

LUNA DANCE INSTITUTE

SUMMER INSTITUTE

2020

A NEW FORMAT FOR A FULL YEAR OF
INQUIRY



Introductions - Goals

Chew and Swallow at Your Own Pace

Goals

Think about where you are at with these SI goals—what applies, what is relevant now, what is known, what is to be known

Dance Content

- **Elements of Dance**
- **California/national standards**
- **Creativity**

Learning & Instruction

- **Critical pedagogy**
- **Constructivism**
- **Multi-cultural & anti-biased teaching**

Knowledge of Children

- **Child development**
- **Disability awareness**

Reflective Practice

- **Critical Reflection**
- **Observation**
- **Self-awareness**

Principles & Forms

Samad Raheem Guerra, SI 2019

- Learn an Afro-Cuban dance lesson
- Listen to Samad's inquiry process
- Interpret experience through Standards lens
- Questions



<https://conflictclinic.com/guidelines-for-multicultural-interactions/>

Elements of Dance

Margaret H'Doubler

- BODY
- MOVING
- SPACE
- TIME
- ENERGY



Exploring the Body through Neuropatterns

Irmgard Bartenieff

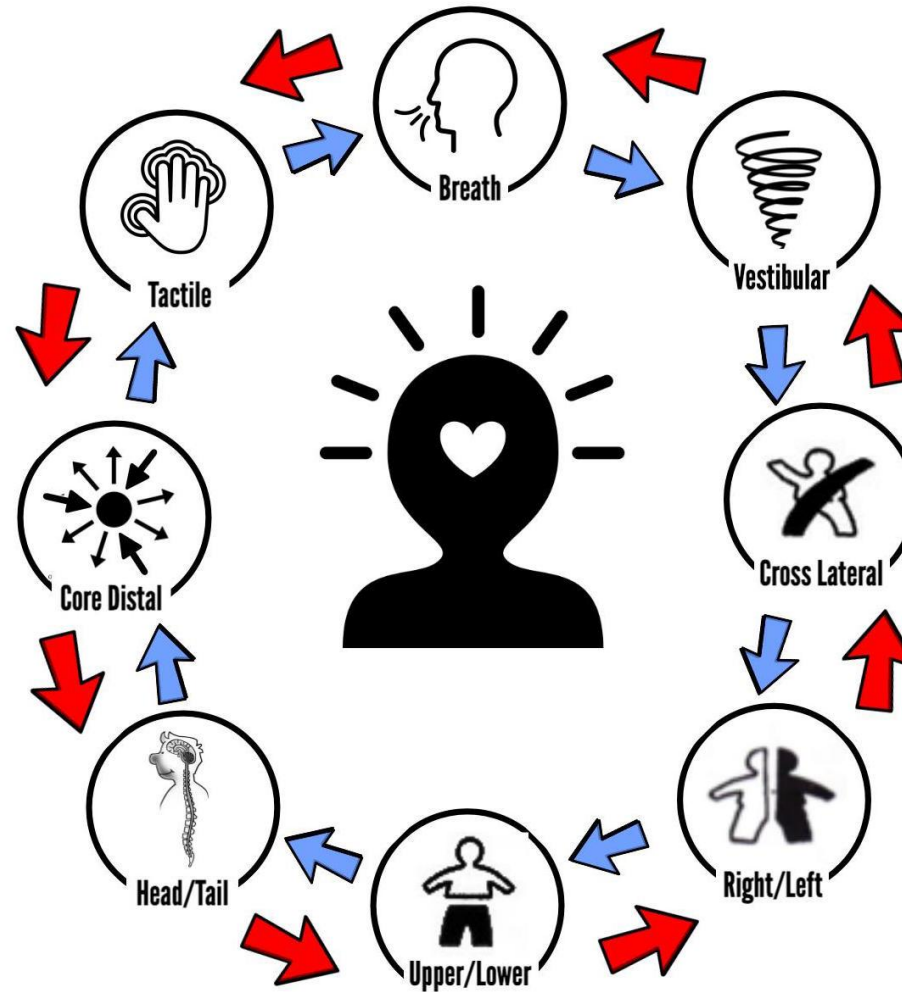
- Breath
- Tactile*
- Core-distal
- Head-tail
- Upper-lower
- Body-side
- Cross-lateral
- Vestibular*

