

Target Arts
In-School Theatre Residency Program
2010
Alvin Ailey American Dance Theatre

Curriculum Guide

Developed by Nick Bazo & Lillian Carter



Table of Contents

Program Overview.....	2
Alvin Ailey Program Set-up.....	3
Activity Line.....	5
Section 1: Movement in Everyday Life.....	6
Section 2: Storyline	8
Section 3: Partnering.....	9
Section 4: Rehearsal	10



Program Overview

The Target Arts program represents six months of a unique city-wide collaboration among Boston’s fine arts, cultural, and municipal organizations. The program will improve school success, engage families, and strengthen community by giving access to Boston’s rich offerings of music, dance, visual arts, theater and cultural events, to students and families who typically have no opportunity to engage in the professional performing arts. Arts and cultural enrichment celebrations will develop diverse audiences by bringing information to the community through school-based development, community outreach, and citywide collaboration. Building on their previous successful Spectrum Boston collaboration, the BPS Arts Office in partnership with Citi Performing Arts Center coordinates Target Arts programming.

This programming includes in-school residencies and special guest artist visits and an invitation to view professional performances at Citi Performing Arts Center and other Boston Theatre District venues.

Alvin Ailey Program Set-up

Curriculum Setup

- Offered to up to 30 (per site) 4-5 Students, any level of experience
- Program Location- Emerson, Kennedy, and Orchard Gardens K-8 Schools
- Meets Daily, for a week up to two hours of each school day

Program Description

- Using the Touring production of *Alvin Ailey* as a starting point the youth will explore storytelling through movement and dance
- Students will be able to explore their own movement potential through a structured movement class. This will include a warm up, movement sequences across the floor and the use of choreographic tools to develop a dance work. The final goal for the students in this workshop is to gain a sense of self and the possibilities that can stem from a creative outlet such as dance. Students will discover in themselves that they may have leadership qualities, are a team player, are able to offer constructive criticism, demonstrate a willingness to try new things or he/she may want to become an artist themselves.

Program Activities

- Movement/Dance Warm-ups
- Movement/Dance Floor Exercises
- Develop a Movement Study
- Group discussions/work
- School performance by a professional dance company, including a question and answer session
- Attendance at a professional production

The Curriculum aligns with The National Arts Standards set by The Kennedy Center

Dance:

- Content Standard 1(5-8) Identifying and demonstrating movement elements and skills in performing dance
- Content Standard 2 (5-8) Understanding choreographic principles, processes, and structures
- Content Standard 3 (5-8) Understanding dance as a way to create and communicate meaning
- Content Standard 4 (5-8) Applying and demonstrating critical and creative thinking skills in dance

Music:

- Content Standard 1 (5-8) Listening to, analyzing, and describing music

Cross Curriculum Activities

- Theatre
- Music

Presentation

- Sharing of Movement Study with Peers at Guest Artist Performance

Activity Line

Movement in Everyday Life - The residency begins with a conversation about Alvin Ailey, the role of a choreographer and how movement is found in everyday life. Through warm-ups and group work the students create a safe space in order to work as an ensemble. Students begin across the floor work in order to learn how rhythm, use of the space and use of the upper and lower body are incorporated to create a body in motion. Students begin to explore putting choreographic elements together for a Movement Study that will be shared at the end of the week.

Storyline- Students begin to discuss the definition of a storyline and how it can initiate choreography. Continuing to build onto the techniques from the previous session, students incorporate the use of level changes and floor patterns in their movement sequences across the floor. Students use the idea of storyline to give meaning to their movement study as well as incorporate levels and floors patterns.

Partnering – Students discuss the importance of teamwork and trust as a component of a dance ensemble. Returning to the concept of level changes, students explore techniques in partnering and weight sharing. They will continue to work on Movement Study and incorporate the elements they learned through partnering and weight sharing.

Rehearsal – Students will use all of the elements from the previous sessions to develop an ending to their Movement Study. The students will discuss the importance of rehearsal for a performance. They will prepare for their presentation of the Movement Study to their peers.

