



Strand: Dance and Music
Level: Grade 4
Content: 45 minute broadcast + hands-on activities

LIVE Arts with Rae Ann Hydamaka and Violet Naytowhow: Where Breath Meets Movement

Artists Rae Ann Hydamaka and Violet Naytowhow have drawn on their knowledge of dance and music to create an exciting collaborative program. Violet will teach students about First Nations traditional music and dance, while Rae Ann will discuss ballet and modern dance. The artists will model collaboration, bringing elements from their traditional backgrounds together to create something new. Students will also learn about the relationship between sound, breath and movement, and will practice putting these elements together to express their own artistic story.

About the Artists

Violet Naytowhow is a Woodland Cree singer/Songwriter based in Prince Albert. She has been actively involved as a performer at music festivals, cultural events, conferences, ceremonies and community events since she was a child. Most recently, Violet has been an active cast member of 'Silent Survivors'. She has also recorded and played with a wide variety of musicians including Pepe Mendoza and Chester Knight. Her second CD, 'Wind of the North', was produced by Vancouver-based songwriter and producer Wayne Lavallée. She collaborated with her family in the creation of her second album, which includes songs in the Cree language, traditional Aboriginal flute and Cree chants.

Rae Ann Hydamaka received dance training at the Royal Winnipeg Ballet School and the Quinte Ballet School of Canada and has completed her Advanced 2 Examination with the Royal Academy of Dance. In addition to performing with companies across Western Canada, she has been a company dancer with *The White Birch Ballet Company* in Saskatoon and has also received awards for her choreography. As well as performing, Rae Ann continues to pursue excellence in teaching dance. She holds a Teaching Certificate with the Royal Academy of Dance and has taught full time for the Youth Ballet Company of Saskatchewan. After relocating to Saskatoon, Rae Ann held a position as the ballet director and modern instructor at Kristy's Dance Fusion, and has taught classical ballet and modern dance for the White Birch Professional Development Program. Most recently, Rae Ann founded the Dance in the Prairies School of Ballet. She also holds the title of Ballet Director with Lanigan Dance Dynamics and teaches ballet for Dance Ink.

Curriculum Aims & Goals

Creative/Productive:

Students will learn warm-up sounds and various techniques related to pairing sound with movement.

Critical/Responsive:

Students will learn to identify how several traditions of dance and music have incorporated music, breath, and the earth into their creative process.

Cultural/Historical:

The artists will discuss the historical aspects of first nations music and dance, ballet, and modern dance.

Please see below for a **Pre-Broadcast Activity**, and pages 6-9 for a selection of **Teacher Guided Post-Broadcast Activities**. These activities will give students the opportunity to apply what they have learned during the broadcast and to further their learning.

Pre-Broadcast Activity (Optional): DIY Musical Instruments

Create a musical instrument that students can use during the broadcast and post-broadcast activity. Some great ideas include;

Paper Plate Tambourine

Water Bottle Guiro

Spoons

<http://www.sheknows.com/parenting/articles/993639/diy-homemade-instruments-for-kids>

Rain Stick

<http://theimaginationtree.com/2011/02/diy-rain-stick.html>

Egg shakers

<http://www.mamasmiles.com/fancy-egg-shakers/>

Tin Can Drum

<http://coolprogeny.com/2013/01/music-play-make-your-own-tin-can-drum/>

Broadcast Program (45 min)

Presentation 1 (CR4.1)

Artist Bios

Activity 1

Warm-ups

Demo 1

Performance by the artists

Activity 2 (CP4.2/ CP4.6)

Vocal sound and movement activity

Presentation 2 (CH4.2)

Violet will discuss the history and cultural significance of First Nations music and dance, and Rae Ann will talk about ballet and modern dance. They will describe how artists in these traditions have incorporated music, breath, and the earth into their creative process.