*adapted from Gilbert, BrainDance



Brain Dance*

Warm Up & Cool Down



Infographic designed by: Mershon | illustrations by: Gemma Garner (center), Symbolon (breath), Jeff Portaro (tactile), Mister Pixel (core distal), Phillip Martin (head/tail), Alecia Rossano (upper/lower, right/left, cross lateral), Davo Sime (vestibular)

***Trademarked by Anne Green Gilbert based on Bartenieff Fundamentals**

Elements of Dance

Exploring through Freeze Dance Structure

Page 21-35 BMS

- BODY: Whole, half, parts
- MOVING: Axial, locomotor, gesture
- SPACE: Place, line, path, plane, shape, mass/volume, direction, size, level, relationship, angle, distance, focus
- TIME:
 - Internal: pace, pulse, duration
 - Laban: sudden/sustained
 - External: beat, accent, meter, measure, stillness/rest, rhythmic pattern
- ENERGY (H'Doubler): Weight, tension, flow, dynamics



Child Development #1

Working in groups to unpack what we know

ADD A FOOTER

Questions & Feedback

ADD A FOOTER

Homework

Do

- Teach a dance activity to your students (either the one you created with your partner or a new one). Next week, be prepared to discuss how it went
- Go onto forum and write about one NEW thing you thought about or experienced today
- Peruse dismantlingracism.org.

Read

- Warburton article (will be sent to you)
- Chapter 3 of BMS if you haven't yet
- Chapter 4 of BMS

LUNA DANCE INSTITUTE

Day Two – SI 2020

REMEMBER TO CHEW & SWALLOW AT YOUR OWN
PACE



<https://conflictclinnkc.com/guidelines-for-multicultural-interactions/>

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Warm-up	Sets tone for class
Exploration	Discover all possible
Improvisation	Delimit, Problematize Set up for composition
Composition	Choice making
Performance	Commit for now
Respond	What see? What do?

Structure of Dance Class

Meets dance standards
Emphasizes creative
process

CALIFORNIA ARTS STANDARDS

CREATE

- explore
- plan
- revise

PERFORM

- express
- embody
- present

CONNECT

- Synthesize
- relate

RESPOND

- analyze
- interpret
- critique

PROCESS: CREATE

Anchor Standard 1

Generate and Conceptualize artistic ideas and work.

Enduring Understanding

Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement and artistic expression.

Essential Question

Where do choreographers get ideas for dances?

Process Component

Explore



<https://www.cde.ca.gov/be/st/ss/vapacontentstds.asp>
<https://www.nationalartsstandards.org/customize-handbook>

Dance in Early Childhood

- MOVE
- LOVE
- PLAY



PIN YOUR PARTNER

Samia

Samad

Bernadette

Andrea

Kira

Julie

Christina

Susannah

Gigi

Annalise

Simone

Genoa

Mirroring

Plain Version

PIN YOUR SECOND PARTNER

Samad

Bernadette

Kira

Susannah

Gigi

Genoa

Simone

Annalise

Christina

Andrea

Samia

Julie

Mirroring

Variations

ENGAGEMENT	REPRESENTATION	ACTION & EXPRESSION
Provide options for self regulation	Provide options for comprehension	Provide options for executive functions
Provide options for sustaining effort & persistence	Provide options for language, mathematical expression & symbols	Provide options for expression & communication
Provide options for recruiting interest	Provide options for perception	Provide options for physical action

UDL

Universal Design for Learning
cast.org

Seeing & Believing

Strengthening observation & perception

Draw your shoe

Create an Exploration

With your first mirror partner, design an exploration together with each adapting to age group

