



Where the Arts Come Alive!



Thrivent Financial for Lutherans® **Education Series**

EDUCATOR RESOURCE GUIDE



Ailey II

Thursday, November 4, 2010
12:30 p.m.
approximately 60 minutes

Sponsored in part by



With additional support from



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WELCOME

Learning Through the Arts

Thank you for including the Fox Cities Performing Arts Center in your curriculum plans this year. Our mission is to serve as a gathering place for the community to engage in educational opportunities and enhance the understanding and enjoyment of life through the creation and presentation of the arts.

We want to be the place where students discover their own creativity by exposing them to the power of the performing arts! We hope you'll find the information in this resource guide and other online resources helpful as you connect the performance to your classroom lessons.

Our education and group sales team is ready to help make your experience at the Center one that will engage your students through the inspirational medium of live performing arts.

For questions contact the group sales department
(920) 730-3786 or groupsales@foxcitiespac.com

Enjoy the show!



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foxcitiespac.com

REMINDERS

THEATER ETIQUETTE

To make the experience an enjoyable one for all, please review the following theater etiquette with all your students and chaperones before attending the performance.

- **Arrive on time**
- **Cameras and audio or video recorders are not permitted in the theater**
- **Turn off or silence all cell phones, pagers, watch alarms and other electronic devices**
- **Food, candy, beverages and gum are not allowed in the theater**
- **Avoid talking and making unnecessary noise during the performance**
- **Walk while in the theater**
- **Keep feet off the seats and do not step over seat backs**
- **Do not lean over balcony railings or attempt to throw or drop anything from the balconies**
- **We strongly recommend that children be at least three years old. Babies in arms will not be permitted in the theater**

ARRIVAL

Please do not arrive any earlier than 30 minutes prior to the performance, but no later than 10 minutes before the performance to ensure ample time to get seated. Upon arrival at the theater, buses should follow the directions of the staff outside to assist them in finding a parking location. Cars and other vehicles may find parking in the Washington Street ramp or in metered spaces along the street for a nominal fee.

After parking, unload your students and make your way into the Fox Cities Performing Arts Center. Enter the building at the doors on Division Street and have one member of your group check in at the table in the main lobby. At that time you will be given your seat locations and volunteers will escort you to your seats. Printed tickets are not issued for education performances.

DEPARTURE

After the performance, Fox Cities Performing Arts Center personnel will dismiss all groups from the theater. Please remain in your seats until dismissed.

REFUNDS OR EXCHANGES

Refunds or exchanges will only be honored if an event is canceled by the Fox Cities Performing Arts Center or if your school (or district where you reside) is closed or delayed. Because we are unable to resell reserved seats, no refunds are issued for unused seats on the day of the performance, including student illnesses.

ACCESSIBILITY

The Fox Cities Performing Arts Center strives to make the arts available to everyone. We offer many services for patrons with special needs, including wheelchair accessible seating, assisted listening devices and American Sign Language (ASL) interpretation. To best serve the needs of you and your students, indicate if you have individuals who require special services or seating needs when making your reservation.



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CONTENT STANDARDS

To assist you in your planning, the Wisconsin Model Academic Standards that connect with this performance are listed below. Depending on how you incorporate the performance into your curriculum, you may cover additional standards as well.

Theater

- C. **RESEARCH AND ANALYSIS:** Students in Wisconsin will research and analyze methods of presentation and audience response for theater, the interconnections of theater, community, other cultures and historical periods for use as general knowledge.

Dance

- F. **COMMUNICATION AND EXPRESSION:** Students in Wisconsin will understand the expressive power of dance as a means of communication and understand that it is subject to multiple interpretations.
- G. **APPRECIATION:** Students in Wisconsin will reflect upon and appreciate dance as an art form past and present.
- H. **MAKING CONNECTIONS:** Students in Wisconsin will dance to build bridges to other disciplines and cultures.

Music

- H. **THE ARTS:** Students in Wisconsin will relate music to the other arts and disciplines outside the arts.
- I. **HISTORY AND CULTURE:** Students in Wisconsin will relate music to history and culture.

