



ClancyWorks Dance Company

Partnering Into Performance K-12 School Assembly Arts in Education Teacher Packet

For further questions please contact:

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TITLE: Partnering into Performance

Artist Biography:

The **ClancyWorks Dance Company** is a collective of performing artists directed by Adrienne Clancy. The company members have more than seventeen years of dance and choreographic experiences and have held major choreographic, performance, and administrative positions in numerous nationally recognized companies, festivals, and universities.

Since its inception as a Maryland based Dance Company, ClancyWorks has been the Company in Residence for the D.A.R.E. ® Dance Program in Baltimore, MD and Montgomery County. The Company conducts Arts Education programs in collaboration with the Maryland State Arts Council, the Baltimore Public School System, the Arts and Humanities Council of Montgomery County, and Fairfax County Public School System. Current projects for the Company and its members include: presenting national and local performances; conducting numerous workshops to participants of all ages and all levels of ability at national conferences, universities, public and private schools K-12; participating in panel discussions; adjudicating the work of emerging artists; and coaching youth artists as performers, educators and choreographers.

“The members of ClancyWorks epitomize esprit de corps... a tour de force of unpredictable partnering ...dancers focus on each other, projecting an enchanting quality of selflessness” ~Washington Post reviewing ClancyWorks’ Concert at Dance Place, in Washington, D.C.

Brief Description of K-12 Assembly Program:

For K-12 school assemblies, ClancyWorks creates a program that excites students about the possibilities of dance to create community through teamwork and collaboration. The assembly program can be tailored to accommodate different age groups. Stylistically the members of ClancyWorks have a diverse movement background which is highlighted in the performance in order to cover a range of contemporary modern dance, ballet, jazz, tap, hip-hop, step, and dances that include props/sets. A specific strength of the ClancyWorks Dance Company is the use of partnering in choreography. Partnering techniques are used as a vehicle to exhibit the ways that an individual enhances his/her abilities by connecting with a positive group creating an environment of mutual respect.

“The assembly performance was both entertaining and educational. I was impressed by the variety of dances performed by ClancyWorks Dance Company. The Company gave the students an overview of the history of dance and demonstrated a variety of dance styles. It was especially interesting how individual dancing is great but with a partner, there are more possibilities. The technical skill and athletic ability of the dancers were outstanding. Most wonderful, of course, was how ClancyWorks Dance Company shared the joy of dancing with the students.”

~Jeanne Washburn, Principal of Hyattsville Elementary

School Assembly Logistics:

Requirements:

- A quality sound system that can play cds or an iPod (preferred but not necessary)
- Microphone
- Gym floor or a stage (large open space)
- No videotaping is allowed, per request of the artists

Set-Up/Break Down:

- 30 minutes to set up
- 10-15 minutes to break down

Audience Size:

- Maximum of 500
- 250 is preferred

Length of Performance:

- 45 minutes
- Minimum of 15 minutes in between for back to back performances

Number of Performers:

6 Company Members

Objectives of Assembly Performance:

1. The students will identify 6 genres of dance (ballet, jazz, tap, contemporary modern, hip hop and step)
2. The student will learn the historical background for each genre of dance
3. The student will observe that partnering and collaboration will help an individual to achieve more than they could on his/her own
4. The student will learn the importance of mutual respect, team work, and creating community

Goal, Standards, and Objectives Addressed during Assembly Performance:

Goal: Students will learn about 6 different styles of dance and that partnering can help an individual achieve more than he/she could on their own.

