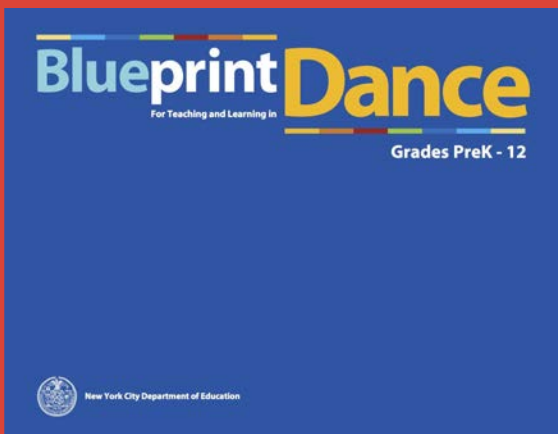


Performance Goals:

- Celebration of student learning and emphasis on community connection
- Highly physical experience with appropriate dance phrases
- Depth in movement material
- Use of space, theme and variation
- Showcase of different skills by organizing students in solos, duets and small groups
- Music choices that broaden students and audience horizons
- Rehearsed transitions & bows
- Highlighting vocabulary and objectives in intros and reflection

Blueprint for Teaching and Learning in the Arts

The Blueprints for Teaching and Learning in the Arts continue to define a pathway for excellence and engagement in the arts for all students beginning in early childhood and continuing to a commencement level of achievement in dance, music, theater and visual arts.



Strand 1: Dance Making: By exploring, creating, replicating and observing dance, students build their technical and expressive skills, develop their artistry and a unique personal voice in dance, and experience the power of dance to communicate. They understand dance as a universal language and a legacy of expression in every culture.

Strand 2: Developing Dance Literacy: Students develop a working knowledge of dance language and aesthetics, and apply it to analyzing, evaluating, documenting, creating and performing dance. They recognize their role as articulate, literate dancers in communicating about dance to their families, schools and communities.

Strand 3: Making Connections: By investigating historical, social and cultural contexts, and by exploring common themes and principles connecting dance with other disciplines, students enrich their creative work and understand the significance of dance in the evolution of human thought and expression.

Strand 4: Working With Community and Cultural Resources: Students broaden their perspective by working with professional artists and arts organizations representing diverse cultural and personal approaches to dance, and by seeing performances of widely varied dance styles and genres. Active partnerships that combine school and local community resources with the full range of New York City's dance and cultural institutions create a fertile ground for students' dance learning and creativity.

Strand 5: Exploring Careers and Lifelong Learning: Students consider the range of dance and dance-related professions as they think about their goals and aspirations, and understand how the various professions support and connect with each other. They carry physical, social and cognitive skills learned in dance, and an ability to appreciate and enjoy participating in dance, throughout their lives.

¹*Blueprint for Teaching and Learning in the Arts: Dance: Grades PreK-12.* New York: New York City Department of Education, 2015.