Social Studies

- B. **HISTORY:** Students in Wisconsin will learn about the history of Wisconsin, the United States, and the world, examining change and continuity over time in order to develop historical perspective, explain historical relationships, and analyze issues that affect the present and the future.
- E. **BEHAVIORAL SCIENCES:** Students in Wisconsin will learn about the behavioral sciences by exploring concepts from the discipline of sociology, the study of the interactions among individuals, groups, and institutions; the discipline of psychology, the study of factors that influence individual identity and learning; and the discipline of anthropology, the study of cultures in various times and settings.



HOW TO PREPARE FOR THE DANCE PERFORMANCE

Clear your mind of other thoughts (general or personal). Open your mind and spirit to the moment; concentrate and raise your awareness to the immediate environment.

As the lights lower and/or the music begins, take a deep breath and relax in your seat. You are beginning to watch motion, movement, shape, line, rhythm, tempo, color, space, time, energy . . . dance.

Allow yourself to release the notion that you already know what dance means, or has to mean, or that you have to figure something out. Release the notion that you have to look at dance as if you were reading a book. Dance doesn't necessarily have a story line.

If you watch the dance with openness, you may experience an emotion, an image, or a feeling that you may not be able to describe. You may not know why or where reactions come from, but don't worry. That is part of the magic of theater.

You may want to ask yourself some questions as you watch:

1. What are the sensory properties in the dance? What do you see? What do you hear? What are the dancers actually doing?
2. What are the technical properties in the dance? What kind of space is being used? What are the shapes and designs being made? What kinds of energy, dynamics or emotional qualities are being used?
3. What are the emotional properties in the dance? How does the movement make you feel?

Every piece of choreography has a reason for being. Dances may be celebrations, tell stories, define moods, interpret poems, express emotions, carve designs or visualize music. As you watch a dance, a story may occur to you because of your past experience. However, not all dances relate stories. The sequences do not have to make literal sense. Allow images and personal feelings to come to the surface of your consciousness.

After the performance, feel free to discuss your thoughts with others, but do not be disturbed if you find that others have a different reaction than yours. Think about your own personal images and thoughts. Was it fun to watch? Did the dance remind you of experiences in your own life? Did the choreography inspire you to express yourself, write a poem, draw a picture or make up your own dance?

Excerpted from the Repertory Dance Theater Study Guide
www.rdtutah.org



DISCUSSION TOPICS

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- What emotional reactions did you have? What moved you?
- What was the most interesting feature of the performance?
- What in particular do you remember about the experience?
- Was there an apparent motive for the dance? Was it dramatic, abstract, a comedy, a mood piece, etc.
- Were there any social, political or historical elements?
- Was the choreographer skilled in trying to convey the message?
- How did the piece begin, where did it go and how did it end?
- Was there a logical sequence or was the form fragmented?
- Was there variety, contrast, balance, unity, repetition and/or harmony?
- Were the performers skilled technically? How well did they portray their characters or communicate with movement?
- What kind of music was used?
- Did the music support the ideas in the dance or conflict with them? Did the movement go with the music or against it?
- What were your reactions to the technical or production elements, the staging, props, lighting, costumes? What made you react this way?
- Was the performance a positive experience for you? Did it stimulate questions or ideas?
- What could have helped your understanding or valuing of the dance performance?

*Questions excerpted from the Repertory Dance Theater Study Guide
www.rdtutah.org*



RESOURCES

ADDITIONAL RESOURCES

Alvin Ailey American Dance Theater website
alvinailey.org

PBS Dance in America: “Free to Dance”
pbs.org/wnet/freetodance/

The Kennedy Center ArtsEdge
artsedge.kennedy-center.org

Jameson, Judith. “Dancing Spirit.” New York: Doubleday, 1993.

Jonas, Gerald. “Dancing: The Pleasure, Power and Art of Movement.” New York: Harry N. Abrams, Inc., 1992.

Mitchell, Jack. “Alvin Ailey American Dance Theater: Jack Mitchell Photographs.” Kansas City: Andrews and McMeel, 1993.

Tracy, Robert. “Ailey Spirit: The Journey of an American Dance Company.” New York: Stewart, Tabori & Chang, 2004.

