Live Interactive Video Education

LIVE

Arts Education Programming

Grade

5

Strand

Dance

Curriculum

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Grade 5: Dancing with Misty Wensel

Aim: This one-hour session will give students the opportunity to participate in a live broadcast with professional dancer Misty Wensel.

Students will learn about relating to other dancers through the exploration of the basic elements of dance.

Creative/Productive: Students will explore different elements of dance movement in collaboration with their classmates.

Critical/Responsive: Students will have the opportunity to ask dancer Misty Wensel about her art practice as a dancer and choreographer.

Cultural/Historical: Students will learn about contemporary dance in Saskatchewan.

About the Artist

Misty is the founder – as well as collaborator, dancer and choreographer – of the innovative and whimsical FadaDance troupe. Dancing with this trio feeds her creative spirit and nurtures her life, while affording her the opportunity to create hilarious, surprising and breathtaking works of contemporary dance.

Misty, a University of Regina graduate with a B. Ed in Arts Education, majoring in Dance, has been sharing her craft with students and peers for over a decade. In 2004, Misty established FadaDance, a contemporary dance school, the first of its kind in Regina, SK. Since then, she has had the opportunity to train and inspire dancers of all ages, while creating a platform for her troupe and her students that is truly unique. Her work with the troupe and the youth company of FadaDance has taken her to stages, festivals and workshops across Canada, and as far as Jamaica and Brazil. Her art is her life's work, and after ten years of working as a high school drama and arts educator, Misty now has the freedom to focus completely on the FadaDance revolution. Her love of boundary-pushing creative dance is infectious and exciting.

As a solo artist, Misty has become recognized for her ability to fuse Kathak into an original breed of contemporary work. Currently she is refining this body of Kathak-influenced work in collaboration with Joanna De Souza of M-Do/Toronto Tabla Ensemble.

One-Hour Program Structure

Part 1: 45 minutes

Video (5 min.)- Artist Biography

Warm-up (15 min.): Stretching, Improv, warming up the hands

Performance (5 min.): "Silent City"

Demonstration & Exploration: (20 min)

- In the dance "Silent City" there are two major segments of choreography. There is complex footwork patterning that exists within the timing of a triplet, as well there are many hand gestures (mudras) utilized in the dance.

- Working with the count of ¾ Misty will teach student a triplet step.

- Exploring dance in the hands (mudras) and why Misty incorporates this into her work as a contemporary dancer (fusing Indian classical dance).

- Teach a few mudras & allow students to explore working with the hands. Can they make any of the gestures connect?

- Together try a phrase of mudra work from "Silent City".

PART 2: 45 min. Teacher-guided hands-on workshop activities with on-line support from artist through Adobe Connect- http://connect.edonline.sk.ca/liveartsed/

Teachers and students can consult artist via the Internet or telephone during this segment. On-line resources available for use in the classroom.

Outcomes: Sample Assessment

Creative/Productive: CP5.1 Create dance compositions inspired by pop culture (e.g., street dances, current dance trends in music videos).

Remember it's about you (you also position yourself as alternative to mainstream culture).

CP5.2 Express own ideas using pop dance forms and styles, and apply the elements of dance including:

•actions (extend repertoire of actions with flexibility and clarity of movement)

•body (arm and leg gestures that lead toward, away from, and around own bodies)

•dynamics (acceleration and deceleration)

•relationships (alone, partner, small groups)

•space (pathways, directions, levels, shape).

Refer to renewed Arts Education curriculum documents for further information on outcomes and assessment.

Materials and Resources: We recommend that you utilize a larger space such as a gymnasium for these dance activities.

Teacher Guide for Hands-on Workshop Segment of the Broadcast Part 2: 45 minutes

Misty Wensel's dance identity has been strongly influenced by India's culture and dance. Much of her study of the form of Kathak is found in her work. Misty's work can be viewed as a statement regarding the melting pot of Saskatchewan, as our province is a place where one can be influenced by many worlds and cultures.

1. **Class discussion** (5 min). What is your identity built from and how are you influenced? (ie. pop culture, cultural heritage, peer groups, personal and family interests, gender…)

2. Movement Build & Pass (8 minutes): In a circle (or perhaps 2-3 circles depending on class size) one student at a time offers a movement (it could be a movement that somehow represents themselves or simply a movement). All others in the circle repeat this movement. Next person B offers a movement, again the entire class repeats person A's movement as well as B's, this continues until there is an extended phrase of movements that includes an offer from each member of the circle.

3. Dynamics Discovery (10 min.): In groups of 4 students will create a new phrase of movements inspired by "Movement Build & Pass."

- Each group member will contribute at least one movement (it could be the one from the circle or a new one).
- As a group, students work to generate new possibilities for each of the movements by playing with the following dynamics:

fast/slow

soft/hard

big/small

repetition

Once groups have shared their movement with their group and explored changing them, they will create a new phrase of movement as a group using their new variations. Encourage students to use repetition and contrast in creating this phrase.

4. **Traveling Steps** (5 min.): In the broadcast students were introduced to a triplet step: down-up-up. Have them try this step across the room in rows. Use music: "Waltz" by Rah Rah

Teacher Guide for Hands-on Workshop Segment of the Broadcast con't….

5. Creating Traveling Phrases (10 minutes):

Have the groups of 4 split into partners. Based off learning this traveling step, challenge students to come up with their own traveling phrase with another member of their group.

Types of traveling or loco-motor movements include:

Skipping

Galloping

Leaping

Hopping

Running

Walking

Turning

Rolling

- By combining these types of movements students are challenged to come up with their own 4/4 count phrase. Their phrase should be able to repeat, hence taking them across the floor. Use Music: "African Pirates"

- Ex. Skip for 4/ Hop twice on right foot (2 counts), twice on left foot (2 counts)/ Turn for 4 counts/ Jump for 4 counts/Roll for 4 counts

6. **Traveling Phrase Share** (10 minutes):

Partners then return to their original groups of 4 and each set of partners shares & teaches their traveling phrase to the group.

7. Extension for next arts ed. class:

- Groups return to their traveling phrases and review them. The group then combines their traveling phrases with their phrase of dynamic movements from #2.

- Share these dances by performing them to the class.