

## **Program Description:**

In this fifteen-week experience, students will be introduced to a combination of modern and ballet technique using their shared themes of center warm ups, across the floors, and combination work. Emphasis on connections of the Bartenieff fundamentals to these styles will inform movement patterns. The class will also have the opportunity of exploration through improvisation scores to deepen their understanding of the work. Using a combination of Ann Green Gilbert's Five Part Lesson Plan and my own personal style, students will learn through a variety of multiple intelligence techniques. Students will be exploring Laban's concepts of movement, space, time, weight, and flow; while also investigating effort, energy, control, alignment, and balance. The use of conditioning to create a safe and sustainable dancer will be a main focus through a proper warm up and cool down. I create a safe environment by a combination of interpersonal and intrapersonal feedback sessions since it is pivotal to align one's mental and physical body. We will move through ballet and modern techniques developing pathways from high to low.

## **Course Objectives:**

*By the completion of the program:*

### **Cognitive**

- Students will be able to understand basic ballet and modern terminology
- Students will be able to understand the Bartenieff fundamental movement patterns.
- Students will be able to understand the concepts and subconcepts of Laban's Effort Theory

### **Affective**

- Students will be able to understand what learning patterns one is most adaptive to.
- Students will be able to gain confidence in concepts.
- Students will be able to feel stable and supported emotionally in movement.

### **Physical**

- Students will be able to perform basic ballet and modern movements.
- Students will be able to showcase the benefits of the Bartenieff Fundamentals through multiple lenses & exercises.
- Students will be able to execute exercises allowing them to maintain sustainability.

### **Social**

- Students will be able to understand how to work interpersonally and intrapersonally effectively.
- Students will be able to show respect in a multitude of environments.
- Students will be able to create connections to others through movement.

## Lesson Plan Week 1

- ❖ **Concept:**
  - Space
- ❖ **Subconcept:**
  - Focus (*Direct & Indirect*)
- ❖ **Objectives:**
  - *Cognitive:* Student will be able to understand spacial focus, direct and indirect
  - *Physical:* Students will demonstrate focus of body vs focus of gaze
  - *Affective:* Students will be able to be confident with their use of focus
  - *Social:* Students will be able to use interpersonal skills to problem solve
- ❖ **Introduction** – *Direct and Indirect Focus, how it is used to engage the space.*
  - Lead Margi Cole’s “Big Set Up”, inspired by Joe Goode, this exercise is a low impact warm up that emphasizes the weight of femurs, focus of head to create spiral, and engagement of core to build heat
  - Following with an improvisation based on the Bartenieff Fundamentals
    - Heel rocks as indirect & X-roll as direct, ect
- ❖ **Warm Up**
  - *Conditioning*
    - Core Distal exercise exploring body facings
      - Direct focus by using specific viewpoints of sides of the room, floor, & ceiling.
  - *Technique*
    - Tendu, degage, and rond de jombe exercises, emphasizing direct focus towards differing parts of the room. Using choreographic codas to be used in Middle Combo.
      - Tendu & degage using direct & rond de jombe as indirect
- ❖ **Explore the Concept**
  - An improvisation score exploring directions of focus and the switch from direct to indirect with the idea of being on an elevator in Willy Wonka with Johnny Depp
    - Variations: High Levels, Mid Levels, Low Levels, Locomotion, Sustained, etc.
  - Reflection in partners to discuss their rose and thorn of pathways & focus
- ❖ **Main Activities**
  - *Across the Floor:*
    - Focuses on an ABA format; Direct Focus Locomotion, Indirect focus with Sustained Movement, Direct Focus Locomotion.
  - *Middle Combo:*
    - Address idea of front and sagittal with use of anatomy movement concepts. Explore how gaze effects focus, but not facings. Combination of codas explored in class.
      - Interpersonal time given to assist each other in understanding the movement.
- ❖ **Cool Down**
  - Finding breath through plie using indirect focus
  - Static Stretch series using levels of space
  - Constructive Rest & Reflection based on an overview of what was taught in the class

## Lesson Plan Week 4

### ❖ Concept:

- Time (*Sudden & Sustained*)

### ❖ Subconcept:

- In & Out of Floor

### ❖ Objectives:

- *Cognitive:* Students will be able to identify both sudden and sustained movement
- *Physical:* Students will be able to use the floor fluidly & efficiently for movement
- *Affective:* Students will be able to show risk taking with in and out of the floor movement
- *Social:* Students will be able to create phrases based on sudden, sustained, and in and out of the floor movement

### ❖ Introduction – *Sudden & Sustained Time through allowing the freedom of a “Radical Yes” (Lisa Gonzales)*

- “Painting the Space”, a common spacial warm up using the concept of using the space as your canvas and the body is covered in paint that was picked up from the floor to then color the upper level, creating fluidity between upper and lower space while getting a full physical warm up. Begins with basic bartenieff fundamental concepts, then expands to bring the body off of the floor and into the space.

