

LUNA DANCE INSTITUTE

SUMMER INSTITUTE

2020 – part two

A NEW FORMAT FOR A FULL YEAR OF INQUIRY

LUNA DANCE INSTITUTE

Day Six – SI 2020

RECONNECTING AFTER SHELTER-IN-PLACE HOLIDAYS

Vocabulary Game

Cut out words in the back of your book

- Explore words individually modified by size, body-part, tempo, place
- Partners improvise with a few words
- Exploration/improvisation with over/under, around/through, toward/away
- Make a dance with your partner using your distinct words and the relationship words
- Show

What do you already know?

Complete survey of what you know and want to know on these theories

Constructivism

Motivation

Culturally Responsive
Teaching

Cognition

Situated Communities of
Practice

LUNA DANCE INSTITUTE

Day Seven – SI 2020

FULL DAY *MIDYEAR* MEETING



<https://college.lclark.edu/live/files/25190-multiculturalcommunicationpdf/>



Zaretta Hammond, Culturally Responsive Teaching & The Brain: Promoting Authentic Engagement & Rigor Among Culturally & Linguistically Diverse Students

<https://www.teachingchannel.com/blog/culturally-responsive-teaching-brain>

Understanding Culture

Software for the brain's hardware (Hammond)

- Surface Culture: concrete elements-food, dress, holidays (low emotional charge)
- Shallow Culture: unspoken rules about social norms (strong emotional charge)
- Deep Culture: tacit knowledge and unconscious assumptions, worldview (intense emotional charge). Mental models (schema) help brain interpret threats in environment and can trigger flight/fight response.

Coping skills are mistaken for norms and beliefs

Poverty is not a culture

Physical Structures of the Brain

- Reptilian Region: Brainstem & Cerebellum. Automatic. Keeps body alive. Reticular activating system responsible for alertness and attention. RS scans for novelty, survival, strong emotions.
- Limbic Region (only in mammals). Links emotions, behavior, and cognition. Records memories & experiences and creates internal schema.
- Neocortex Region (newest layer). Information processing. Executive function. Manages working memory and houses imagination.

Neurons. Message across brain regions. Unlimited. Neuroplasticity.

Dendrites. Grow them with new cognitive challenges, novel problem solving & increased physical activity.

Limbic Functions

Critical to releasing trauma & learning readiness

- Reticular Activating System (RAS). Scans & sends reports to amygdala
- Amygdala. Fight, flight, or freeze. Can act on its own.
- Hippocampus. Where background knowledge is stored. Site of working memory. Information processing. Shrinks when Amygdala triggered.



Meaningful Learning

Ausebel, 1960's

- Working memory. Audio-visuo loop. Working memory. 7 things. Long-term memory based on meaningfulness.
- Schema theory. Structure gives generic concepts meaning. Learner as cognitively active. Data processing & computer storage metaphor. Emphasis on understanding.
- Lots of effects, beyond this scope.
- Elaboration, repetition (different than rote-learning/myelination) and meta-cognition aide process.
- Effects of trauma on this process related to the nervous system. Cognition/nervous system go hand-in-hand. At root of SEL learning, but not always understood.



Nervous system

Keeping the hippocampus from being hijacked by the amygdala

- Parasympathetic ns. Satisfying our needs. Relaxation. Dopamine & other endorphins
- Sympathetic ns. Keep us alert and ready to react to avoid danger. Adrenaline & cortisol.
- Polyvagal ns. Social engagement. Collectivism. Supports brains hardwiring for relationships. Oxytocin (the bonding hormone). Laughing, hugging, talking. “Oxytocin is the brain’s stand down to the amygdala.”



