

GLUCK School Program 2014 - 2015



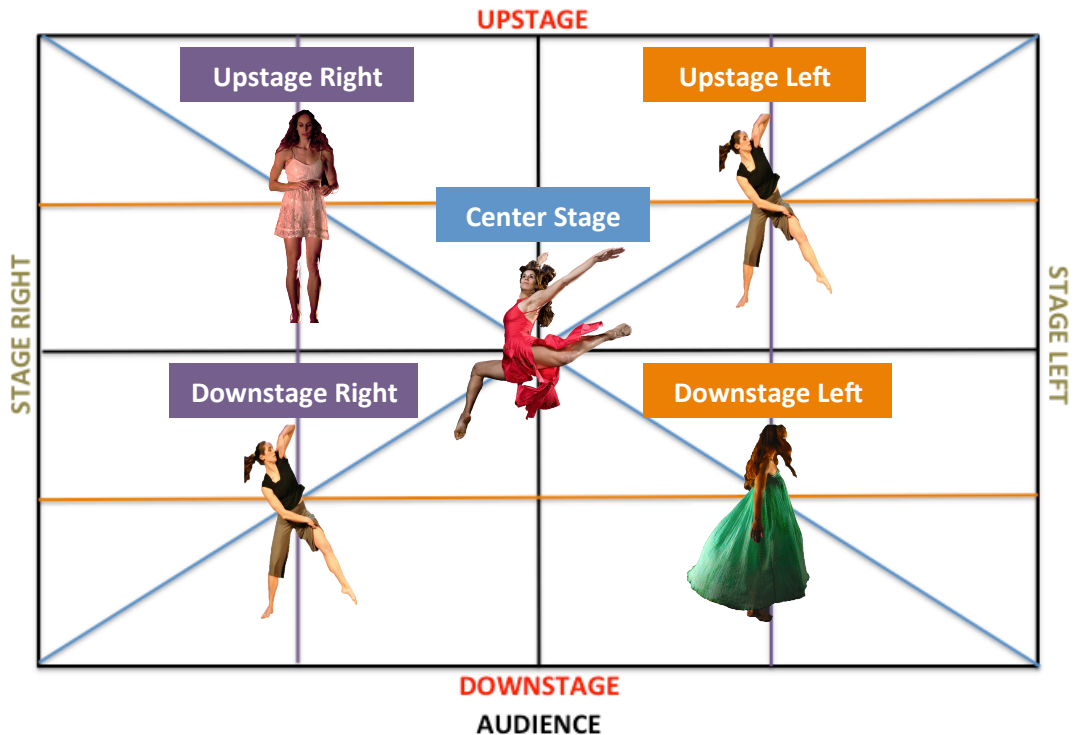
DRAW ON

DANCE!

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Draw on Dance! Activity I

Terms



Theater & Stage – a theater is a place designed to hold a stage, where dancers can perform and audience members can sit and watch.

Have you been to the theater? What did you see?

Audience – The people sitting in the seats of the theater watching the performance onstage.

If you were dancing onstage, who would you want to be watching?

Choreographer – the person who makes dances.

If you were going to make a dance, what would it be about?

Downstage – the place onstage closest to the audience.

Upstage – the place onstage farthest from the audience.

Stage Left – the place onstage to the dancer's left (the audience's right).

Stage Right – the place onstage to the dancer's right (the audience's left).

Center Stage – the very center of the stage.

Draw on Dance! Activity I

Where's That Dancer?

Now, divide the students into "audience" and "dancers". The audience will be the "choreographers" and will tell the "dancers" how to move (upstage, stage left, downstage) by pointing only. All the "choreographers" can do this together and the "dancers" onstage can go whichever direction they see first. The dancers will try to move as a group. Then follow up the exercise with simple questions, "Was it easy to follow the choreographer?" "Who did you watch and why?" "How did it feel to have so many people around you?" Then switch groups or you can become the choreographer!