Homework

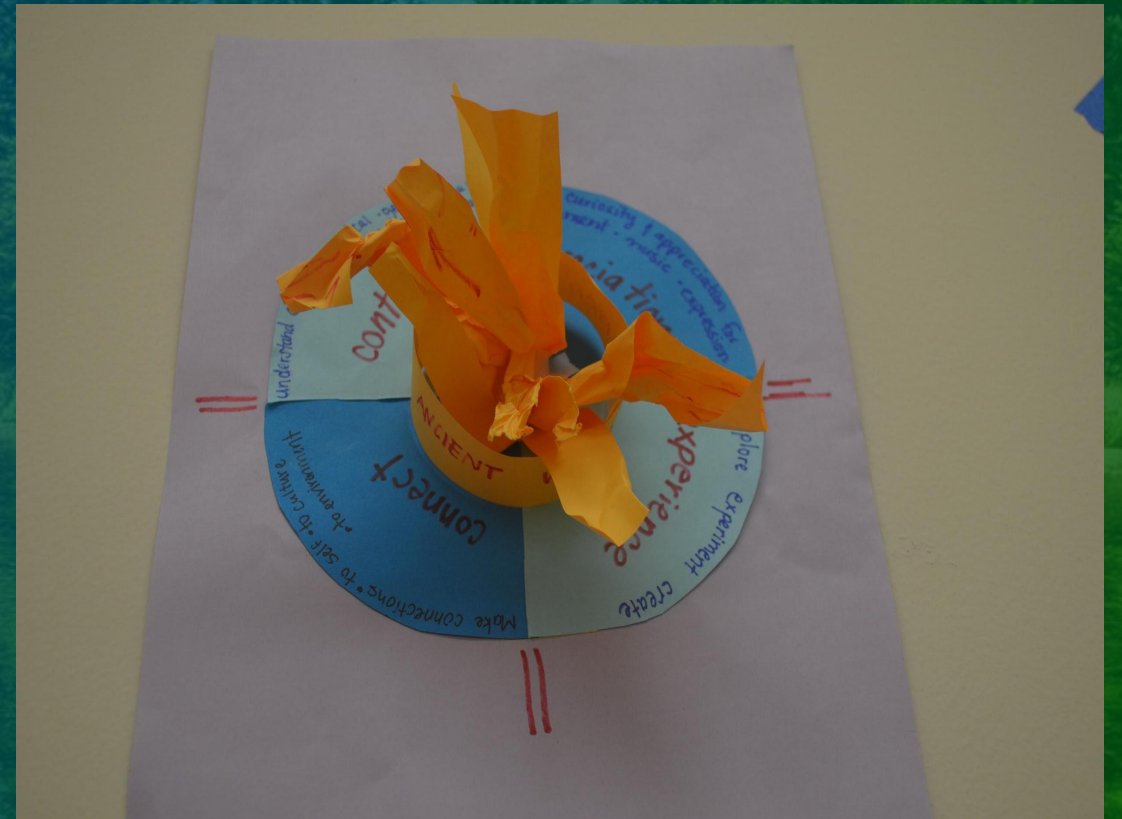
Do

- Teach new dance activity to your students
- Create an “art piece” on the standards: If you were the Queen/King of dance education what would you think essential for all students. Take a picture of it.
- Poke around on the national core arts standards website
<https://www.nationalartsstandards.org/>
- Poke around on your state’s arts standards
- Poke around on cast.org
- Respond to quote on forum about creativity in a cultural context or anything from the readings that interests you.

Read

- Dancing Dialogues (Oreck & Nicholls)
- Ladson-Billings
- BMS page 59-62
- You’ll receive a Vygotsky chapter for your library—you DO NOT have to read.
See you 9/26 9:00am to noon.
Bring Playdoh