### ❖ Warm Up

- *Conditioning*
  - Ab, arm, cardio blast obstacle course. Fast paced, high energy. Use of burpees to prepare for going in and out of the floor in
- *Technique*
  - Adagio that mimics legs and hands in vertical and inverted.
    - Such as plie = push up / hydraulic arms

### ❖ Main Activities

- *Each One, Teach One:* Students will each to develop two 8 count in duets/trios in two categories: Across the Floor or Middle Combo. It must go in and out of the floor at least once and it must contain both sustained and quick movement. Each group will have 5 minutes to create and 5 minutes to teach. We will then perform the Across the Floor and Middle Combination.

### ❖ Cool Down

- Forest Walk meditation and reflection. With a focus on drawing energy back to the earth, centering and grounding the bodies in the room. Using nature imagery to reflect such as a flap of the hummingbird wing being sudden and the roots of a tree being sustained, ect.

## Lesson Plan Week 8

- ❖ **Concept:**
  - Weight (*Strong & Light*)
- ❖ **Subconcept:**
  - Off & On Balance
- ❖ **Objectives:**
  - *Cognitive:* Students will be able to understand the effects of differing weights
  - *Physical:* Students will be able to center themselves with strong and light weight
  - *Affective:* Students will be able to find confidence in ability to balance
  - *Social:* Students will be able to use community as support to triumph in weight based movement
- ❖ **Introduction** - *Weight being used to show quality and how that can assist in creating or depleting balance*
  - Darrell Jones' partnered balance exercise: Partner A closes their eyes and balances on one foot. They then instruct Partner B to give them activation points where they trace the movement pathway in space while continuing to balance. Find their limits of off and on balance. Switch legs and partners.
- ❖ **Warm Up**
  - *Conditioning*
    - Dynamic Arms (light) vs Push Ups (strong) & Crunches (strong) vs Yoga (light)
  - *Technique*
    - Drop Swing with Rises | In & Out of the Floor exercise from past week to demonstrate how the contrast of light and strong weight can aid in discovering balance
- ❖ **Explore the Concept**
  - Improvisation exercise based off of Darrell Jones' Off Balance Countdown score where a cypher is created and one student goes into the middle and pushes their vestibular system to the maximum limit for 10 seconds, reaching maximum off balance. The outside of the cypher uses sonic and physical energy to help engage the inner circles movement.
    - Group reflection of tactics of how to stay off balance
    - Variation: Ballet vocabulary to show how weight and balance is used in ballet while still pushing the vestibular system to an extreme
- ❖ **Main Activities**
  - *Across the Floor:*
    - Traditional Ballet across the floor taught in modern dance style using verbiage such as tensegrity, grotesque, grounded, ect to invoke a differing quality of movement
  - *Middle Combo:*
    - Combination using previous In & Out combo with added ballet technique exploring balance through weight.
      - ◆ Ex. Cunningham Tilts
- ❖ **Cool Down**
  - Structured plie cool down using strong & light weight with static stretch
  - Ending in constructive rest meditation

## Lesson Plan Week 10

- ❖ **Concept:**
  - Contemporary Ballet
- ❖ **Subconcept:**
  - Levels (*High, Medium, & Low*)
- ❖ **Objectives:**
  - *Cognitive:* Students will be able to comprehend how ballet uses levels
  - *Physical:* Students will be able to perform contemporized ballet effectively & more through spatial levels
  - *Affective:* Students will be able to feel confident when moving between levels in a ballet class
  - *Social:* Students will be able to find a community in the concept spatial levels
- ❖ **Introduction** – *Contemporary ballet allows the discovery of the medium/low levels more than classical*
  - Watch videos of contemporary ballet such as the works of Forsythe, The Royal Ballet, and Juliano Nunes
  - Following with an improvisation based on the Bartenieff Fundamentals starting on the floor and building to a mid level then growing to a high level and back down
- ❖ **Warm Up**
  - *Conditioning*
    - Pilates styled abs & arms to enforce alignment and sustainability
  - *Technique*
    - Traditional tendu, degage, rond de jombe, and developpe exercises focusing on contemporary ballet and the use of levels.
- ❖ **Explore the Concept**
  - Explore the mechanics of the basics of these exercises in differing levels of space through an improvisation score
    - Reflect in pairs about their rose and thorn preferences of movement.
- ❖ **Main Activities**
  - *Across the Floor:*
    - Combine portions of past floor work with a balletic sequence creating transitions in the mid range.
  - *Middle Combo:*
    - Sequence exploring elevation to drops, combining modern and ballet use of flow and levels.
- ❖ **Cool Down**
  - Plie and barre stretch, finishing with a constructive rest to find all levels