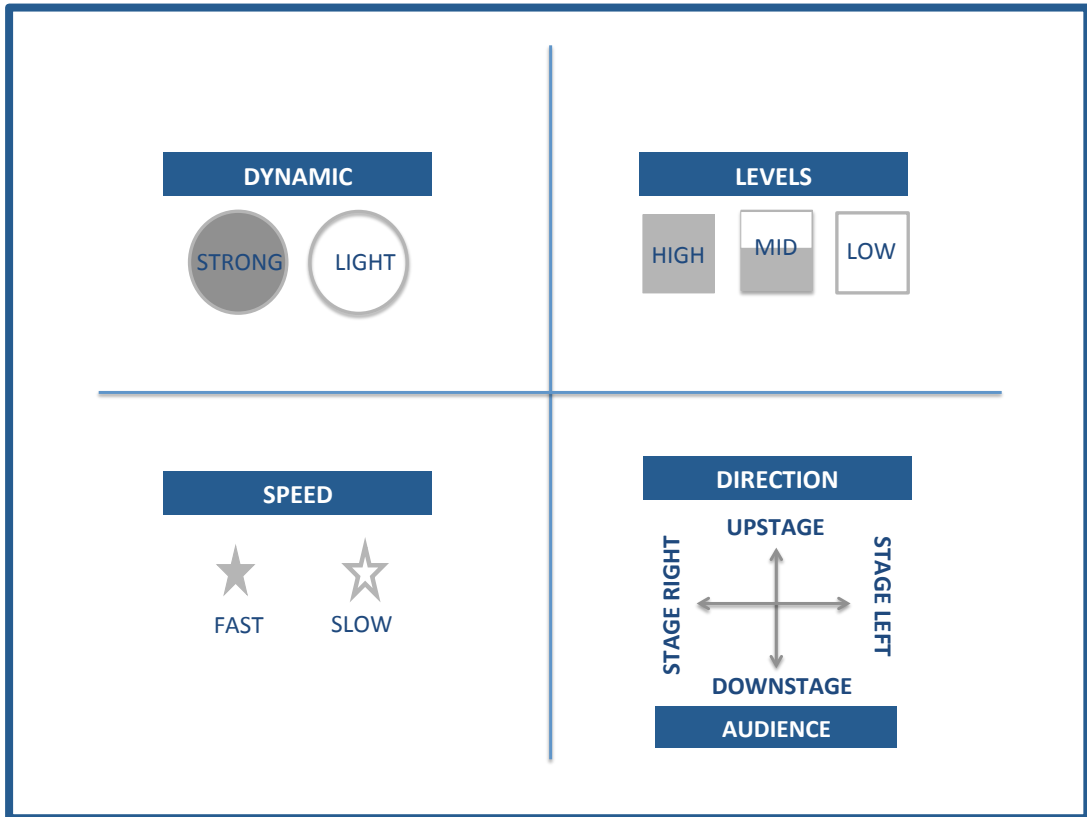
Draw on Dance! Activity I

Addition & Subtraction

Make a line to divide the space into "onstage" and "audience". Give simple directives to the students like, "Everyone wearing red ADD yourself to the stage!" Those students will then ADD themselves to the onstage space by freezing in a unique shape. Try another directive: "Now, everyone who has a birthday in March, add yourself to the stage!" Those not onstage are the "audience" and should be watching what is happening onstage. Then, ask some of the students onstage to exit or SUBTRACT themselves from the stage to become audience members again. "Everyone with an "A" in your first name, SUBTRACT yourself from the stage!" Then follow up the exercise with questions like, "What shapes did you see onstage as an audience member?" "What did it feel like to stand still?" "Did you like being a performer or an audience member better?"

Draw on Dance! Activity 2

Terms



Notation – what choreographers use to write down their dances.

What kinds of things do you write down so you don't forget them later?

Dynamic – Strong (like a rock falling) and Light (like a feather).

How would a falling rock sound? Show me with movement... How would a feather move to the ground?

Show me with movement..,

Level – High (farthest from the ground), Mid and Low (closest to the ground)

Show me a low level. Show me a high level. Can one body part be high and another low at the same time?

Speed – Fast and Slow

How can you keep your feet planted but move fast? Or slow?

Direction – Upstage, Downstage, Stage Left and Stage Right

Where else do we need to follow directions?