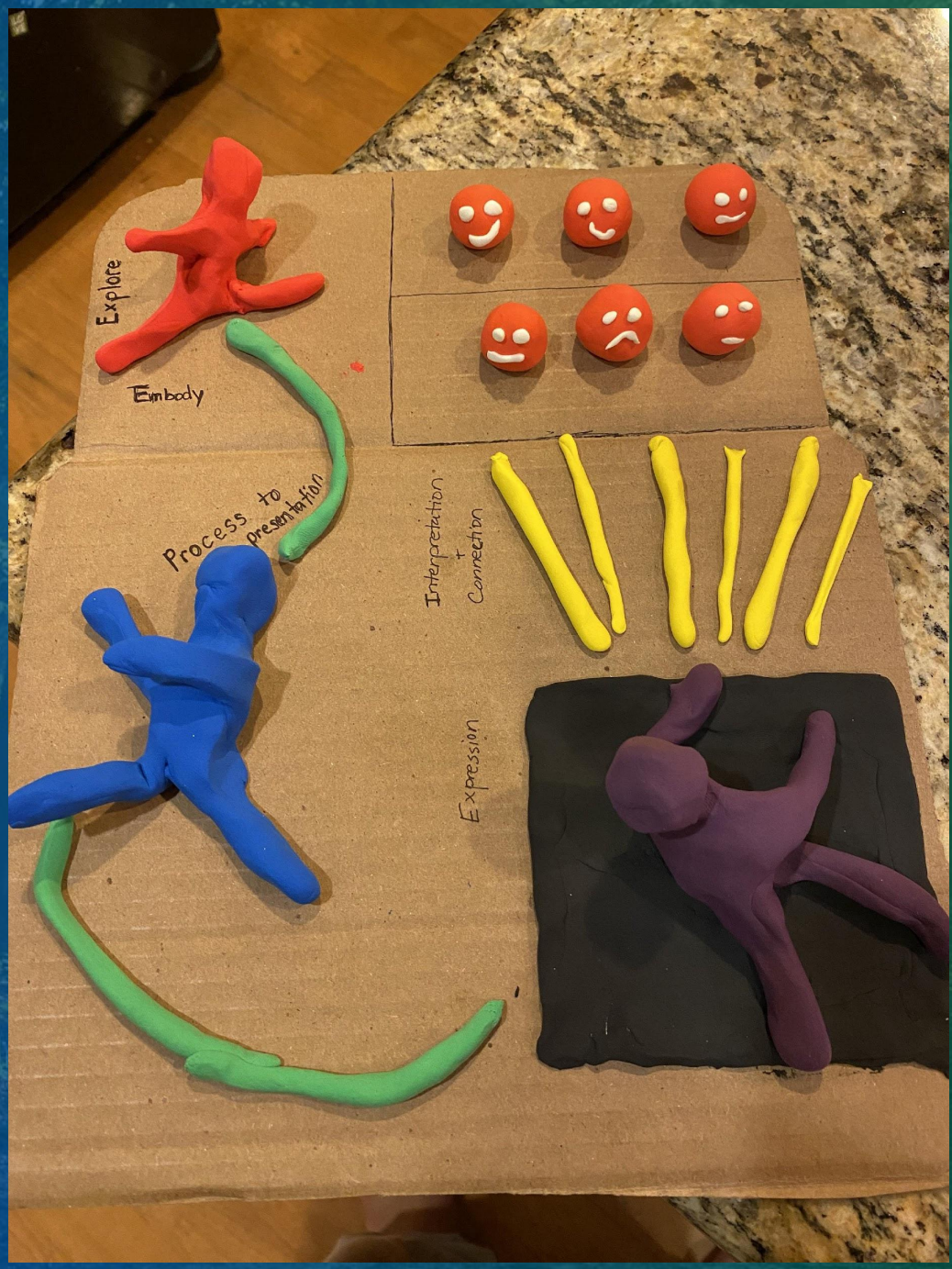
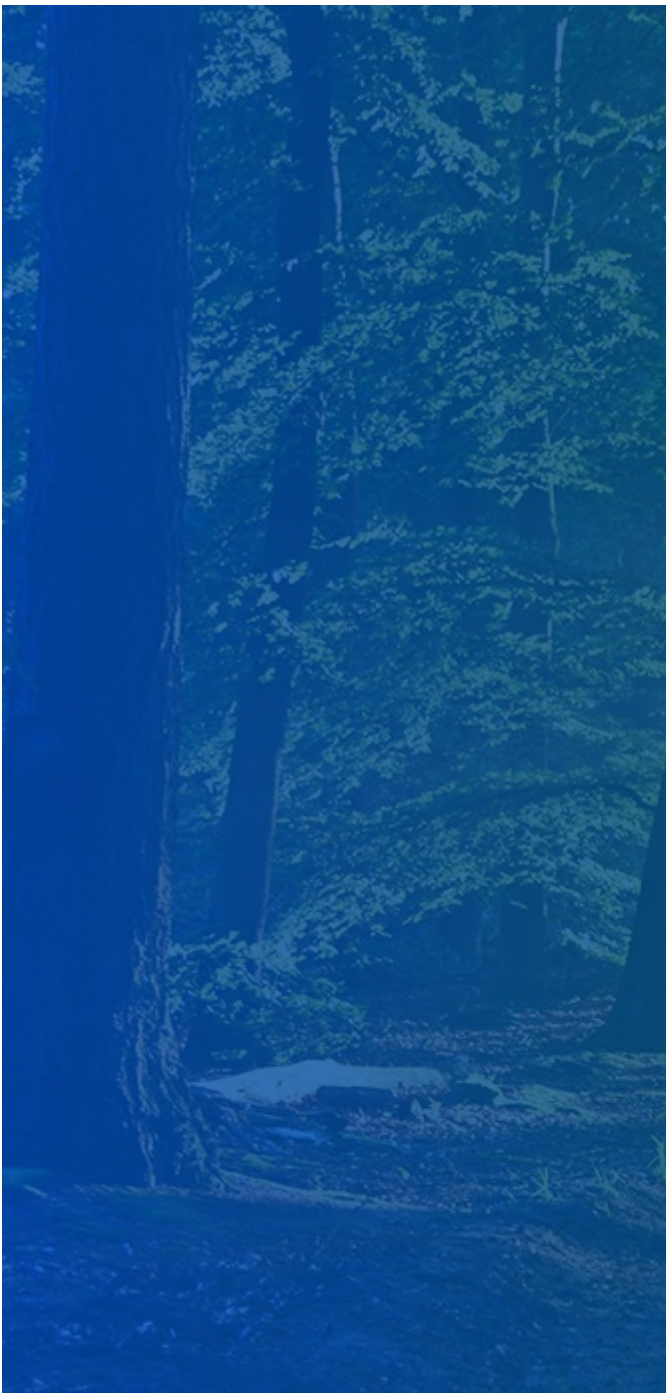
Examples of Art Pieces from past SI




