

About UB's Zodiacque Dance Company

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Zodiacque Dance Company is a pre-professional performance company showcasing works by the UB Dance faculty and guest artists. *Zodiacque Dance Company* presents a main stage production each semester and is also involved in special university and community projects from extravaganza styled industrial performances to private and public out-reach performances. The philosophy of the UB Dance Program is *Versatility Matters*, which is reflected in our curriculum and in the works selected for this concert. We suggest showing this *Versatility Matters* video as an introduction to what UB Dance is all about. The exercises below can be adapted to any grade level.

<https://www.youtube.com/watch?v=m4GvZouIzM8&feature=youtu.be>

Styles

Bollywood - is the dance-form used in the Indian films. It is a mixture of numerous styles of dance. These styles include belly-dancing, classical Indian dance form such as Bharatnatyam and Kathak, Indian folk dances like Bhangra, Western popular dance moves, with influences of modern and jazz dance. Classical Indian dance forms and folk forms each have their own unique styles, but they often share gestures (mudras) and meanings that are combined to create the modern Bollywood style.

Hip Hop - is a cultural movement which developed in New York City in the 1970s primarily among African Americans and Latino Americans. Hip Hop's four main elements are emceeing (often called rapping), DJing, graffiti writing, and breakdancing. Other elements include beatboxing, hip hop fashion, and slang. Since first emerging in The Bronx, the lifestyle of hip hop culture has spread around the world.

Modern - was born in the early 20th century, modern dance is a dance style that focuses on a dancer's own interpretations instead of structured steps, as in traditional ballet dancing. Modern dancers reject the limitations of classical ballet and favor movements derived from the expression of their inner feelings. During the 1900's, European dancers began rebelling against the rigid rules of classical ballet. Turning against the structured techniques, costumes and shoes of ballet, these dancers favored a more relaxed, free style of dancing. Modern dance pioneers often danced in bare feet. In the United States, several dance pioneers paved the way for American modern dance, including the legendary Martha Graham

DANCE VOCABULARY FOR POETRY IN MOTION

- **Choreography** is the art of creating dances. **Choreographers** imagine how dancers can move -- alone and with others. The choreographer is the person who designs dance

sequences and teaches them to the cast to create a dance that expresses a theme, a feeling, a topic, Dances can be:

- Narrative (Representative) These dances tell a story
- Non Narrative (Manifestive) These dances may not tell a story but they make you feel a certain way

THE ELEMENTS OF DANCE

All dance is built upon the following principles. How many do you think you will see? Have students demonstrate each one.

- **Locomotor Movement** : walk, run, leap, hop, jump, skip, slide, gallop
- **Non-locomotor**: bend, twist, stretch, swing
- **Time**: Fast/medium/slow With music/without music
- **Space & Levels**: low, medium, high, Direction: forward, backward, sideways, diagonal, turning, straight/curved, open/closed
- **Energy**: Strong/light Sharp/smooth
- **Body Shape**: the body can contort itself into different shapes (i.e., curves, angles); Parts: the arms, legs, head, toes, fingers; different focuses (i.e., open, closed, relaxed)
- **Gesture**: motion of hands or body to emphasize or help to express a thought or feeling; something done as an indication of intention.

TECHNICAL THEATER TERMS

UB Theater and Dance majors work behind the scenes to make the show happen

- Sound Designer – one who plans and executes the layout of all sound playbook and equipment for the show
- Sound Operator – one who handles the sound playbook and mixing equipment for the show
- Stage Manager – one who is responsible for the quality of the show’s production, assists the director and oversees the show at each performance
- “Calling the Show” – the process of calling out the lighting, sound and scene-change cues during a performance; usually done by the stage manager
- Casting – the process through which dancers are chosen for roles
- Dress Rehearsal – rehearsal in which performers practice with costumes, props, lights and microphones
- House Manager – one who oversees all aspects of the audiences; responsible for ushers and audience safety
- Lighting Designer – one who decides where the lighting instruments should go, how they should be colored and which ones should be on at any particular time to affect mood, visibility
- Prop – an item the dancer handles; used to create a sense of time and place

- Costume Designer –one who designs, creates, and fits the clothing a dancer wears; this should support the feeling, time, place of the dance.

NATIONAL CORE ARTS STANDARDS IN DANCE



Exercises developed for this program meet the NCAS

1. Creating – improvising; finding movement solutions to problems
2. Performing – execute a movement phrase, may have audience or not
3. Responding – talk about what is seen; evaluate and analyze a work
4. Connecting – discuss/free-write how topics that emerged connect to other areas of study or life

SUGGESTED PRE-SHOW EXERCISES

Opening Discussion

The following questions are designed to give an insight into the world of dance and the interdisciplinary connections that relate to our own lives.

Meets Standard 4

1. How many ways is a dancer like an athlete?
2. Where do you think choreographers get their ideas?
3. How can we learn about other cultures through dance?
4. How does dance deepen our understanding of ourselves, other knowledge, and events around us?
5. What are the connections between dance and healthy living?
6. What do you expect to see at this concert? Do you expect to like it? Why or why not?
7. What do you think it is like to be a dance major in college?

Movement Exercise #1

“Add On” This exercise will demonstrate the process of choreography

Meets Standards 1,2,3,4

- **Form a circle.** Each person creates one gesture/movement. (The gesture can be generated by the student “introducing” themselves in movement). The first person shows their movement and says their name (everyone repeats it). The next person shows their movement and says their name (everyone repeats it and then does the first movement and adds on the new movement etc) Everyone learns all the movements – this will create a complete phrase.

- **Split into groups.** Each group has the task of performing the movement sequence in order. For more development – groups can add spatial design, floor patterns, or changes in tempo.
- **Informal showing.** Groups can perform to music (classical, pop, silence, etc) Some musical ideas: Taylor Swift (Shake it Off or any pop song); Neil Diamond (Sweet Caroline); Mozart Serenade #13 in G Major; Sheb Wooley (Purple People Eater) Use anything that might be significant to your class.
- **Post Exercise Discussion:**
 1. Would you have thought to put these movements in a sequence on your own?
 2. How was the process valuable in term of finding movement?
 3. What was it like to watch others perform the same the movement sequence?
 4. How did the different music genres change the intent of the dance phrase?
 5. Which one was your favorite to watch?
 6. Which one was your favorite to perform?
 7. What was the collaborative process like?

Movement Exercise #2:

“Poetry in Motion”

Meets Standards 1,2

- In groups, have students choose a word or theme to work with (the moon, love, kittens, etc)
- Everyone writes down on separate sheets of paper, words or phrases that depict the theme
- Put them in the middle and mix them up
- Put them in random order - the result is a group created poem
- Read the group poem aloud.
- Have each person take a line of the poem and create a movement or gesture. It can be very simple: a clap, a jump, a wave. Any movement can be considered dance. There are no wrong answers.
- Verbalize the line while performing the movement
- Put the study together sequentially with each person moving during their part OR learn each other’s parts to create a larger dance.
- Dance/Voice the resulting Dance Poem (Poetry in Motion)

SUGGESTED POST-SHOW DISCUSSION QUESTIONS

Meets Standards 3,4

1. Did you see any use of props? If so, what were they? Why do you think the choreographer choice to use this prop? Was it effective?
2. Did you see any dances from other countries? If so, why is it important to study, perform and view dances from other countries?
3. Do you think the dances you saw were Narrative (Representative) or Non-Narrative (Manifestive)?

4. What did you notice most about this performance? What was memorable?
 - *Students can describe a memorable moment verbally, written, drawing, or imitating/creating/performing a movement*
5. Did you see or feel anything that connected to your own life? Or other subjects in school?