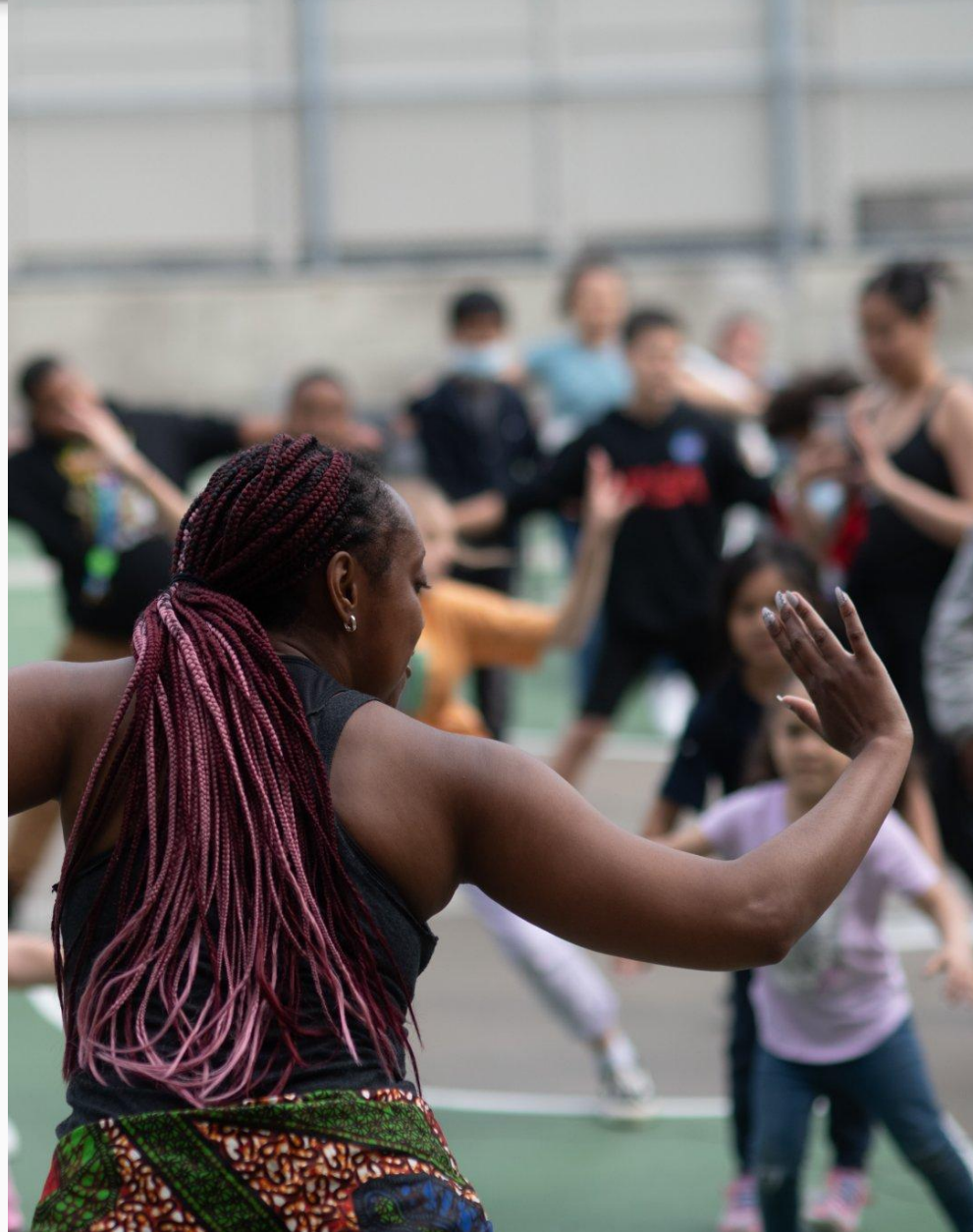
Program Dates and Schedule

September 30 - December 16,
2022

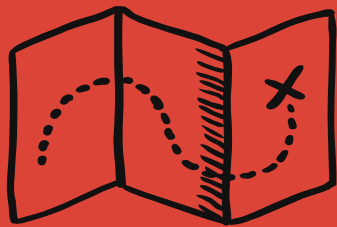
Fridays

8:40 a.m. - 9:25 a.m. (Period 1)

10:14 a.m. - 10:59 a.m. (Period 3)



Dance Program Outline



Dance Program Description

Program Learning Objective

In this hip hop/street dance program, students will learn to find their voice in dance and experience the power of dance to communicate.

Program Description

In this Bronx Theater High School 9th grade dance program entitled: *Street Dance: The Exploration of How We Communicate Through Movement*, students will learn the history and technique of hip hop/street jazz while using their own experiences and talents to explore movement as a unique form of communication. Classes will include progressive technical exercises, creative exploration/improvisation, choreographic development, and a rehearsal process in preparation for a culminating performance. By the end of the program, students will be able to: use imagery to develop original movement, dance emotions and feelings, and connect historical and cultural context to specific movement vocabulary. Students will develop skills of emoting and storytelling through dance. Creative exercises will foster student agency by inviting students to contribute ideas and develop original movement content. The program will culminate in an original student performance for the greater school community.

In all of Notes in Motion's programs, students are physically active throughout class sessions practicing improvisation exercises, developing technical skills, working in small groups, and creating original dance performances. Students process their learning through class discussion and reflection, creative writing and drawing exercises, and performance opportunities.