Discuss

Relationships exist at the center of mind-body

Culturally-responsive brain strategies

Think on these for next month

ADD A FOOTER





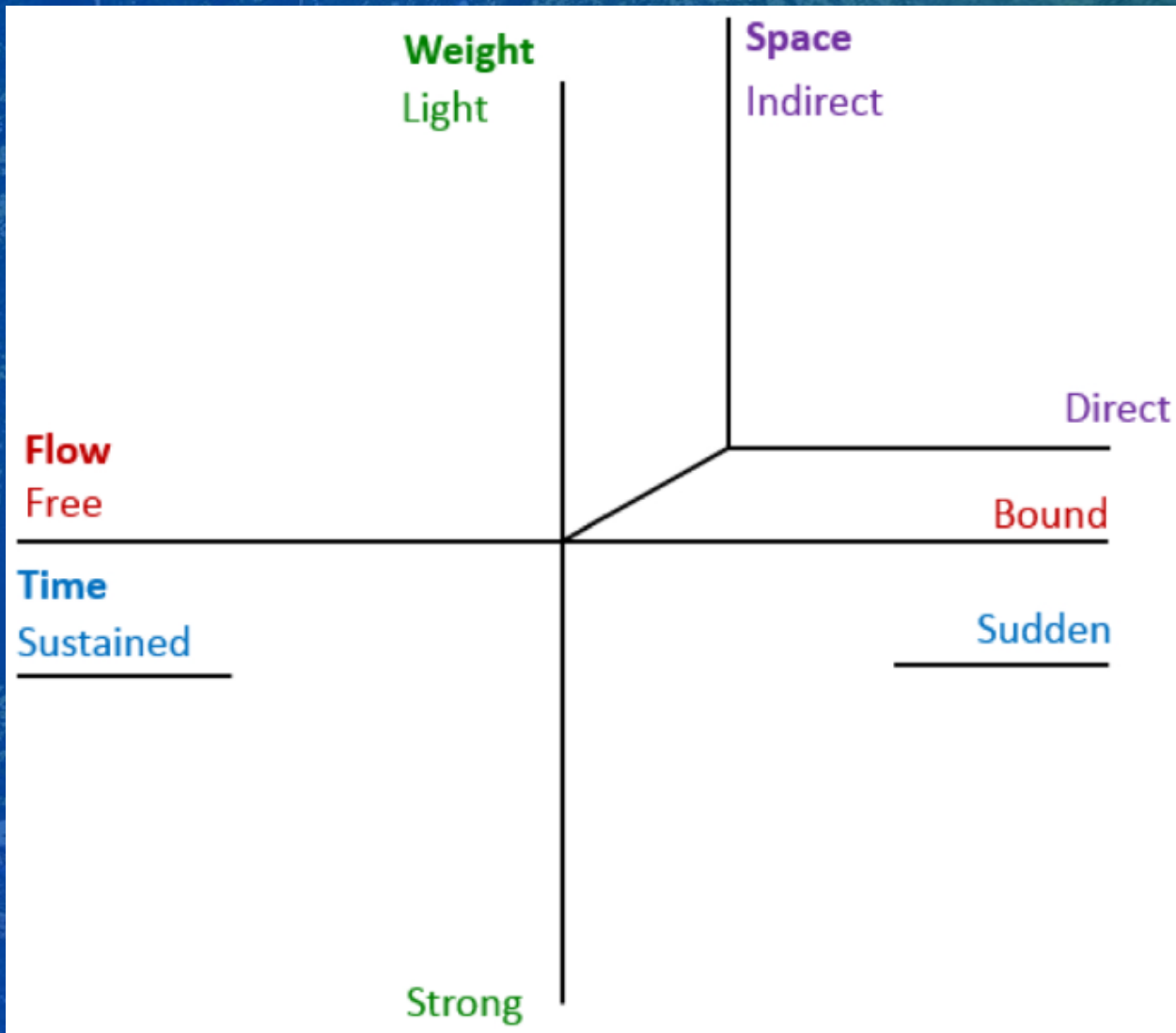
UNIVERSAL DESIGN FOR LEARNING
Engage, Represent, Express