Activity 3 (CP4.2/ CP4.6)

Chant and Dance Activity

*Teachers will divide their classes into two groups for this activity

**If students have made musical instruments prior to the broadcast, use them now!

Demo 2

A look at what students at the host school developed during Activity 3.

Curriculum Outcomes: www.curriculum.gov.sk.ca

Creative/Productive

CP4.2: Express ideas using the elements of dance including actions, body (body parts leading movements) and space (asymmetrical and symmetrical shapes, creating and recalling pathways).

CP4.6: Create and perform music (voice and instrumental) that demonstrates knowledge of pitch, melody, harmony and texture (e.g., layers of sound and patterns, partner songs).

Critical/Responsive

CR4.1: Analyze how dance, drama, music, and visual art works represent unique ideas and perspectives.

CR4.2: Respond thoughtfully to a variety of contemporary Saskatchewan arts expressions.

Cultural/Historical

CH4.2: Analyze and respond to arts expressions of various Saskatchewan First Nations and Métis artists.

Teacher Guided Post-Broadcast Activities

As a follow up to the broadcast, select one or more of the following activities to continue your students' learning. If you would like review parts of the broadcast with your students, follow the instruction in the box.

Activity 1: Warm-up (CP 4.2)

During the broadcast, Violet and Rae Ann demonstrated the four major sounds used when warming up.

- Buzzing
- Ahhs
- Rolling R's
- Meaws

Ask students to practice one of the sounds. Then ask them to create a movement that they feel exemplifies or demonstrates the sound. Start small and slow, and work towards finishing with larger and faster movements. For example, for the buzzing sound, students could rub their hands together, or rub their legs.

Repeat the exercise with the remaining sounds.

Additional warm-ups:

- A. For Ahhs: Incorporate breath into movements. Ask students to imagine there is a color attached to their breath. As they inhale ask them to imagine the color going to specific parts of the body. As they exhale the breath, ask them to imagine that color exists the body.
 - i. Ask students to start on the floor in the fetal position, then exhale "aaahs" as they arch their backs, finishing by extending the neck totally lifted and stretching out their tummy. Then they should curve back in, chin tucked to chest.
 - ii. Students begin on all fours. Ask them to slowly stand as they uncurl their bodies upwards to a standing position, reaching up to sky with fingers. This movement can be accompanied by a long "aaaaah". Then ask students to reverse the movement, curling back down to all fours. What sound could accompany this reversed movement?
 - iii. Warm up the face (works well in pairs or in the larger group). Ask students to scrunch up their faces, make silly faces, stretched out and tight faces. Ask students to decide which facial movements could be accompanied by an "aaah", and if some facial movements need other sounds.

How to review parts of the broadcast

1. Go to the archived LIVE Arts programs on <http://ecast.edonline.sk.ca>.
2. Click "On Demand"
3. In the programmer box, select "LIVE Arts Saskatchewan" and click "Search".
4. Find the day and time of the broadcast and click "Login".
5. If you do not have the username and password please email liveartsaskatchewan@gmail.com

B. For rolling R's: (rolling their tongue)

- i. In this exercise, students will change pitch when rolling their r's, then express these highs and lows with their body. They might start with a low sound and bodies low to the ground, and move higher as the pitch increases. Sways and turns can also be incorporated into their movements.
- ii. In this exercise, students will maintain a consistent pitch with their voice. They can then experiment with their bodies to determine what movement(s) help them to maintain the sound. Incorporate combinations of high and low sounds and movements.

C. For Meaws: Ask students to play with different movements and tempos. For example, walking fast, running, forwards-backwards, sideways ... Remind students to be aware of their bodies and the people around them and to avoid unintentional collisions or contact.

Activity 2: Sound and Movement Combinations (CP4.2)

During the broadcast, Violet and Rae Ann demonstrated the four major sounds used when warming up. (You may review parts of the broadcast with your students, please instructions see above). In this activity, students will work in groups to create movements and sequences of movements.

- Buzzing
- Ahhs
- Rolling R's
- Meaws

Step 1: Divide your class into groups of four.