Class Structure

The Notes in Motion class structure includes: Warm-up, Improvisation/Creative Exploration, Choreography, Performance Preparation, and Reflection. View examples of learning activities below:

Warm Up/Technique Skill Building

1. Cardio (jumping jacks/high knees)
2. Stretch (twists, plies, lunges)
3. Strengthen (squats/core exercises/planks)

Improvisation/Creative Exploration

1. Use text (a scene or lines from a play/musical/movie) to incorporate with movement
2. Create text (text inspired by the previous scene) along with movement
3. Create movement as a conversation with peers - pairing movement with our text and combining choreography with peers

Choreography

1. Gesture from text+movement days will become codified
2. Teach phrase work from historically significant moments/moves in hip hop history
3. Students will collaborate to create modern day “viral” dances

Performance Preparation

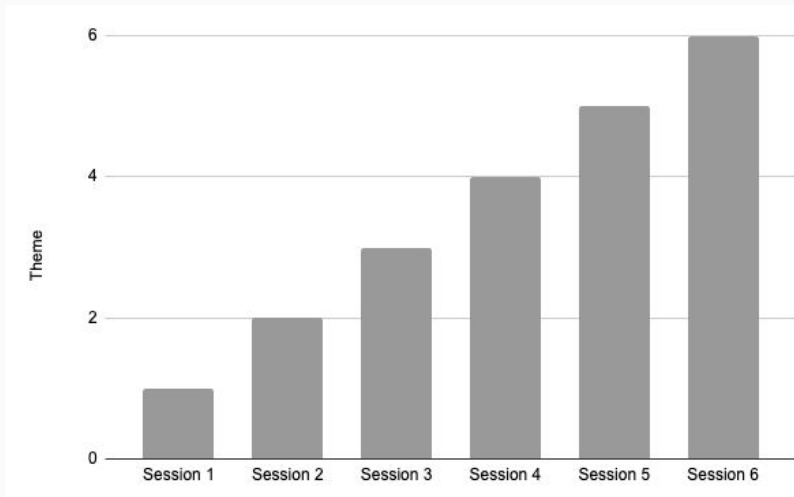
1. Perform in front of each other
2. Give constructive feedback to one another when creating
3. Rehearse material from the previous week each day (repetition)

Reflection

1. Observation Questions: How would you describe the emotion you saw expressed during the run through of our dance?
2. Analytical: How do you imagine that feeling/emotion moving + manifesting in your body?
3. Constructive criticism: How can we better communicate using our bodies to emphasize our words?

Class Session Outline Sample

Each week, new elements will be explored to build technical, creative and performing skills



FOCUS for each class session:

1. Preparing our Bodies to Move
2. Rhythm + Communication
3. Creative Expression
4. Musicality
5. Find Your Voice
6. Collaborating with others
7. Constructive Feedback
8. Confidence
9. Risk Taking
10. Be Your Authentic Self

SAMPLE of first class:

Session 1 Focus

- Preparing our Bodies to Move

5 minutes: Opening Ritual/Get to Know Each Other

- Say name, pronouns, and hopes for the class

10 minutes: Create Community Agreements & Introduce Goal/Focus of the Day and the Program

- Teaching Artist will give overview of what to expect for the year and discuss “Day 1” is about preparing our bodies to move and we will build new skills each class

10 minutes: Introduce Set Warm-up

- Technical skills/vocabulary included in warm-up:
 - cardio: jumping jacks, running in place, traveling phrase + stretching: plies, head rolls, hip + chest isolations, side bends + strengthening: ab exercises/yoga, footwork with jacking, balances
- Technical skills/vocabulary to introduce in first class:
 - isolations of the chest and hips, jacking, lunge, body roll

15 minutes: Dance Assessment Activity

- **Assessment 1:**What technical skills do they already know?
 - Description of Activity: Teach an across the floor phrase and a center phrase using cornerstones of hip hop and street jazz dance to assess what they already can do
- **Assessment 2:**What are their interests: dance styles/music/small grp. work/student agency?
 - Description of Activity: This will be a conversation followed by demonstrations from the students - I will ask them to show myself and the class the type of movement they know/are interested in

5 minutes: Reflection & Closing Ritual

- Talk about the plan for the rest of the semester and discuss what they want to get out of this class
- Discuss: How do you think your fridays will be different after incorporating movement into your mornings?