<https://udlguidelines.cast.org/>

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

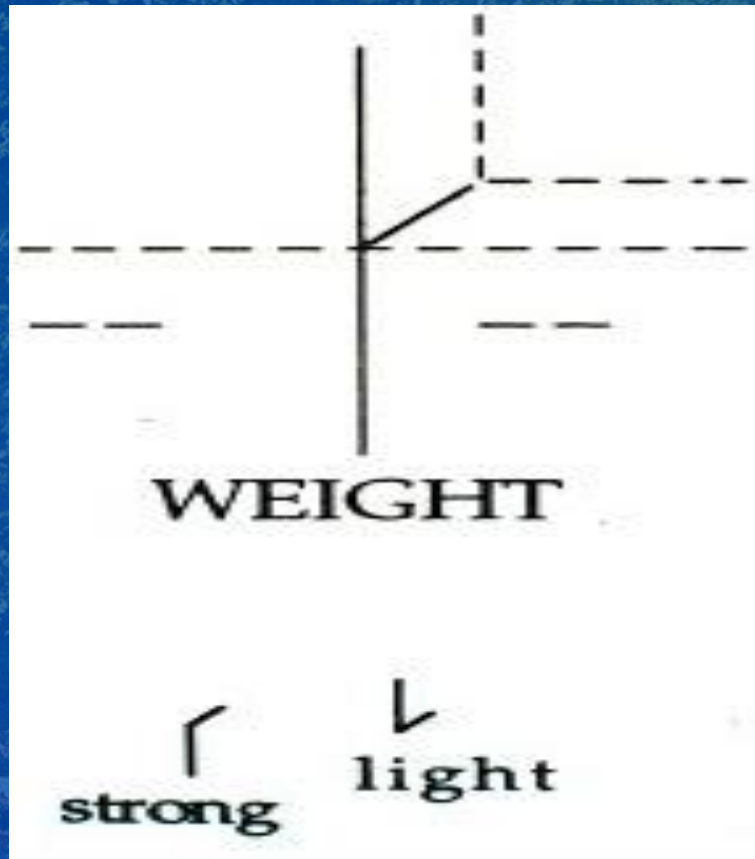
UDL

Universal Design for Learning
cast.org



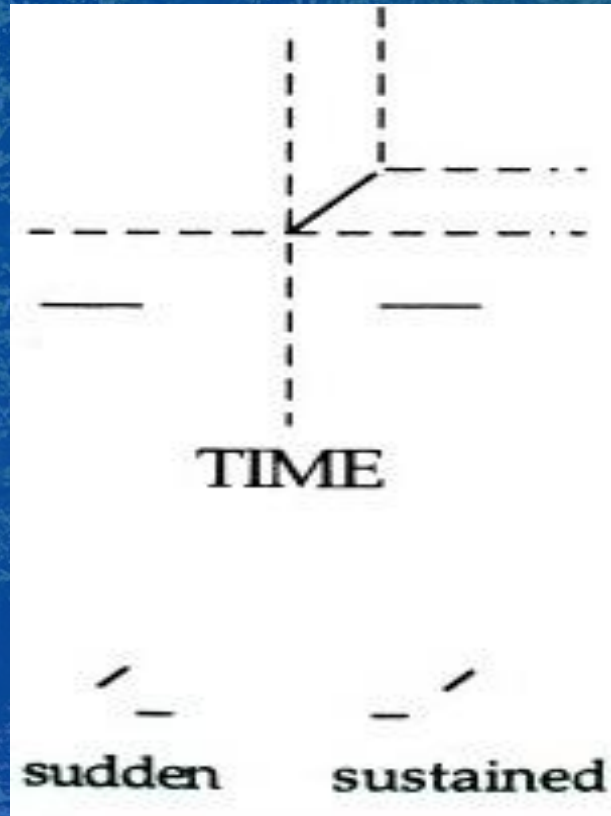
Laban's Efforts

Laban's Efforts WEIGHT

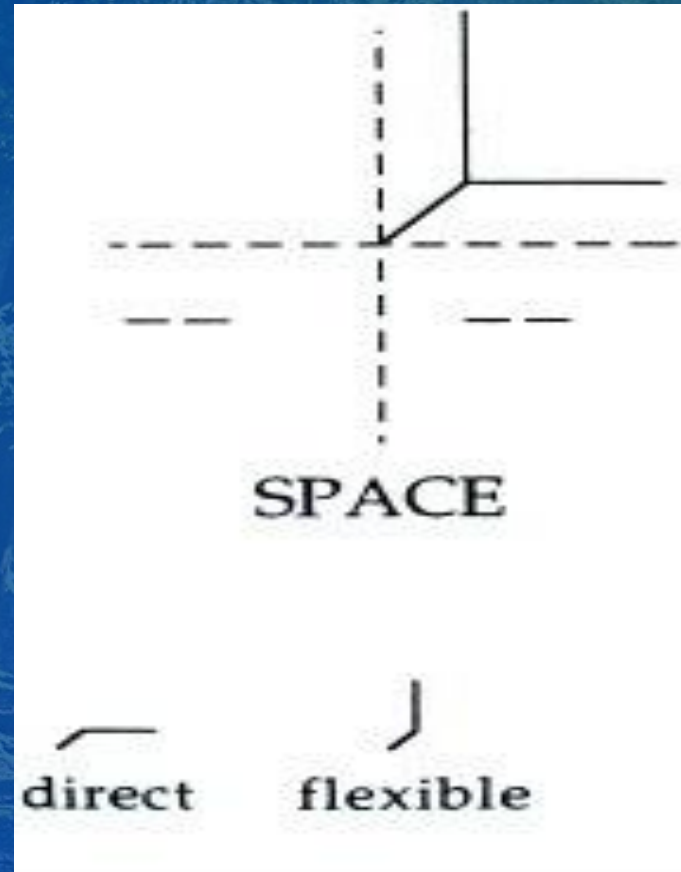


Laban's Efforts

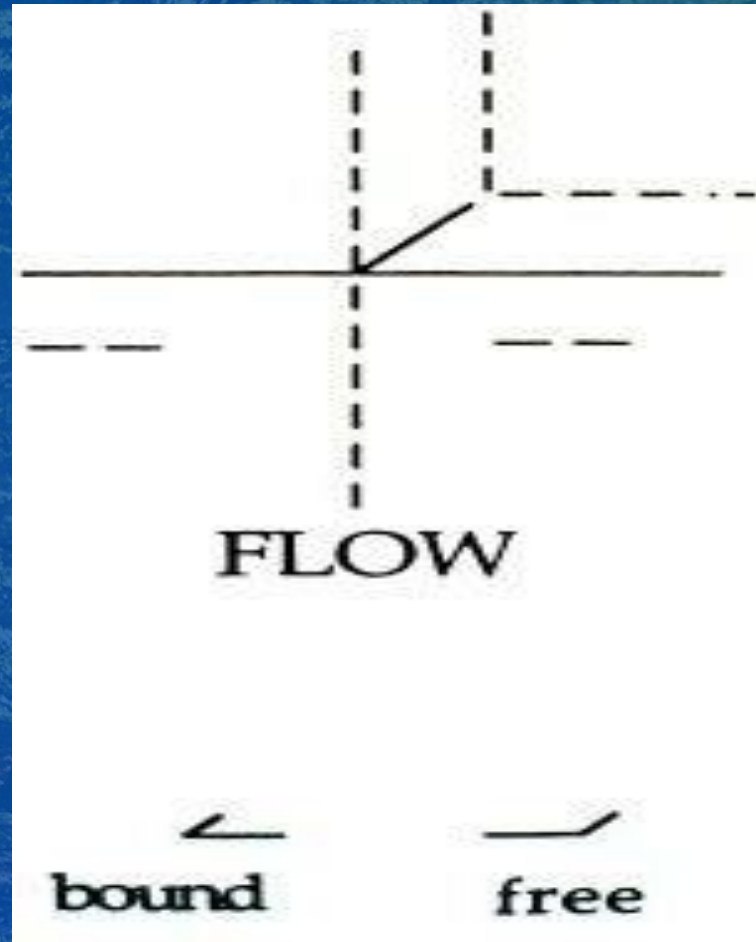
TIME



Laban's Efforts SPACE



Laban's Efforts FLOW



Laban's Efforts Lesson

Explore:

- Range of weight effort: Strong to light
- Range of time effort: Sudden to sustained
- Range of space effort: Direct to indirect
- Range of flow effort: Bound to free

Explore 2: Combine

Improvise: Insert Flow

Compose: Short phrase emphasizing range of two efforts.

Show: In groups

Respond: How make audience feel? How choreographer experience—feeling state?