Section 1: Movement in Everyday Life

Objectives:

- Students will be able to share their names with the Teaching Artist
- Create a safe space in which they are able to make mistakes, learn together, and take positive risks
- Develop vocabulary and understanding of warm-up techniques
- Begin to discover movement potential

Activities:

- Discussion of Alvin Ailey and the role of a choreographer. Also how movement/dance is found in everyday life.
- Movement Warm-ups-

Students will go through warm-up exercises and learn that they demonstrate the discipline and training a dancer goes through in his/her career. Understanding of body mechanics enables the dancer to explore movement potential. The focus will be on the development of agility, flexibility and strength.

- Across the floor work-

Each day the students explore techniques in understanding:

-Use of Rhythm- allows the dancer to create dynamics within the movement. Use of tempo on the half time, double time and on the downbeat will be explored.

-Use of Common Everyday Locomotive Skills – Developing an understanding of our movement on a day to day basis will further enhance the student's recognition of movement as well as explore options within that common ground.

-Use of Upper Body- The torso and arms are essential in developing interpretation to the movement as well as strength. How fast or slow we “walk” determines the use of the upper body. When we are expressing ourselves to each other our facial expressions, use of arms and posture all contribute to our communication to others.

- Movement Study-

- Explore developing choreography as a group.

- Use of tempo- Dancers are used in a variety of ways. Musically, dancers are able to move in unison or through the use of cannon work. Dancers can alternate between tempos.

- Use of the upper body- Dancers will be able to create a variety within the movement by exploring ways of utilizing the torso.

Reflection:

- How do you use movement in everyday life?

Section 2: Storyline

Objectives:

- Build on to techniques covered the previous day
- Explore movement patterns and discover the use of level changes.
- Brainstorm a storyline that can initiate choreography.

Activities:

- Movement warm-ups
- Across the floor

-in addition to the techniques covered the previous day

-Movement Patterns- students will use the space in a variety of ways. Incorporating the use of floor patterns, such as moving side to side, in a zigzag, in a circle or just a simple change of direction will further develop their options in creating movement.

-Use of Level Changes- Changing levels from high to medium to low levels gives movement a dynamic visual quality. It challenges the choreographer and dancers to explore more movement options.

- Discussion about how dance pieces are created from inspiration. Where does it come from? What comes first the idea or the music? What type of story do we want to express to others. How do we develop a beginning, middle and end to our storyline.
- Movement Study-
 - Students will review the choreography from the previous sessions.
 - Using the movement patterns and level changes techniques covered in the floor work, students will incorporate those elements into the movement study.

Reflection:

- What is the importance of a beginning, middle, and an end?
- How do you develop a point of view when you tell a story?

Section 3: Partnering

Objectives:

- Students build on to techniques covered the previous day
- Students will explore partnering and weight sharing techniques.
- Explore how teamwork is essential to a company of dancers.
- Discover how dancers build trust amongst one another.

Activities:

- Discussion about the importance of teamwork and trust for members of dance ensemble.
- Movement warm-ups
- Across the floor-
 - Students will review techniques covered in previous sessions.
- Movement Study-
 - Students will review the choreography from the previous sessions.
 - Divided in pairs, students will work with a partner on weight sharing techniques. Exercises presented on level changes will be the key in creating shapes of contrast and individuality.

Reflection:

- Why is teamwork essential for dancers?

Section 4: Rehearsal

Objectives:

- Students build on to techniques covered the previous day
- Explore an ending to the Movement Study
- Demonstrate an understanding of the rehearsal process to prepare for sharing.

Activities:

- Movement warm-ups
- Across the floor-
 - Students will review techniques covered in previous sessions.
- Movement Study-
 - Students will review the choreography from the previous sessions
 - Create an ending to the movement study
 - Prepare for presentation of movement study to peers

Reflection:

- What is the purpose of continuous run-throughs during the rehearsal process?
- (post presentation) What does it feel like to express your voice through dance to an audience?