Step 2: Ask each group to choose one sound learned during the warm-up section of the broadcast. Practice the sound.

Step 3: Ask each person in the group of four to create a different movement to accompany the sound. After a few minutes, ask students to learn each other's movements.

Step 4: Combine two groups that are using different sounds together. Ask them to teach each other their movements, and to create a sequence that incorporates all eight movements. By the end of the exercise, all eight students will have learned each other's movements and created their own mini combination. Students should continue to make their sound as they practice their combinations.

Activity 3: Making Music (CP4.6)

During the broadcast, musician Violet Naytowhow discussed how First Nations people make instruments from the materials in their environment, such as deer hide and wood. In this activity, students will learn how to make their own musical instruments and practice using their creations as they play along with Violet.

Step 1: Create DIY Instruments

In the optional pre-broadcast activity on page 2, students made their own musical instruments. If your class did not do the pre-broadcast activity, they may do so now. If your students have already made their musical instruments, you may want to give them the opportunity to refine their instrument or make a second instrument.

*It is ideal if there are a variety of instruments in the classroom as a whole, for example some drums, some shakers, some guiros, etc. You may also supplement with instruments that your school already has, or use existing objects to make sounds, such as shaking containers full of craft supplies, banging shoes on floors, clapping, etc.

Step 2: Share sounds

- Ask each student to demonstrate the sound his or her instrument makes.
- Ask students to identify what aspects of materials or construction of the instruments creates variety in sound.
- Ask students to identify which instruments make sounds that complement each other, and to form small groups based on these observations. Give them a few minutes to practice together in groups.

Step 3: Play along with Violet

- Play the video of Violet's chant and ask students to listen carefully.
- Next, replay the video and ask one group to play along.
- Replay the video several times, giving each group a turn to play along. How do the sounds differ based on which instruments are in the groups?
- Replay the video one last time and ask all students to join in with their instruments. How does the song change with more instruments? Fewer instruments?

Step 4: New compositions

- Just as Violet and Rae Ann collaborated to create new art, ask students to return to their small groups and use their instruments to create an original song. If successful, the groups may take turns performing their songs in front of the class.

Activity 3 Materials and Resources

- Computer to listen to or watch Violet singing.
- "Horse Calling Song" (mp4 video file) available here: <http://liveartsaskatchewan.com/resources/music/>
- DIY Instruments or materials to make them
*See Page 2 for DIY Instrument ideas
- OR existing or found instruments
- Space for students to work together in groups

Activity 4: Expressing sound and movement with line and colour (CP4.6)

In this visual arts activity, students will interpret a chant sung by Violet with line and colour. Students may work individually on their own piece of paper, or as a group on a large roll of paper.

Step 1:

Ask students to imagine the colour of Violet's breath as she chants while students listen to the audio track provided.

Step 2:

Ask students to select the colour of marker or crayon that they had imagined while Violet was singing and provide paper.

Step 3:

Ask students to draw out what the chant would sound like in the form of lines and pathways. You may want to play the audio file quietly on repeat while students draw.

- Where would the breaths in the drawing be?
- Where would the highs and lows be?
- Where would the curling and uncurling be?

Step 4:

Ask students to stand up as a group and to interpret their drawing through sound and movement. After a little practice, you may invite them to show their drawings and demonstrate their movements to the class. Students may also trade drawings and interpret another student's drawing in the same manner.

Step 5:

If working on a large roll of paper, students may begin to work more collaboratively and to continue each other's drawings, adding colours and lines. If students are working on small pieces of paper, they may trade drawings and continue to work on another student's drawing. Play Violet's chant or play new music to inspire new kinds of lines and colours.

Activity 4 Materials and Resources

- Computer or device to listen to Violet's chant.
- "Horse is Coming" (m4a audio file) available here: <http://liveartsaskatchewan.com/resources/music/>
- Large roll of paper OR smaller sheets of paper
- Markers or crayons