INTERNAL

Breath

Pace

Pulse

Felt phrase

Stillness

EXTERNAL

Beat

Accent

Measure

Meter

Syncopation

Tempo

Rhythmic pattern

Counted phrase

Rest

Element of Time

H'Doubler

TIME LESSON

Internal & External

Explore: Internal time-Breath. Different breath phrases long-short. In breath & movement. Modified by rising & falling, by traveling on exhale/inhale, suspense.

Improvise: Phrasing long & short in longer phrases in different ways, i.e. pant, pant, pant, long in, short out or short in-in-in-in, hold it, long out. Play in different ways. Modified based on observation: just body half, traveling across floor, upside-down.

Improv/Compose: Play with different phrases. Find one with a pause inserted. Create a score to it.

Show: Pin on person to watch. Show in two groups.

TIME LESSON

Internal & External

Analyze. Take your internal time score and explore it with an external meter. See how many counts your phrase takes at Jochelle's meter.

Improvise [Elastic Time]: Do the dance sequence in 16 counts. Try it in 8 counts. Try in 4 counts, 2 counts, 1 count. What becomes essential. 50 counts. Figure out where the "middle" of your dance is. First half 20 counts, last half 5 counts. Reverse. Dance your piece to selected music.

Respond: Discuss with partner about how it felt to modify your dance from internal to external time. What did you discover?