Outline of Choreographic Elements

Grade 9: Period 1

1. Student-generated movement phrases
2. Duets
3. 1-2 Formation changes
4. Dancing emotions and feelings
5. Levels
6. Creating sound/rhythm with the body (claps, stomps, etc)
7. Footwork
8. Isolating body parts

Grade 9: Period 3

1. Group Work
2. Isolating body parts
3. Transitions
4. Creating sound/rhythm with the body (claps, stomps, etc)
5. Dancing emotions and feelings
6. Student-generated movement phrases
7. Footwork
8. Swinging/Rocking

Resources for Further Learning

List of Key Vocabulary Specific to This Program:

- **Jacking:** a freestyle dance move in which the dancer ripples their torso back and forth in an undulating motion.
- **Popping:** is centered around the technique of popping, which means to quickly contract and relax muscles to create a jerking effect (a pop or hit) in the body.
- **Locking:** a style of funk dance, which is today also associated with hip hop.
- **Footwork:** the way in which you move your legs, arms, and torso by contracting and relaxing those muscles.
- **Whacking:** an extremely expressive, free and musical form of dance that is characterised by arm movements and posing with a strong emphasis on musicality and improvised performance.
- **Vogueing:** is a highly stylized, modern house dance that evolved out of the Harlem ballroom scene in the 1980s.
- **Body rolls/isolations:** dancers use individual movements of body parts to create a very fluid and snake-like movement throughout their body.
- **Kid n play:** a stylized hip hop move.
- **Running man:** is a street dance, consisting of "shuffling" and sliding steps, imitating a stationary runner.
- **Chicken head:** a stylized hip hop move.



Notes in Motion Dance Vocabulary

Choreography: is the art of making dances, the gathering and organization of movement into order and pattern.

Combination: a series of connected movements forming a dance phrase.

Collaboration: the action of working with someone to produce or create something.

Creative: relating to or involving the imagination or original ideas, especially in the production of an artistic work.

Dynamics: in dance, the degree of effort (force, energy) and the speed (time) with which a movement is executed

Elements of Dance: are the foundational concepts and vocabulary that help students develop movement skills and understand dance as an artistic practice: time, space, energy.

Ensemble: a group of musicians, actors, or dancers who perform together.

Formation: is an arrangement of people or things.

Improvisation: original movement created spontaneously in a free or structured environment. Involves an instantaneous choice of actions on the part of the dancer affected by chance elements, such as the movement choices of other dancers or musicians in the room.

Isolation: movement restricted to one area of the body, examples: eyes, head, hands/fingers, shoulders, rib cage, or hips.

Jumps: push oneself off a surface and into the air by using the muscles in one's legs and feet.

Levels: the vertical distance from the floor. Movements take place on three levels: high, middle, and low or deep level.

Observe: to see, watch, perceive, or notice

Plié: (French word) a movement in which a dancer bends the knees and straightens them again, usually with the feet turned out and heels firmly on the ground.

Reflection: to think quietly and calmly; to express a thought or opinion resulting from reflection

Rehearse: practice (a play, piece of music, or other work) for later public performance.

Rhythm: A structure of movement patterns in time, in relation to a pulse.

Roll down: is a gradual, forward (or sagittal) flexing of the spine.

Self-expression: the expression of one's feelings, thoughts, or ideas, especially in writing, art, music, or dance.

Stage Directions: stage directions include center stage, stage right, stage left, upstage, and downstage. These guide the performers to one of the nine sections of the stage named after the center and four directions. Corners are referred to as up right, down right, up left, and down left.

Synchronized: cause to occur or move at the same time or rate.

Technique: dance technique is one of the key elements of the dancer in training; it embodies the fundamentals and the skills to develop in order to do the correct movement.

Warm-Up: movements and movement phrases designed to raise the core body temperature and stretch the muscles in preparation for dancing.

Contact Information

Notes in Motion

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