



Strand: Dance  
Level: Grade 3-4  
Content: 45 minute broadcast + hands-on activity

## LIVE Arts: Body Shakin' Boogie Makin' Fun! With Heather Cameron

Heather Cameron, professional contemporary dancer, presents Body Shakin', Boogie Makin' FUN! This is a high energy program that explores creative movement and the art of choreography. Students will be lead through a warm up that invites them to take ownership of their own physicality and personal style of movement. Through games and activities students will be lead through a choreographic process that teaches them the three basic components of movement: BODY, SPACE and TIME. Using the tools and skills they have developed through lead improvisations, they will work in small groups to create unique and contemporary movement pieces.

Please see page 3 for **Teacher Guided Post-Broadcast Activities**. These activities will give students the opportunity to apply what they have learned during the broadcast.

### About the Artist

**Heather Cameron** holds a Bachelor Degree in Contemporary Dance at Concordia University (Montreal). In 2005 she moved to Regina (SK) as a co-founder of the FadaDance Troupe, working in collaboration with her cohorts to create original and whimsical dance performances.

As a solo artist, Heather presented her one-woman theatrical dance show, Boney Bones, at the German International Festival of Dance and Theatre. In 2011 she created and performed Honey on Wallpaper at Regina's Globe Theatre. Most recently, she created and performed the comedic and quirky solo, Waiting for the Bus, presented by New Dance Horizons as part of the Prairie Dance Circuit (2016). Heather has performed work by Johanna Bundon, Bill Coleman, Robin Poitras, Michele Sereda and Turner Prize.

### Curriculum Aims & Goals

#### **Creative/Productive:**

Students will be invited to use the element of chance to create original movement sequences.

#### **Critical/Responsive:**

The broadcast will explore how dancers use the body, space and time to create movement.

#### **Cultural/Historical:**

Students will learn about Merce Cunningham's chance choreography.

## **Curriculum Outcomes:** [www.curriculum.gov.sk.ca](http://www.curriculum.gov.sk.ca)

### **CP3.2**

**Create dance phrases and sequences that demonstrate understanding of the elements of dance including:**

- body (zones and areas)
- dynamics (extremes of speed, duration, varying forces)
- space (create and recall combinations of pathways and directions).

### **CP4.2**

**Express ideas using the elements of dance including:**

- 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).

## **Broadcast Program (45 min)**

### **Presentation 1**

Artist biography

### **Activity 1**

Warming up the body

### **Presentation 2**

Artist performance video

### **Activity 2**

Exploring time and space

### **Presentation 3**

Chance choreography and Merce Cunningham

### **Activity 3**

Choreography

### **Questions/ Wrap Up**

If you are watching from a distance text questions to 306.291.7355 to have your questions answered on air!!

### **Materials and resources for broadcast:**

- Space required: it is preferable to work in an open space such as a gymnasium or a large classroom with desks pushed against the wall

## Teacher Guided Post-Broadcast Activity

Using the tools and skills they have developed during the broadcast, students will work independently and in small groups to choreograph unique and contemporary movement pieces through Cunningham's "Chance Choreography" technique.

**DURATION:** 45min – 1hour

### **SKILLS FROM BROADCAST:**

1. Each student will have choreographed 6 movements that correspond with 6 words
2. Students are familiar with "chance choreography" through the film clip they watched on Merce Cunningham
3. Students have been encouraged to experiment with SPACE and TIME to enrich their dance vocabulary

### **LESSON PLAN**

1. Create Solos
  - a) Have students spread out and sit on the floor. Each student should have a copy of the "Chance Choreography List" and a die.
  - b) Ask students to roll the die 10 times and record the numbers they roll on their Chance Choreography Print Out. They should end up with a list of 10 numbers written down. Each number of the die corresponds with a movement from the broadcast:
    - 1) Explode
    - 2) Flick
    - 3) Slash
    - 4) Push
    - 5) Float
    - 6) Twist
  - c) Invite the students to get up, and to begin creating a movement sequence based on the order they have written down. Sometimes movements will be repeated. Encourage students to find new ways to present the same movements by varying the SPACE or TIME of the movement. For example, the same movement could be done slower or faster. The same movement could be done lying down or travelling across the room. Although the "order" of the movements is set, students should be encouraged to take creative liberties in how they present their original vocabulary. The students must memorize this sequence, practicing it so that they know it well. **(10 min)**
  - d) Once the students have created their "solos," invite half of the students perform their solos (at the same time) while the other half watches. Play music while

### **Materials/ Resources for Activities**

- Large open space for students to dance in, such as a gymnasium or a large classroom with desks pushed against the wall
  - Dice (preferable 1 per student, but they can also share)
- One copy of the Chance Choreography list per student (page 6)
- A computer with speakers, or other equipment for playing music
- Music: Heather has created a list of music that teachers can try- see page 5.

students perform. Then, invite the second half of the group to perform. Play different music if possible. **(5 minutes)**

## 2. Create Duets

Divide students into groups of 2. Their next challenge is to work together to find the best way to create a duet from their individual solos. Some options include:

- a) finding a way to share the space so that both solos unfold at the same time
- b) learning parts/all of each others solos so they can perform the same material together (unison work)
- c) taking turns doing sections of their solos, back and forth, like a movement conversation
- d) mixing up all of these ideas & coming up with more!!**(10 min)**
  
- e) Option: If students are done early, or need an extra challenge, teacher can give out a SPACIAL or TIME challenge. For example: Do your duet in physical contact the whole time OR Make sure the dancers are always dancing in opposite speeds OR do your duet so the dancers are always facing 'back to back. **(5 min)**
  
- f) Give students a "3 min" warning before they perform their duets. They will use this time to practice and rehearse their duet.
  