Laban's spatial cube with effort affinities

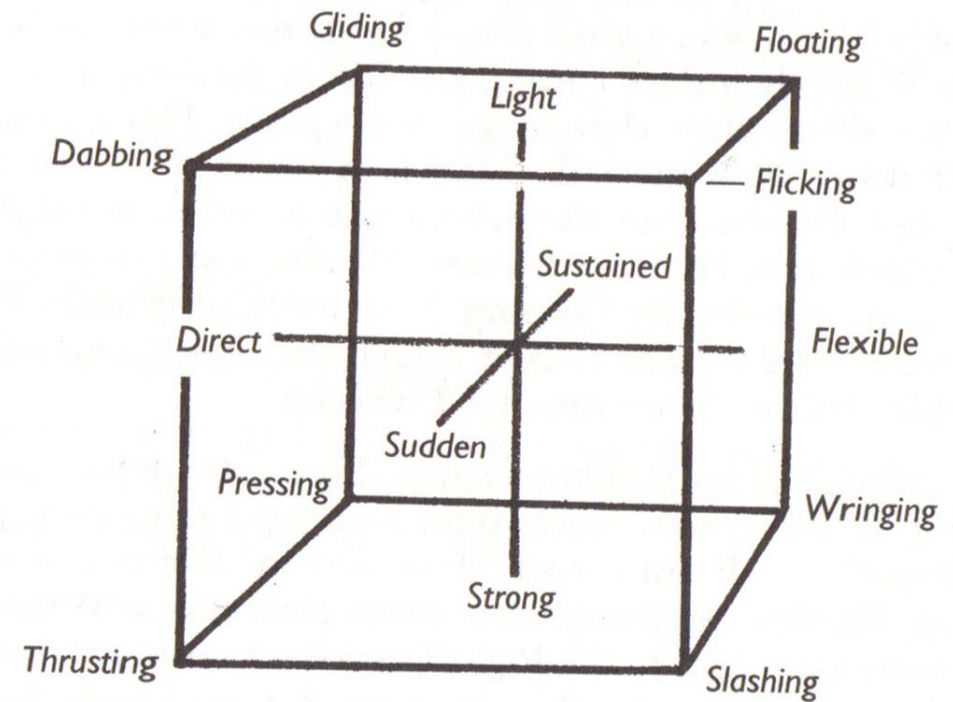


Figure 48: The Dimensional Cross within the Cube

Homework

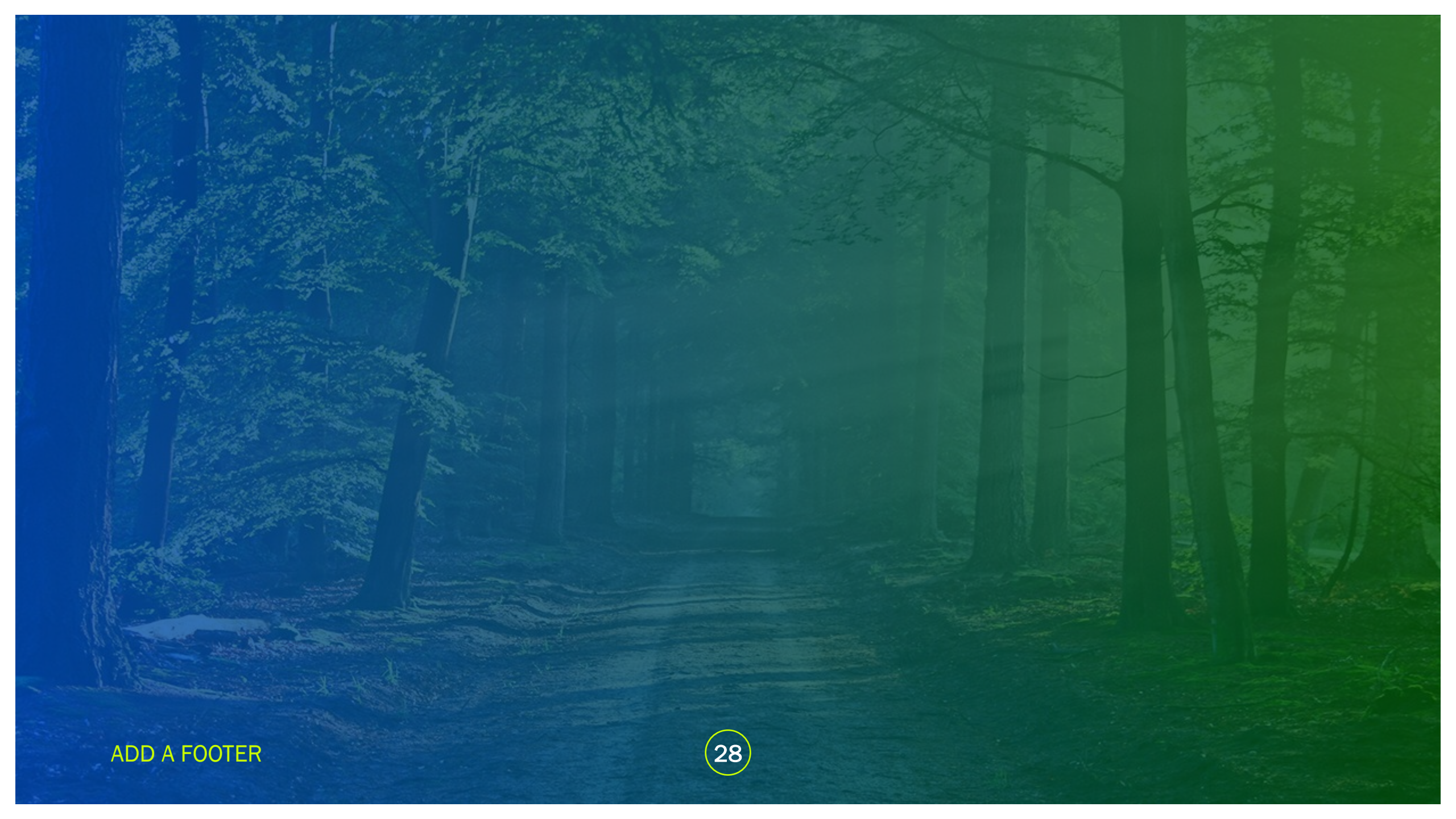
Do – Lots of Fun!

- Design a full lesson based on ENERGY or TIME or SPACE.
- Teach at least the exploration of above to your students
- Write on the forum about your thoughts on hybrid teaching. Fears, questions, ideas, advice. Conversations in breakout rooms were about structure. What structures do you imagine needing as we go “hybrid”?
- Meet with your coach
- Search out ONE video of AXIS Dance Company, Sins Invalid, Candoco, DV8 Physical Theater, or Dancing Wheels.

Read

- Pedagogy of Poverty, Haberman
- Culturally Responsive teaching (optional, for your library)
- Constructivist Principles (glance at)
- Constructivism and CRT (optional)
- BMS pp. 31-38

See you 3/6 9:00am to noon.



ADD A FOOTER