Draw on Dance! Activity 2

Moving Images

Use the shapes provided and ask the students to stand up at their desks. Make sure they have enough room to move without interruption. Hold up a shape and see how they can interpret it by moving FAST or DIRECT or at a LOW LEVEL. Try pointing to 2 shapes at once and see how they can move SLOW and STRONG or HIGH and LIGHT. Follow up the exercise by asking them to move any way they want and then use some of the words above to get them to think about how they like to move best.

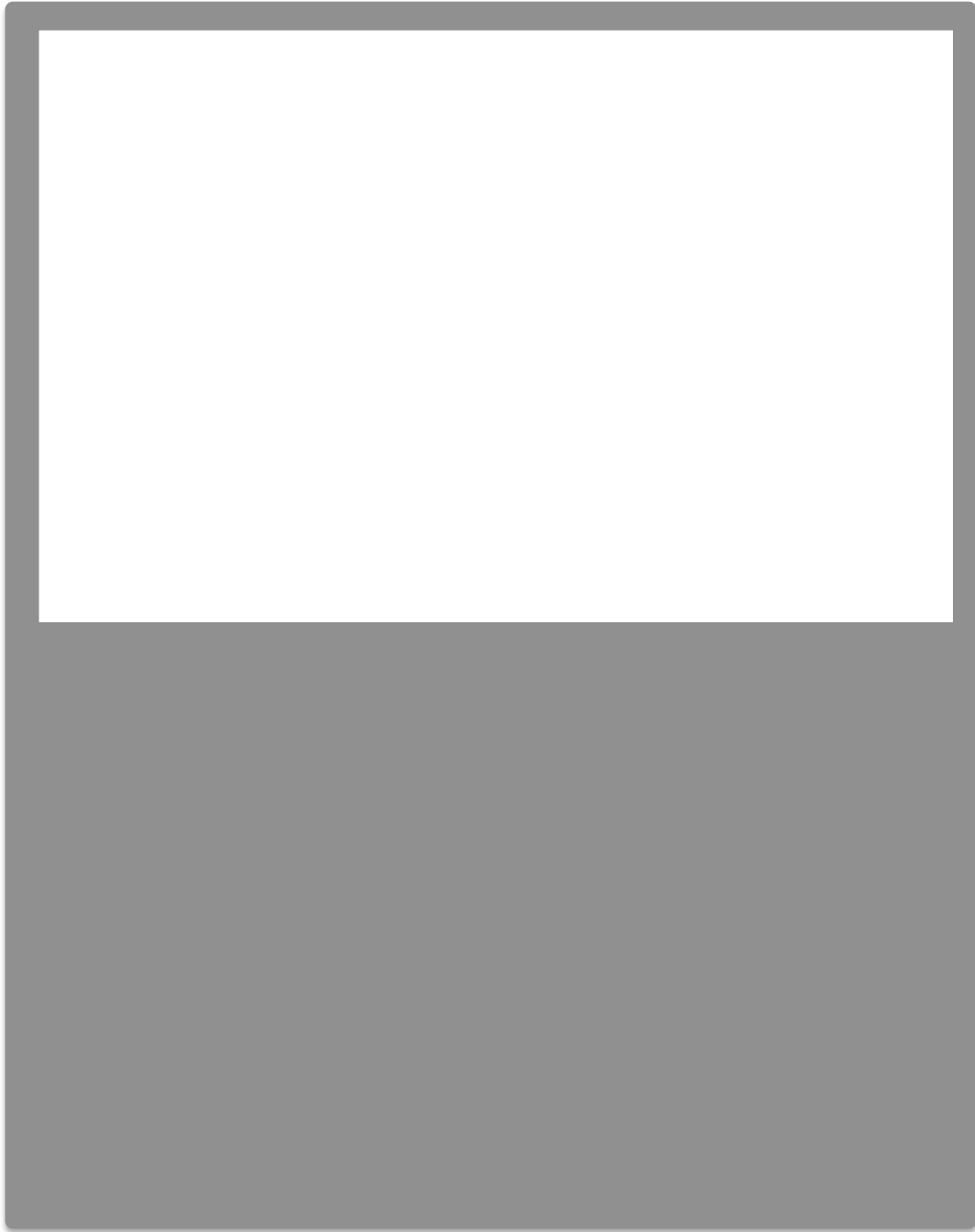
Draw on Dance! Activity 2

Doodle Dance

Have the students place their pencil or crayon or marker on a piece of paper. Say, "Ready, Set, Go!" and have them doodle or scribble a pattern on the piece of paper without lifting their writing utensil until you say "Stop!" (a few seconds, 10 at most). Then have them 1) use different body parts to move through their pathway, e.g. use you arm, ribcage, nose to make the pathway; and 2) have them walk that pattern around the room. After they try both, ask some follow up questions, like "Which body part did you like to move the most?" "Was it easy to follow the pattern you drew around the room?" "What shapes did you make on the floor?"