Fine Arts Standards: Dance

Standard I: Indicator 3: Respond to dance through observation, experience, and analysis
Objectives:

- a. Identify movement patterns from different genres using the language of dance

Standard 2: Indicator 2: Relate dance to history, society, and personal experience
Objectives:

- a. Identify similarities and differences in content and form between and among contemporary and historical dance styles from other times and places
- b. View dances that relate to personal experiences

Academic Standard: Reading

Standard 6: Indicator 1: Demonstrate active listening strategies
Objectives:

- a. Attend to the speaker
- b. Ask appropriate questions

Standard 6: Indicator 2: Comprehend and analyze what is heard
Objectives:

- c. Demonstrate an understanding of what is heard by retelling, asking questions, relating prior knowledge, and summarizing
- d. Listen carefully to expand and enrich vocabulary

Vocabulary:

Fine Arts:

Locomotor Movement	Genre	Choreograph
Improvisation	Smooth	Sharp
Levels	Tempo	Shape
Glide	Freeze	6 step
Ballet	Modern	Jazz
Tap	Step	Hip Hop

Curriculum:

Community	Partnership	Collaboration
Mutual Respect	History	Culture

Pre-Performance Activities:

Dance has the ability to create community and to reinforce the value of mutual respect and teamwork. Dancers enhance their individual strengths by partnering with other dancers and increase their understanding of the world at large by collaborating with professionals in other fields.

Topics for Class Discussion:

1. Think about a time in your life that you thought there was something unachievable yet you found it possible by working with a friend, parent, guardian, teacher, and mentor.
2. What are the benefits of working with a group as opposed to working by yourself?
3. What are some examples of collaborations that have impacted your culture, your community, and your history?
4. What types of dance are there? Where do people dance? What do they dance about? How does dance make you feel?
5. Create a KWL chart to find out what the students already know and want to know about dance

During the Performance:

1. Watch for ways that the dancers work together to enhance their individual skills and strengths.
2. Notice the different dance genres that are utilized in the performance. How are these similar and different?
3. Look for meaning with specific movements in some of the dances. How was positive collaboration portrayed?

Performance Follow-Up Activities:

Topics for Class Discussion:

1. What were the key ideas in the assembly performance? How did this expand upon your prior knowledge?
2. Talk about the different ways that partnering and collaboration were used within the performance. What are some examples of collaborations that have impacted your culture, your community, and your history?
3. What were the different genres of dance used in the assembly performance? How were these similar and different?

Writing Activity:

1. Research partnerships and collaborations that are taking place in your immediate environment. Focus on partnerships that seem unlikely to connect (i.e.: an architect and a musician; a dancer and a police officer co-teaching a program, a physicist and a ballerina) Write about how the unique strengths from each constituent in the partnership enhances the whole?
2. Complete the KWL chart and fill in what the students learned during the assembly performance

Suggested Resources for Teachers:

Burnaford, Gail E. 2001. Renaissance in the Classroom: Arts Integration and Meaningful Learning

* A guide to the nuts and bolts of arts integration. Model for curriculum planning and professional development involving integrated lesson that engage students.

Ellis, Becky. 2006. Teaching Academics Through Movement

* Filled with classroom movement activities that address elementary curriculum.

Gilbert, Anne Green. 1977. Teaching the Three R's Through Movement Experiences.

* Presents simple, clear activities for integrating movement into academic subjects including language arts, mathematics, science, social studies, art, and music.

Griss, Susan. 1998. Minds in Motion

* A kinesthetic approach to teaching elementary curriculum

Mantione, Roberta D. and Smead, Sabine. 2003. Weaving Through Words.

* Using the arts to teach reading comprehension activities

Minton, Sandra. 2008. Using Movement to Teach Academics

* The mind and body as one entity

Overby, Lynnette Young, Post, Beth C. 2005. Interdisciplinary Learning through Dance.

* Provides teachers with standards-based, teacher-tested lesson plans designed for science, social studies, language arts, math, physical education and creative arts (book, CD, and instructional DVD)

Schaffer, Karl, Stern, Erik, and Kim, Scott. 2001. Math Dance.

* Organized by mathematical concepts to be understood mentally, physically and emotionally.

Sprague, Marty, McGreevy-Nichols, Susan. 2006. Dance about Anything.

* Methods courses on facilitating critical thinking skills via integrated projects for grades K-12

Stinson, Sue. 2001. Dance for Young Children

* Finding the Magic in Movement

Thompson, Mary Jo and Barniskis, Becca. 2005. Artful Teaching & Learning

* Handbook that outlines a versatile arts education model for student achievement through the arts. A joint project of Minneapolis Public Schools and Perpich Center for Arts Education