SI Day #3 – September 26, 2020



- Check-in
- Look at art pieces
- Break out – dance teaching
- Play doh - modifiers
- Child development continued...
- Dance & Disability #1
- Questions, feedback
- Homework



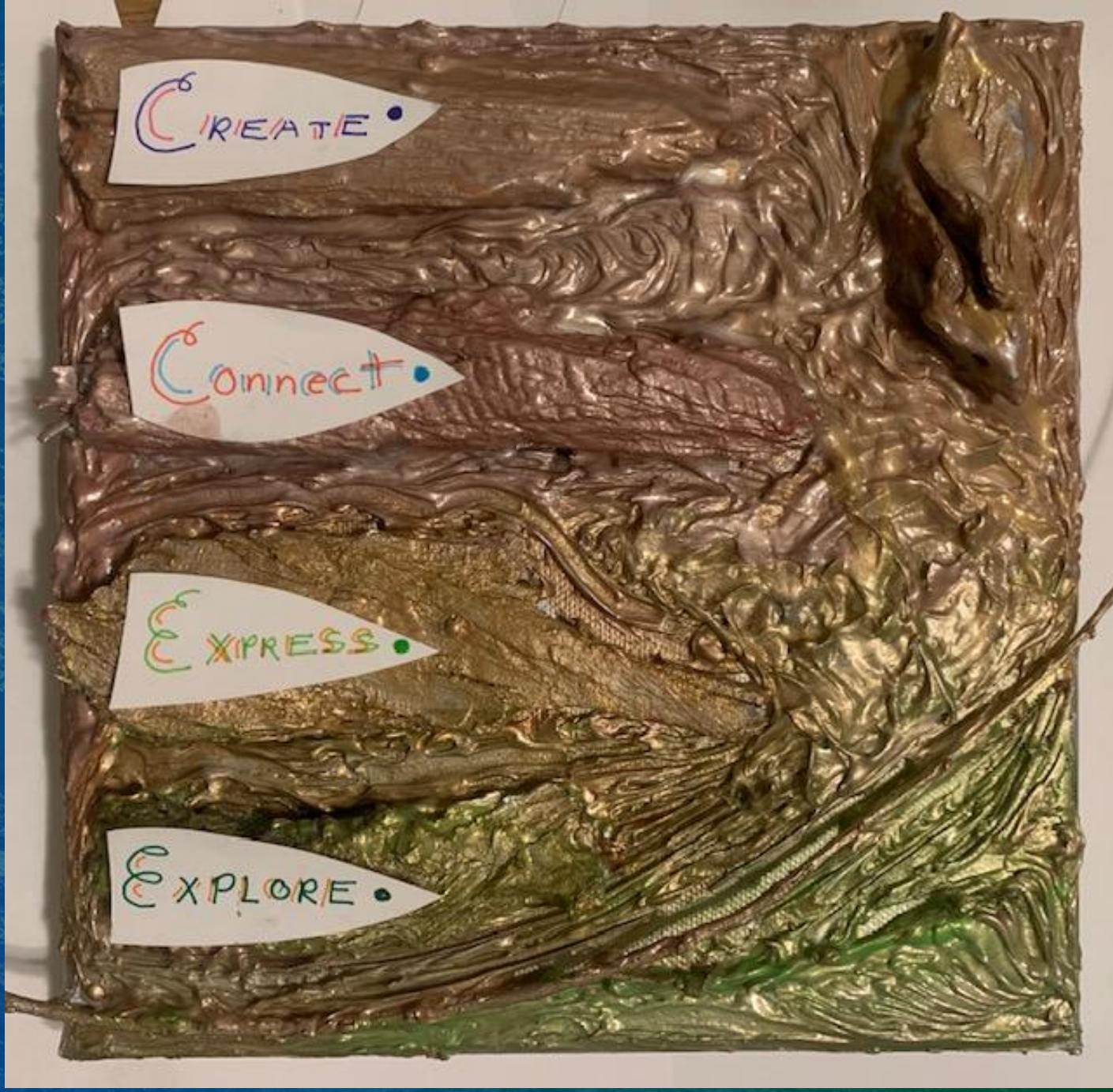