HIGH



MID



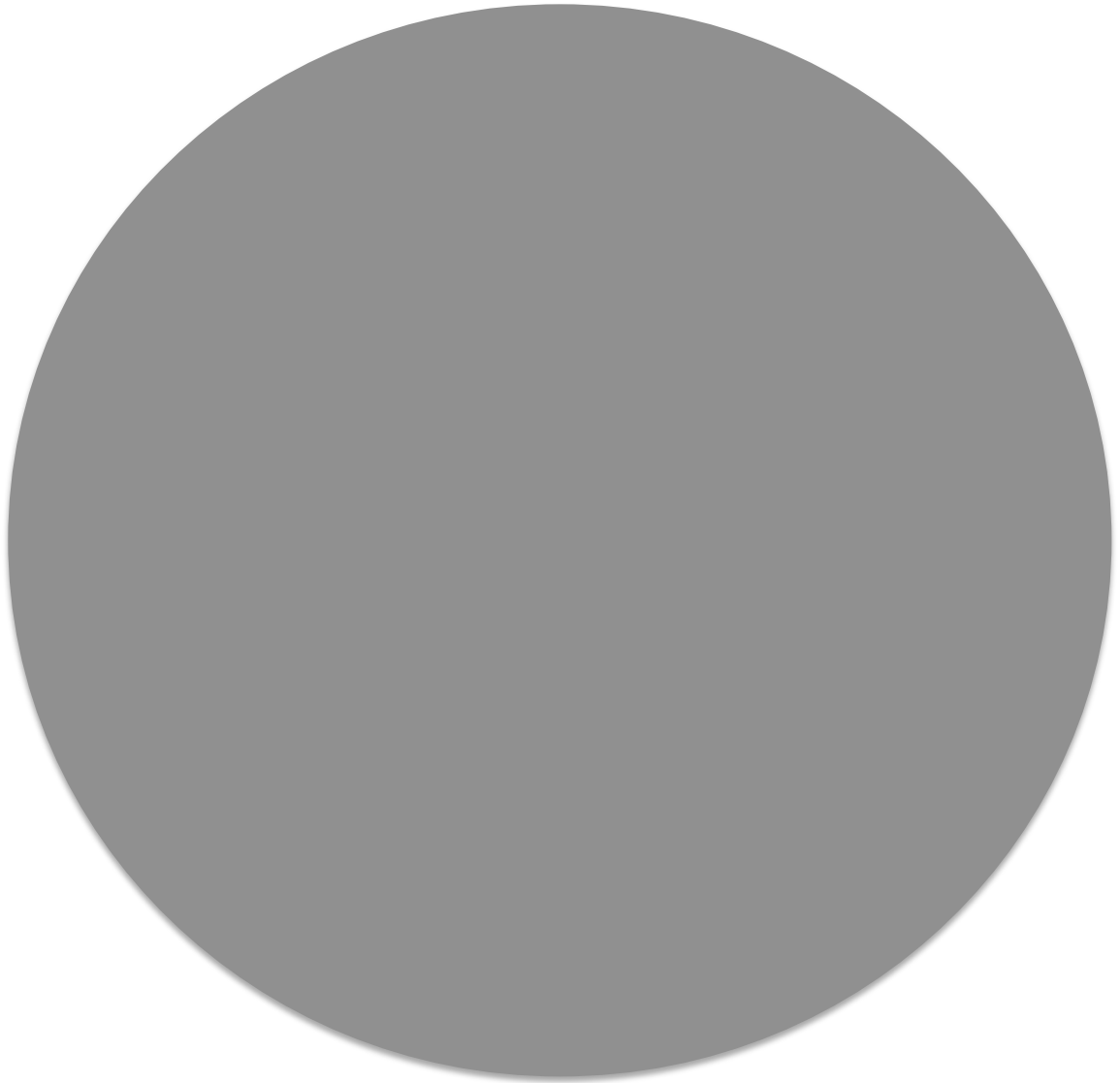
LOW



