

RESIDENCY OUTLINE

(1-3 weeks)

I GOALS

Students will:

- ❖ Discover the joy and well-being that comes from the rigorous physical and theatrical expression of dance
- ❖ Learn the basic and most exciting elements of modern dance as they move.
- ❖ Learn the principals of choreography as they create dances collaboratively
- ❖ Connect storytelling with dance-making as they translate language into movement
- ❖ Transform their own written stories into dances, thereby opening a window on the process of abstraction and the world of abstract and intuitive art forms in general

II PAST EXPERIENCE

As a master teaching artist for the CT Commission on the Arts and a longtime member of the Young Audiences of CT roster, I have performed and taught throughout CT and its surrounds. As the principal master teaching artist for the dance company Pilobolus, I taught dance workshops and residencies around the country for many years. I did a three year dance project sponsored by the Shubert Theater in New Haven, teaching at every public school in the city as well as an after school residency which emphasized student to student mentoring. I taught a residency over a two year period for inner-city students in New Orleans. I taught suburban students outside Chicago, both inner-city students and suburban students in Cleveland at Cleveland School for the Arts and Shaker Heights High respectively. I have worked with students on reservation in Arizona, physically challenged students in Salt Lake City. I did residencies in rural and urban areas around St. Louis for three years. I have taught in nearly every state in the country and have often been asked back. Physicality, improvisation and choreography that comes from the students are my particular interests as a teacher. I have worked with every grade level many times.

Over the last two years, I have brought my own performances, workshops, and residency program (STOREOGRAPHY) into schools all over Connecticut and now in Atlanta as well.

III RESIDENCY DESIGN

1. Development classes for teachers will happen before the residency begins (1 - 4 sessions - Optional)
 - A. teachers will learn the basic movement concepts
 - B. teachers will be asked to develop their own curriculum-based movement exercises for their classes on non- residency days
 - C. teachers will self-assess, revise, share strategies and repeat movement exercises with guidance from the artist.

2. The residency will begin with games and exercises which teach students the dance basics (1 - 3 sessions)
 - A. Dynamics
 1. speed changes
 2. level changes
 3. stillness
 4. rhythmic variation
 - B. Spatial
 1. large and small movements
 2. floor patterns
 3. making shapes in the space
 - C. Qualitative
 1. moving with different textures eg. jagged, feathery.
 2. expressing emotions with the whole body not just the face.
 - D. Improvisation
 1. listening and watching your partner intently
 2. music is also your partner
 3. moving on impulse without analysis

4. In the next segment students will work on collaborative strategies and assignments to do choreographic studies which will introduce them to the basics of choreography. (1-3 sessions)

- A. leadership swapping games
 - B. non-verbal communication
 - C. respecting the “aha” moment
 - D. using unison, canon, repetition etc.
 - E. creating exciting visuals
5. Thirdly, students will be asked to analyze their own previously written stories (written collaboratively in small groups) and to physicalize various elements. (1 session)
- A. knowing who, where, when and what
 - B. beginning, middle, endings with transformations along the way.
 - C. embody action words and emotion words
 - D. use their imaginations to physically manifest anything from an sea squirt to a whisper to colonial American history to odd numbers
6. Next, students will begin to collaborate in small groups to create dances from their stories. (1-2 sessions)
- A. describe and move the essence of a word or thing
 - B. physicalize a word or thing
 - C. create shapes and events that represent inner narrative
 - D. abstract overly literal moments
7. Final performances (1 session)
- A. Students will share work within their classes
 - B. students may share work at school assembly’s
8. Journaling and Reflecting
(all sessions and on non-residency days)
- A. students will keep journals or portfolios, documenting their experiences
 - B. digital film and/or video recording mayl be practiced throughout the residency