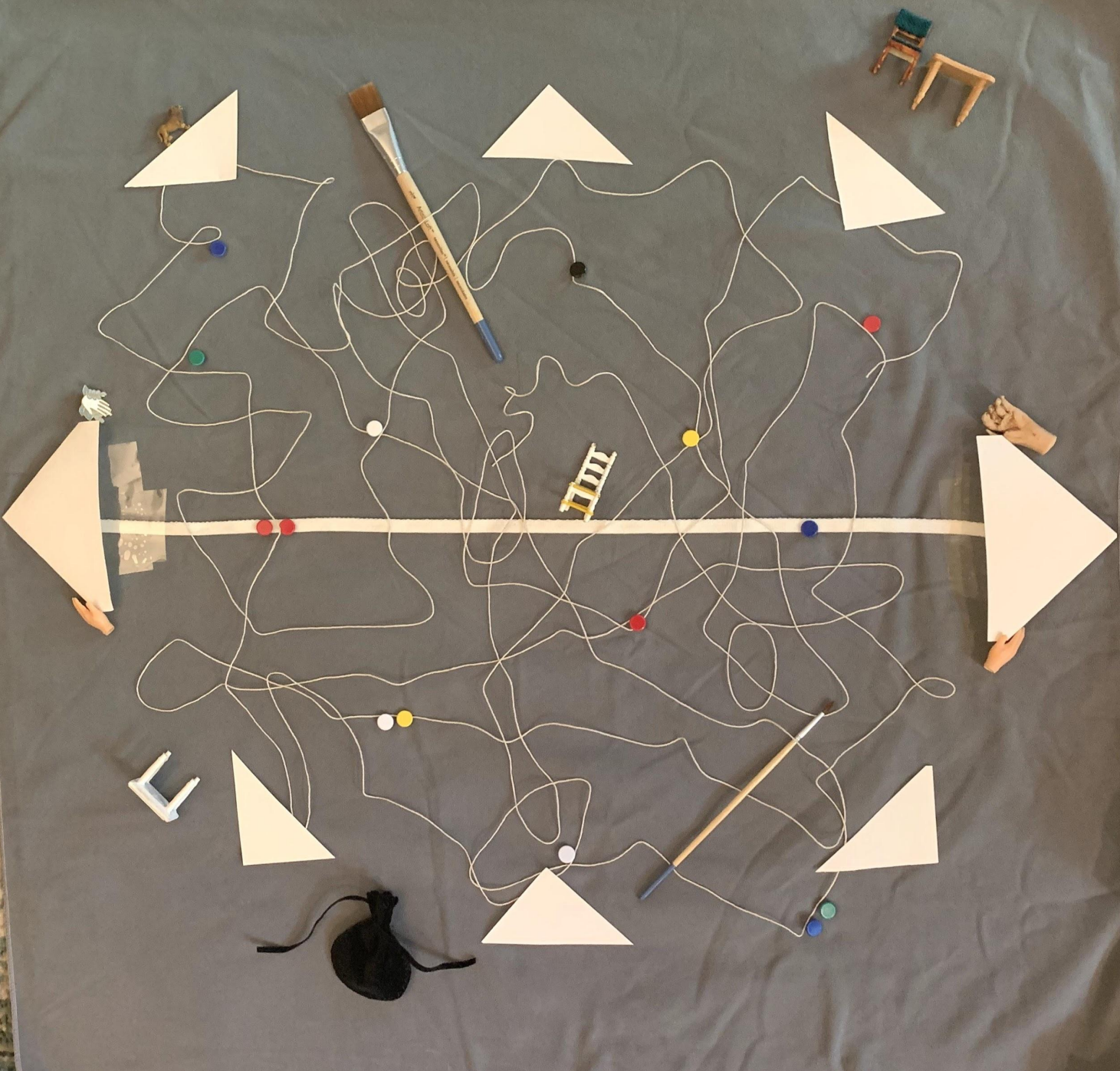
CREATE •

CONNECT •

EXPRESS •

EXPLORE •







RADICAL

CARE



RECONNECT

EMBODY

CREATE

REIMAGINE

INCORPORATE



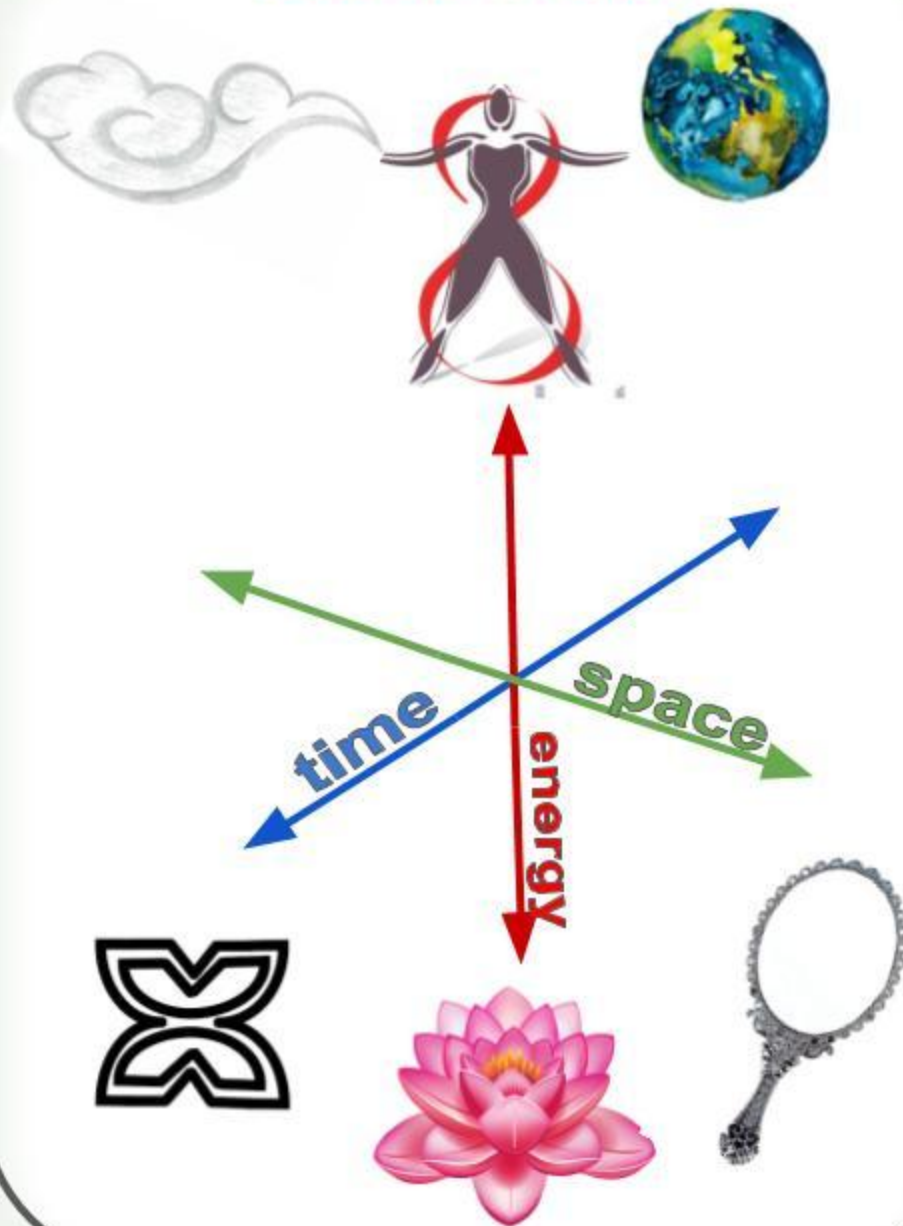


The dancer is wrapped in the **Infinity** sign - representing the endless manifestations of an **embodied** person

The Cherokee symbol for **freedom** represents the promise of a dancer's journey, when given space to explore movement and creativity from birth onward.