## Lesson Plan Week 13

- ❖ **Concept:**
  - Effort
- ❖ **Subconcept:**
  - Endurance
- ❖ **Objectives:**
  - *Cognitive:* Students will be able to understand how to push through tiring work
  - *Physical:* Students will be able to increase the limits of their body and endurance
  - *Affective:* Students will be able to feel triumphant by succeeding at endurance based work
  - *Social:* Students will be able to connect with a group to gain energy and improvise collectively based on endurance
- ❖ **Introduction**
  - Nature Walk & Talk, mediation using concepts like a tree rooting to the Earth, how the trunk, branches, and leaves translate to the human anatomy, building this into movement by introducing the concepts of levels of wind blowing against them. Throughout this exercise, attention is drawn to breath.
- ❖ **Warm Up**
  - *Conditioning*
    - Aerobic vs static work out with burpees, jumping jacks, planks, etc.
  - *Technique*
    - Drop swing combo that goes between swing and balance to find recuperation in movement
- ❖ **Explore the Concept**
  - Improvisational score based on dynamics switching between levels and concepts of swing, balance, elevate, ground, etc. this will be progressively pushed to go faster and faster to find one's limit.
    - Reflection as a group as to how to push past one's limit to continue
- ❖ **Main Activities**
  - *Across the Floor:*
    - Introduce locomotion pattern of dynamics in choreography inspired by Urban Bush Women's "Shelter" using very high cardiovascular movement that quickly finds juxtaposition between low level and high level throughout.
  - *Middle Combo:*
    - Further use of choreography as center combination exploring use of endurance and exhaustion as effort and dynamic research thinking of fight or flight movements throughout the work
      - Reflection on how exhaustion aids in movement exploration
- ❖ **Cool Down**
  - Constructive rest to recuperate

## Lesson Plan Week 15

### ❖ Concept:

- Energy

### ❖ Subconcept:

- Review & Control

### ❖ Objectives:

- *Cognitive:* Students will be able to understand purpose of class
- *Physical:* Students will be able to show proper alignment in control
- *Affective:* Students will be able to reflect on benefits of class
- *Social:* Students will be able to feel the sense of family that dance creates

### ❖ Introduction

- “Painting the Space”, a common spacial warm up using the concept of using the space as your canvas and the body is covered in paint that was picked up from the floor to then color the upper level, creating fluidity between upper and lower space while getting a full physical warm up. Begins with basic bartenieff fundamental concepts, then expands to bring the body off of the floor and into the space.

### ❖ Warm Up

- *Conditioning*
  - Releve balance exercise to gain leg strength & partnered handstand holds to gain arm strength
- *Technique*
  - Tendue, degage, rond de jambe, adagio exercise to work on specificity of control

### ❖ Explore the Concept

- Students will be given 10 minutes to come up with a phrase with at least one balance, one extension, and one piece of floor work in it. These will be presented in duets.
  - Class will reflect on what they valued most in their combinations and why

### ❖ Main Activities

- *Middle Combo:*
  - Combination of mass material that has been worked on in the last 15 weeks with an invitation to parents to watch this final combo of the class.

### ❖ Cool Down

- Static stretch as the group reflects as a whole on what they benefited most from the class and what they feel they still need to work on.

### ❖ Assessment

- Students fill out forms

## Nature Reflection

Name:

For each statement, please circle the stage of a tree that best represents how you feel about the concepts presented in this class; seedling being least growth, tree being most growth.

### **Cognitive**

- Students will be able to understand basic ballet and modern terminology

Seedling                      Budding                      Sprout                      Tree

- Students will be able to understand the Bartenieff fundamental movement patterns.

Seedling                      Budding                      Sprout                      Tree

- Students will be able to understand the concepts and subconcepts of Laban's Effort Theory.

Seedling                      Budding                      Sprout                      Tree

### **Affective**

- Students will be able to understand what learning patterns one is most adaptive to.

Seedling                      Budding                      Sprout                      Tree

- Students will be able to gain confidence in concepts.

Seedling                      Budding                      Sprout                      Tree

- Students will be able to feel stable and supported emotionally in movement.

Seedling                      Budding                      Sprout                      Tree



## Physical

- Students will be able to perform basic ballet and modern movements

Seedling                      Budding                      Sprout                      Tree

- Students will be able to showcase the benefits of the Bartenieff Fundamentals through multiple lenses.

Seedling                      Budding                      Sprout                      Tree

- Students will be able to execute exercises allowing them to maintain sustainability.

Seedling                      Budding                      Sprout                      Tree

## Social

- Students will be able to understand how to work interpersonally and intrapersonally effectively.

Seedling                      Budding                      Sprout                      Tree

- Students will be able to replicate the use of respect in a multitude of environments.

Seedling                      Budding                      Sprout                      Tree

- Students will be able to create connections to others through movement.

Seedling                      Budding                      Sprout                      Tree