

Teacher Guide

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Applause Series

What Do You Do With An Idea?

Monday, April 18, 2024

Enduring Understandings



Overarching (aka, “big”) ideas that are central to the core of the artistic discipline and may be transferred to new learning beyond the performance.

1. There are many ways to tell stories. An audience can understand a story without it being relayed just in words. The artist can use movement, music, facial expressions, costumes and sets to tell a story too. Audiences can use these clues to help understand the meaning of the piece.
2. Artists use the tools of their medium to communicate an idea or message.
3. It is important to nurture ideas and encourage creativity and innovation, for ourselves, our communities and the world.

Want to Explore More?

Check out the Student Exploration Guide here!

Inquiry 01 Connecting to Self

This performance is all about having an idea that feels too big, too awkward or too strange to follow. What do YOU do with an idea that is different than the ones that others are offering - in school? with friends? at home? in a sport or art project? How do your ideas come to you? What does it feel like to have a big idea?

Ask students to consider if they were in charge of making a visual representation of an idea what would it look like for their story. Draw a picture of the idea like the example in *What Do You Do With An Idea?* Instead of an egg with a crown, what would YOUR idea look like?

Inquiry 02 Connecting to Art

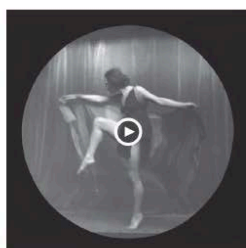
How do we, as audience members, understand the story of what is happening on stage? What senses did you use to interpret the performance? Do you think you had the same idea about the show as they intended you to? Reflect on what meaning you interpreted and the senses you used to interpret it.

Ask students to start with a memorable image they saw on stage and then try to make a list of all the details they can remember. Next, draw the scene and write a sentence of two below describing the main idea in the scene.

Inquiry 03 Connecting to Social Studies

When we understand elements, structures and context of dance we can “read” the movement to understand the intent of the performance and ask deeper questions about purpose. Why do you think the creators of this performance decided to tell the story through modern dance? How does this performance add to the conversation in the genre? Does it replicate a tradition or do something new?

Find out more about the genre of modern dance by viewing the clips of performances by two pioneers in the field. Then ask students to try and connect the performance dance styles to others in the modern dance tradition.



Isadora Duncan

Alvin Ailey



Investigation

Use this glossary to connect the elements of dance to what you experienced during the performance. We put a star by some of the terms that we think you will spot on stage.

THE ELEMENTS OF DANCE

The elements of dance—easily remembered with the acronym BASTE: Body, Action, Space, Time, and Energy—can be helpful guides in watching or thinking about dance.

BODY	ACTION	SPACE	TIME	ENERGY
PARTS: Head, eyes, torso, shoulders, fingers, legs, feet	NON-LOCOMOTOR (AXIAL): stretch, bend, twist, turn, rise, fall, swing, rock, tip, shake, suspend	SIZE: large, small, narrow, wide	METERED: pulse, tempo, accent, rhythmic pattern	ATTACK: sharp/smooth, sudden/sustained
INITIATION: core, distal, mid-limb, body parts	LOCOMOTOR (TRAVELING): slide, walk, hop, somersault, run, skip, jump, do-si-do, leap, roll, crawl, gallop, chaîné turns	LEVEL: high, medium, low	FREE RHYTHM: breath, open score, sensed time, improvisation, cued	WEIGHT: Heavy or light
PATTERNS: upper/lower body, homologous, contralateral, midline		PLACE: on the spot (personal space), through the space (general space), upstage, downstage	CLOCK TIME: seconds, minutes, hours	STRENGTH: push, horizontal, impacted
BODY SHAPES: Symmetrical/asymmetrical, rounded, twisted, angular, arabesque		DIRECTION: forward, backward, sideways, diagonal, right, left	TIMING RELATIONSHIPS: before, after, unison, sooner than, faster than	FLOW: Free, bound, balanced, neutral
BODY SYSTEMS: muscles, bones, organs, breath, balance, reflexes		ORIENTATION: facing		QUALITY: flowing, tight, loose, sharp, swinging, swaying, suspended, collapsed, smooth
INNER SELF: senses, perceptions, emotions, thoughts, intention, imagination		PATHWAY: curved, straight, zig-zag, random		
		RELATIONSHIP: in front, beside, behind, over, under, alone, connected, near, far		
		FOCUS: Where a dancer looks		

Reflection

Listen to music while responding to these questions in whatever format makes sense to you - writing, drawing, recording a video or a responding with technology.

- What did you see? What was your favorite part?
- What did you hear? How could you draw it?
- What did you imagine? What idea came to your mind?
- What do you wonder about?

We love to hear from you. Please send any of your responses to the performance to us at education@dmpa.org. We'll share the responses with the artists and Applause Series donors.