



Grade

4

Strand

Dance

Curriculum

www.curriculum.gov.sk.ca

Grade 4: Dancing with Misty Wensel

Aim: This one-hour session will give students the opportunity to participate in a live broadcast with professional dancer Misty Wensel.

Students will learn about relating to other dancers through the exploration of the basic elements of dance.

Creative/Productive: Students will explore different elements of dance movement in collaboration with their classmates.

Critical/Responsive: Students will have the opportunity to ask dancer Misty Wensel about her art practice as a dancer and choreographer.

Cultural/Historical: Students will learn about contemporary dance in Saskatchewan.

About the Artist

Misty is the founder – as well as collaborator, dancer and choreographer – of the innovative and whimsical FadaDance troupe. Dancing with this trio feeds her creative spirit and nurtures her life, while affording her the opportunity to create hilarious, surprising and breathtaking works of contemporary dance.

Misty, a University of Regina graduate with a B. Ed in Arts Education, majoring in Dance, has been sharing her craft with students and peers for over a decade. In 2004, Misty established FadaDance, a contemporary dance school, the first of its kind in Regina, SK. Since then, she has had the opportunity to train and inspire dancers of all ages, while creating a platform for her troupe and her students that is truly unique. Her work with the troupe and the youth company of FadaDance has taken her to stages, festivals and workshops across Canada, and as far as Jamaica and Brazil. Her art is her life's work, and after ten years of working as a high school drama and arts educator, Misty now has the freedom to focus completely on the FadaDance revolution. Her love of boundary-pushing creative dance is infectious and exciting.

As a solo artist, Misty has become recognized for her ability to fuse Kathak into an original breed of contemporary work. Currently she is refining this body of Kathak-influenced work in collaboration with Joanna De Souza of M-Do/Toronto Tabla Ensemble.

One-Hour Program Structure

PART 1: 30 min. LIVE broadcast introductory session with a professional artist:

- **Video-** Artist Biography (5 min.)
- **Warm-up:** Partner stretching. Misty will demo partner stretches and then students will attempt these. Exploring how a partner can encourage us to go deeper and focus. (10 min.)
- **Demonstration:** relating to another dancer(s) (8 min.) Mirroring, Shadowing, Flocking. Students will explore these three structures after Misty demos them.
- **Performance:** Misty performs a piece from “House of Three” and explains what it is like to relate to a prop or another dancer in performance. She will discuss how the work is about the memories that items or places in ones home or community hold. (7 minutes)

Teachers are encouraged to send in questions via Adobe Connect from their students during the broadcast.

PART 2: 30 min. Teacher-guided hands-on workshop activities with on-line support from artist through Adobe Connect- <http://connect.edonline.sk.ca/liveartsed/>

Outcomes: Sample Assessment

Creative/Productive: CP4.1 Create dance compositions that express ideas about Saskatchewan using collaborative inquiry and movement problem solving.

Indicator a) Collaborate on the creation of dance compositions using stimuli drawn from Saskatchewan sources such as local stories, personal experience, land and geography, feelings, memories, music, observation, imagination, or movement itself (e.g., How could we represent what life is like in rural Saskatchewan or an urban inner city? How could we represent through dance the timelines or immigration patterns of Saskatchewan peoples? In what ways could we show people arriving and leaving?).

CP4.2 Express ideas using the elements of dance including:

- actions (identify basic dance steps such as schottische, polka, grapevine, and step hop)
- body (body parts leading movements)
- dynamics (duration, speed, and force continuum)
- relationships (alone, partner, small groups)
- space (asymmetrical and symmetrical shapes, creating and recalling pathways).

Refer to renewed Arts Education curriculum documents for further information on outcomes and assessment.

Materials and Resources: We recommend that you utilize a larger space such as a gymnasium for these dance activities.

Teacher Guide for Hands-on Workshop Segment of the Broadcast Part 2: 30 minutes

1. Back to Back (5 min.):

The entire class travels in the general space. Try different loco-motor movements such as skipping, galloping, hopping, jumping, turning, etc. The teacher calls out two body parts and then the students connect these two body parts. I.e. back to back, head to shoulder, knee to toe, hip to shoulder, foot to back. Add music: loco-motor movements when the music is playing, when the music stops try a shape relating to a partner.

Dancers find the person closest to them to connect with. Encourage students to create interesting shapes. What is possible? For example when you connect “hands to hands” what are all the ways you can do this, besides just standing and simply connecting? Dance a few rounds of this.

2. Shape Garden (5 min.):

½ the class creates shapes while the other ½ of the class explores moving in and around these shapes. Create all kinds of shapes: twisted, long, narrow, wide, curved, low, high, sharp, etc. Discover all the different ways you can move **over, under, around, and through** these shapes. Besides just walking or crawling how can you dance around the shape garden? Try a wide variety of loco-motor movements.

3. Everywhere you are not (5 min.):

With a partner dance around the negative space around your partner. “Work to find all the pockets of open space that you can move into. Your partner is dancing into the negative space around you at the same time. You are both dancing at the same time over, around, and under each other.” Your dance may stay on one spot or it can travel. Try doing this dance in self space as well as general space.

4. Relationship Shapes (5 min):

In groups of 4-5 students work to create still shapes that represent:

beside far near apart together between alone connected

Take time to share some of the group’s relationship shapes. Discuss how clear the groups shape is. “Can you guess what relationship word they are attempting?” Is there a way that they could make their group shape even more interesting? What is interesting about it?

Relationship Movements in A/B/A Format (10 min):

In partners create a phrase of movement that represent the following relationships:

beside/between/beside over/under/over alone/connected/alone

Use other relationship words from above to make new phrases. Have students perform their A/B/A relationship dances.