



Before we visit...

Dancers from Voci Dance will be coming to your classroom soon to teach a creative movement lesson based on the story *Color Dance* by Ann Jonas.

Here are some pre-visit lesson ideas to share with your class.

Discussion and ideas

Voci Dance is a **modern dance** company.

Ask your students: What do you think **modern dance** is?

Generate a list based on your students' suggestions.

If they have no suggestions, ask them if they think it is like **ballet** or **jazz** or **hip hop**.

Pre-visit movement study

Modern Dancers like to make shapes with their bodies. Choreographers connect shapes to form dances.

Ask students to stand up next to their desks and push in their chairs.

Ask them to explore what kinds of shapes they can make with their bodies. Ask them to move into a shape, hold it for a count of 5 and move to the next shape. Explore making high and low level shapes.

Shape and Freeze

This activity would follow the movement study above.

Supplies needed: CD player or drum; open space next to the student's desks or playground, stage or pavilion area

Explain to the students that while the music is playing that they may make shapes with their bodies.

When the music stops, they must freeze in those shapes.

This activity uses the well-known format of Freeze Dance, but the emphasis is making shapes when the students freeze.

Vocabulary the students will learn in a creative movement context during your upcoming class:

- form
- shape
- level
- pathway
- choreographer
- parallel
- turnout
- general space
- personal space

Standards addressed-Big Ideas: Skills, Techniques, and Processes (DA.1.S.1, DA.1.S.1.1, DA.1.S.1.2, DA.1.S.1.3, DA.1.S.3.1, DA.1.S.3.2, DA.1.S.3.3, DA.1.S.3.4, DA.1.2.3.5, DA 2.S.1, DA.2.S.1.1, DA.2.S.1.2, DA.2.S.1.3)



After we visit...

Movement and Inspiration

During your visit with the **modern dancers** from **Voci Dance**, we read the story *Color Dance*, by Ann Jonas and danced with scarves just like the dancers in the story. We were inspired by the story and danced to the music of the drum. Sometimes we danced slowly, and other times we danced quickly. The young dancers in *Color Dance* were inspired by color and movement and we were inspired by color, movement and music. Dancers and **choreographers** are inspired by stories, art, music and different things in life. Inspiration for movement is everywhere! Can you find inspiration for movement?

Try this activity in your classroom or at home:

- Find a space big enough to move. You could use your yard, garage, or play room- any space where you can move without touching walls or furniture. Have your parents play different types of music. See how that music makes you move. Does the music make you move in a certain way? Fast? Slow? Crazy? Sharp? Soft? What about your **pathway**? Does the music make you move in straight lines, curved or zig-zag pathways? What kinds of shapes does your body make? What **levels** are the shapes on? High? Medium? Low? Try three or more different kinds of music and see what your body does! Talk to your parents about how you feel when different kinds of music are playing.

Other ways to do this activity:

- Have an adult use their cell phone to record the different ways you move to different types of music. Look at them and see how they are **alike** and how they are **different**. If you see movements you really like, try to repeat them over and over until you have a phrase of dance movement!
- Look at different pictures. (Ideas for images: pictures in magazines, books, on the internet, or on the wall of a museum) Look for different shapes and pathways. Try to create the shapes and pathways you observe in the pictures or artwork with your body. Try memorizing the shapes you create, repeat them and practice them. Turn on some music and practice your new movements! Share your movements with your family and friends.

Standards addressed-Big Ideas: Skills, Techniques, and Processes (DA.1.S.1, DA.1.S.1.1, DA.1.S.1.2, DA.1.S.1.3, DA.1.S.3.1, DA.1.S.3.2, DA.1.S.3.3, DA.1.S.3.4, DA. 1.2.3.5, DA 2.S.1, DA.2.S.1.1, DA.2.S.1.2, DA.2.S.1.3)