

Part 4: Tailored Business Plan

Vision Statement

Great dancers are not great because of their technique, they are great because of their passion.-
Martha Graham

Dance...

- confirms our humanity. It requires mastery of technique but also connects us to the world. Dance needs to connect to feelings and interpretation as a means for inspiration.

Artistry...

- requires attention to our inner authentic voice. When we are intentional about the fine details it allows us to magnify our experiences through our art and encourages innovation.

"Dance, dance, otherwise all is dead." Pina Bausch

Process...

- gives us access to new ways of learning. Our kinesthetic intelligence, often dormant when learning in other subjects, can reignite engagement.

"If the structure does not permit dialogue the structure must be changed" - Paulo Freire

Reflect and...

- know dance's is play, and teaching is an invitation to play

George Balanchine said, *"Dance is music made visible."*

- observe process' voice that directs our attention.

Learning Objectives

As a result of participation students will be able to:

- Approach assignments through collaborative work as an ensemble.
- Design a short choreography or dramatic scene to express understanding
- Articulate personal narratives, through the dramatization of words in a text.
- Communicate an understanding of words in a text by performing with feeling.
- Assess self and peers through applying rubric designed to summarize understanding.

Learning Outcomes

At the center of my practice is a concentration on creating sustainable interest in the performing arts. Children three and up can better appreciate what it takes to be a skillful performer by viewing, imitating, creating, and evaluating. As a dance and theater educator, the elements I learned as an artist are invaluable to me as a teacher:

1. Exploring elements of body, action, space, time and energy (BASTE)

This includes the ability to identify when viewing dance these elements, which enables us to choreograph or create in dance.

2. Mastering increasingly complex combinations of movement

Though technique should and isn't addressed until about age 7 or 8, critical to the future of any young dancer is to have a progression of steps and "enchainment" that become part of muscle memory. Therefore, I introduce the most elementary of these types of combination steps including grapevine and box step.

3. Translating stories into movement through choreographic principles

As students begin to embody movement, mime, or pantomime, is part of learning that dance is an expressive art form. I use dance as a tool to tell stories and expose younger students to the most obvious of those including Nutcracker, Firebird and Midsummer Night's Dream.

4. Cooperating and working effectively in an ensemble in class and onstage

The act of collaborating supports social emotional learning.

5. Learning, rehearsing and interpreting choreography; musicality

When students are learning a sequence of steps, they are trusting their instincts, while trying out theoretical knowledge. We become better at absorbing information, and keep focused, by practicing and working toward mastery.

6. Increasing and maintaining the flexibility and strength needed for performance

Dancers need to be strong and resilient. As dance students, we need to dedicate time and energy to develop strong and flexible bodies while maintaining our health.

Sequential skills will be assessed yearly both formatively and summatively. The performing arts are open-ended in their approach and vary based on skills, maturity and cognitive development of the individual.

Arts Integration

I believe in art for arts sake as well as dance as an embodiment for learning. Above all, we must insist, as educators, on quality in arts education. Learning through the arts has been a focus of my work since 1998, when I participated in a forum through Kennedy Center for the Arts, "Artists as Teachers".

Student and Educator Assessment

In the public schools, we quantify both progress as an educators, and students growth. This is accomplished by in class observations, goal setting and actionable steps. Our work is further demonstrated by a series of artifacts we upload.

Most of my current assessments are performance based, but I also do peer and self-assessment with students. This year my grade band is only the Early Childhood (K0-1st) and so my assessments are verbal and those that are written have a distinct literacy component.