The Lotus flower blooms and seeds at the same time, symbolizing the cause & immediate effect of "**choice-making**". The Lotus also represents the many **reincarnations** of a budding/blossoming dancer as they reflect and go deeper into their practice & learning.

Dancer's card



The dancer is able to travel between **concrete** (globe) and **abstract** (cloud) realms

The **dimensions of time, space, and energy** also carry infinite qualities. As we explore them we also expand our understanding of the words used to define them.

The mirror helps us reflect inward and outward as we **authentically connect** to our worlds. The mirror can also symbolize "truth"

**Samia Karimi,
Tarot Card**

A misty forest path with a blue-to-green gradient overlay. The path is narrow and leads into the distance, flanked by tall, thin trees. The ground is covered in fallen leaves and small plants. The overall atmosphere is serene and slightly mysterious.

https://www.youtube.com/watch?v=rclRqN-c_7I&authuser=0

Alisa Rasera

Luna Dance Institute 8 years, AXIS Dance Company 8 years

Dance & Disability – First of Many

THE REVOLUTION WILL BE
WHEELCHAIR ACCESSIBLE



Homework

Next class meeting is October 17

To Do

- Create a new exploration. If you're teaching, teach it.
- Check-in with your coach
- Brainstorm other "playdoh" like media to source and write it up on forum.
- Reflective writing on forum: 1) what are the relationships between dance, play, and learning from your perspective? 2) what is creativity (your definition) and where is its place in education (generally) and in dance education (specifically)?

To Read

- BMS, chapter 5, pp 7-11
- *First Steps by Reedy*
- *We'll Come Back when You're Teaching* by Maniates et al.
- *SEL by Weisberg*
- Peruse Alisa's resources



Day 4 – continuing the inquiry

Today

Check-in

Sharing our teaching

Props

4s, TK, and kindergarten

Dance & Disability #2 – Alisa Rasera

Taking stock



Newspaper Prop Dance

Warm-up: Play w/ newspaper, enjoy it. Shout out what you're doing. Sensory.

Explore:

- Shake & travel through body.
- Relationship body to newspaper
- Shake, quiver, flutter (degree)
- Drape. Shape/structure to hold drape.
- Incorporate twist/turn, level, pause
- Toss & catch
- Insert jump, turn, kick, crumple/open & elongate
- Let it fall: over, on, travel w/ it, hide under, emerge in various ways

Improvise: Various phrase prompts (sneak, pounce, dance w/ leave; pulled w/ anticipation, interact, carry w/ you; start w/, open prompts, choose to leave for a reason)

Reflect: Ways you've interacted with your newspaper

Compose: 2 minutes create phrase

Show: In breakout room groups

Respond: Describe relationships, what surprised you

BRAINSTORM PROP IDEAS HERE



ADD A FOOTER

Dance & Disability Food for Thought

- “Our responsibility to face our fears...”
- Scenarios to consider as food for thought. How do I feel about this? What might be going on?
 - What if my student can't see or hear what I'm doing?
 - What if my student disrupts the class repeatedly?
 - What if my students are being ashamed by their classroom teacher or para
 - What if I give directions & the students do something completely different?
 - What if my student appears to need more assistance but doesn't ask for it?
 - What if my student wants to dance on the floor, out of their wheelchair?

Homework

Do – Lots of Blog

- Brainstorm PROP ideas on forum
- Teach a PROP dance activity to your students
- Write responses to Alisa's questions on the forum
- Write a short blog on the forum (one or two paragraphs max) about what new thoughts you've had about ANY aspects of dance teaching & learning so far in this process.
- Respond to at least two colleagues' forum blog
- Check in with your coach

Read

- Is Kindergarten the New First Grade? (optional)
- We'll Come Back When You're Teaching
- Brush up on Dewey
- Chapter 4 BMS if you have not yet

See you 11/14 9:00am to noon.
Poetry