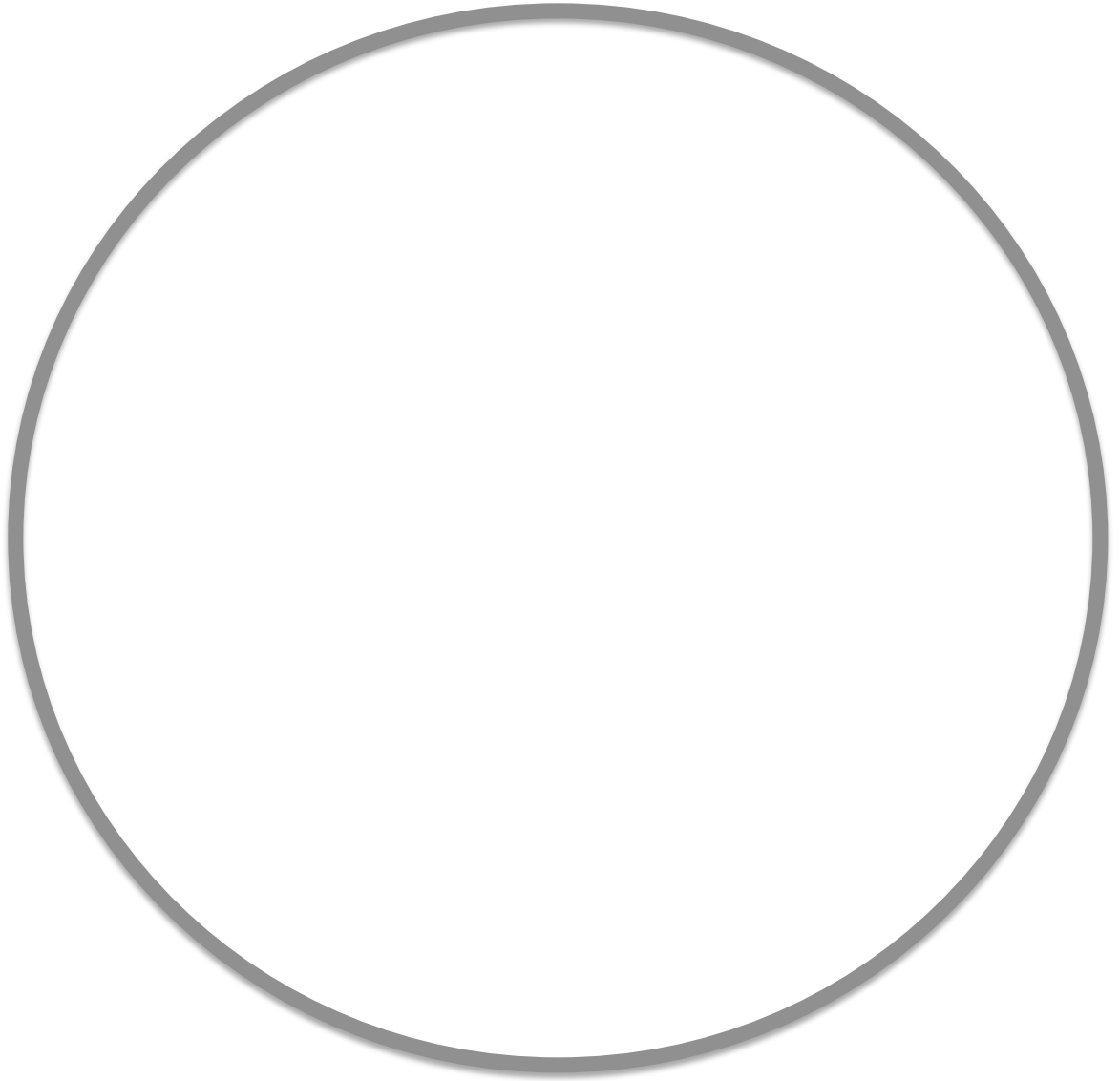
FAST



SLOW



STRONG



LIGHT