- g) Invite student to share the duets with the classroom, one at a time. Play different music for each duet, so that the students are also experiencing "Chance Music." The idea is that the music will "co-exist" with the dance, but the dance is also strong enough to live on it's own. **(20 min)**
  
- h) Encourage the audience to watch for effective moments. What worked and why? If time permits, allow for this type of positive feedback after each performance.
  
- i) Option: If time permits, you can experiment with watching the same duet twice, playing contrasting music for each performance. This allows for a slightly different outcome each time.

## **Music Suggestions for Post Broadcast Activity**

### **For Creation Process:**

These tracks were chosen because they are good “back ground” music to have playing when creating dance. Although the music might influence the creation process, don’t allow students to become too attached to a certain song for this exploration in chance choreography.

*Songs marked with \* are instrumental (no lyrics).*

\*“Bells” by FaltyDL

<https://www.youtube.com/watch?v=IN-edJEN5z4>

\*“Cirrus” by Bonobo

<https://www.youtube.com/watch?v=WF34N4gJAKE>

\*“Circling” by Four Tet

<https://www.youtube.com/watch?v=bH6OzjAzvcA>

\*“Eurodans” by New Mjondalen Disco Swingers (from Remaster Of The Universe)

<https://www.youtube.com/watch?v=AkEe4CsJ6I4>

“Kindergarten” (Rube Remix) by Unkle Ho (from Electro Swing Fever)

<https://www.youtube.com/watch?v=dAimsNppEYA>

\*“The Rest is Noise” by Jamie xx

<https://soundcloud.com/search?q=Jamie%20xx%20-%20The%20Rest%20is%20Noise>

“Flashy Flashy” (Nicolas Jaar Remix) by Ellen Allien

<https://www.youtube.com/watch?v=g1pffnMSTe4>

### **For Performance (Variety):**

These tracks were chosen because they demonstrate a wide variety of musical themes/emotions to layer on top of the dance. Feel free to also use some of the previous songs listed under “creative process” and anything else you have on hand. Experimenting with musical diversity is lots of fun here! *Songs marked with \* are instrumental (no lyrics).*

“Holding On” (feat. Sam Dew) by Julio Bashmore (from Knockin' Boots)

[https://www.youtube.com/watch?v=\\_JCvCelxFRs](https://www.youtube.com/watch?v=_JCvCelxFRs)

“L'étrange Dr Personne” by Carvelli (from Dusty Fingers Vol 10)

<https://www.youtube.com/watch?v=h55S6eeBzdA>

“Lillies of the Valley” by Jun Miyake (from Pina Soundtrack)

<https://www.youtube.com/watch?v=38CL9lQQuSM>

“CAN'T STOP THE FEELING!” by Justin Timberlake

<https://www.youtube.com/watch?v=ru0K8uYEZWw>

“Clouds” by Abel Korzeniowski (An angel in Cracow)

<https://www.youtube.com/watch?v=N74206Uepek>

“Spirit Fingers” by Four Tet (from Rounds)

<https://www.youtube.com/watch?v=6dbpEt4O0VY>

“Delorean Drums” by Todd Terje (Delorean Dynamite – EP)

<https://www.youtube.com/watch?v=PAJgYk52m7U>

“Floe” by Philip Glass (Glass: Glassworks)

<https://www.youtube.com/watch?v=5YdMAC0vXIA>

\*“Røygbiv” by Boards Of Canada (from Music Has The Right To Children)

<https://www.youtube.com/watch?v=yT0gRc2c2wQ>

\*“Fool In Rain” by Pivot (O Soundtrack My Heart)

<https://www.youtube.com/watch?v=uRbnhuJA570>

\*“Vomaseve Hina” by Nozinja (Nozinja Lodge)

<https://www.beatport.com/track/vomaseve-hina-original-mix/6685794>

\*“The Best Paper Airplane Ever” by Lullatone (Soundtracks for Everyday Adventures)

<https://soundcloud.com/lullatone/9-the-best-paper-airplane-ever>

\* “Reich: Six Marimbas” by The London Sinfonietta

<https://www.youtube.com/watch?v=zOgmDIFbHmo>

\* “Prima Materia” by Alex Smoke (Paradolia)

[https://www.youtube.com/watch?v=0\\_LIqpDZpjY](https://www.youtube.com/watch?v=0_LIqpDZpjY)

\* “Chrome” (Digital Bonus) by Photay

<https://soundcloud.com/astronautico/chrome-digital-bonus>

\* “Penty Harmomium” by Aphex Twin (Drukqs [Disc 2])

<https://www.youtube.com/watch?v=d0vu-W0CvFs>

\* “Vamos Companeros” by Harmonia & Eno `76 (Tracks and Traces)

<https://www.youtube.com/watch?v=he7E63qKPng>

\* “Same Dream China” by Gold Panda (Lucky Shiner Electronic)

<https://www.youtube.com/watch?v=bnMcvacNhk0>

“Boys Latin” by Panda Bear (Panda Bear Meets The Grim Reaper)

<https://www.youtube.com/watch?v=prBaZzYmQrl>

\*“Calypso In A Box” by Colleen Et Les Boîtes À Musique

<https://colleencolleen.bandcamp.com/track/calypso-in-a-box-colleen-et-les-bo-tes-musique>

# Roll the Dice Dance

~Chance Choreography~

<b>1</b> Explode	<b>2</b> Flick
<b>3</b> Slash	<b>4</b> Push
<b>5</b> Float	<b>6</b> Twist

Record your rolls:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.