



## LIVE Arts Karla Kloeble

### Dancing with Karla Kloeble

#### Overview

This session will give students the opportunity to participate in a live broadcast by professional dancer Karla Kloeble. Working with the theme 'This is my story' students will learn how to self-express through dance.

Dance

Grade 6

10:45-11:35am 50 min Broadcast

#### About the Artist Karla Kloeble – 'Hula Hoopster'

Karla has specialized as a performance artist in hoop dancing for the past 2 years. Her journey to a career in hoop dance began in Ottawa, Ontario, under Jenny Anderson and Trisha Stole. She has since become a trained hooper inspired by Nadine Gaudet and Joline Rath. Before hoop dancing, Karla trained extensively in various dance forms over a 20 year span including jazz, tap, ballet, hip hop, modern and improvisational dance. She has training under Donna Fehr, Sarah Nolan-Downs, Sylvie Desrosiers, Jackie Latendresse, and Rachel Neville.

Throughout her dance career, Karla has performed professionally with Free Flow Dance Theater Company, Dare to Dance X, Saskatchewan's 100th Anniversary Gala, Grasshoppa Dance Exchange, Saskatoon Hoop Community and as Hula-Hoopster. Karla started choreographing group performances in jazz, tap, ballet and hip hop in the year 2000. She has self-choreographed solos in multidisciplinary dance forms, and scored improvisational pieces. She has also choreographed dance sequences in 2008 for a number of music videos filmed in Ottawa, ON by Mackenzie MacBride, "Believe in love (mysterious ways)" and Lisa Poushinsky, "Flowers."

Karla Kloeble is the co-founder of the Saskatoon Hoop Community in 2011 and has since expanded her career as an independent artist, as "Hula-Hoopster".

In December 2012, Karla successfully presented "World Hoop Day", a global choreography, local performance, and fundraiser for the non-profit W.H.D. organization. In February 2012, Karla successfully coordinated performances and workshops in hula-hooping, improvisational dance, yoga and aboriginal hoop dancing at "Wintershines 2012."

Karla's latest undertaking is the Collective Creation Lab, a pioneering project where artists from different artistic disciplines work collaboratively. In August 2013, with support from the Saskatchewan Arts Board and Dance Saskatchewan, Karla presented the "The Circus of Life" as a 'work in progress' show through a Collective Creation Lab. Karla embodies the movement of hooping like second nature. She is well acquainted with the physical mechanics of movement and executes teaching her students with reassurance, patience and positivity.

#### Curriculum Aims & Goals

##### Creative/Productive:

Students will explore different elements of dance movement in collaboration with their classmates.

##### Critical/Responsive:

Students will explore concepts around dance. Teachers will lead their students through a pre-broadcast activity exploring the following questions- "What is Dance? Who can Dance? And 'Where does Dance Movement Start?"

##### Cultural/Historical:

Students will learn about the historical and modern culture of the hula- hoop combined with dance.

## Broadcast Program (50min)

**Video (3 min):** Artist Biography

**Hula hoop Fast Fact 1 (1 min):**

**Warm-up (5 min):** Elements of dance

**Move and Pose (2 min):**

**Name Circle Activity (5 min):** Names, likes, is

**Identity Pair & Share (2-5 min):** Have students work with a partner to brainstorm words that would describe who they each are. The words can include: physical description, feelings, personal interests, etc. The students should write down five personal words.

**Identity Activity (10min):** Introduction  
Connecting actions and ideas- creating sequences with our gestures.

**Backstage Pass (3min):**

**Hula hoop Fast Fact 2 (1 min):**

**Karla Performs a Movement Map (5 min):** Using  
Movement Map

**Hula hoop Fast Fact 3 (1 min):**

**Demonstration & Exploration (10 min):**  
Sharing Movement Maps

### Materials and Resources:

Please have your students participate in the exercises presented during the broadcast, it is important for them to get up and moving around.

Most of the exercises can be done in a conventional classroom space- you may have to guide your students to open areas of the classroom (between rows or at the front or back of the room).

For the additional teacher guided portion of the program we recommend that you utilize a larger space such as a gymnasium.

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

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

**Outcome: CP6.1** Create dance compositions that express ideas about identity and how it is influenced (e.g., factors such as pop culture, cultural heritage, peer groups, personal and family interests, gender).

**Outcome: CP6.2** Investigate and manipulate elements of dance and principles of composition including repetition and contrast.

## Teacher Guided Hands-On Activity (30min)

**1. Additional Dance Warm-up:** (These are additional dance warm-ups that you can use at the beginning of your session).

**Pass the movement** – Have your students form a circle. Start your students off by demonstrating a movement, this movement is passed on to the next person to try and recreate the same movement. Pass the movement all the way around the circle.

Variation -When the movement is passed on, the next person in the circle may repeat it or reinvent the movement.

Try this - Challenge students to make their movements change levels. For example: low on the ground, middle range or high.

**Shake** –Lead you students through a shake out. Start from the toes up or reverse the order.  
Shake out the knees          Shake out the hips  
Shake out the shoulders      Shake out the head

Variation - shakes can be done one body part at a time, or adding one on after another.

**Walk+Melt** – Have your students walk around room without order or organization. Tell students to walk to where they see open space, don't follow someone, walk with someone, or stay on the same track.

Call out "**Melt to the floor. Stay still for 1 deep breath.**"

From the ground students can begin to slowly roll their body up from the floor, until they are standing.

Repeat exercise again with Jogging and Sliding, and again with Running and Curving.

Try this- Have students connect back-to-back, bicep to bicep, or leg to leg, before they melt to the ground. Instruct students to lean into one another - and melt to the floor together. Stay connected for 3 deep breaths together then, roll, slide or curve away from your partner to standing.

Repeat exercise 3 times to try all the connections listed above.

**Statues** – Have your students form a circle. One person enters the circle and holds a pose. The next person in the circle enters, and also makes a pose that is interactive with the first student. Both students hold pose for a moment, then the first student exits to the perimeter of circle, while the 2nd student continues to hold their pose. A 3rd student enters the circle and makes a pose that is interactive with the 2nd student. Hold pose for a moment, then 2nd student exits to the perimeter of circle. Continue around the circle until each student has come into the circle to pose with the statue.

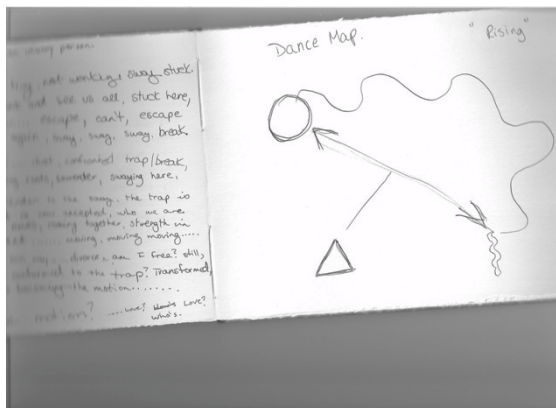
Variation - Students can repeat the statues exercise adding dance movement to enter and exit the perimeter of the circle.

## 2. Creating a Dance Map

### Creating a Dance Map

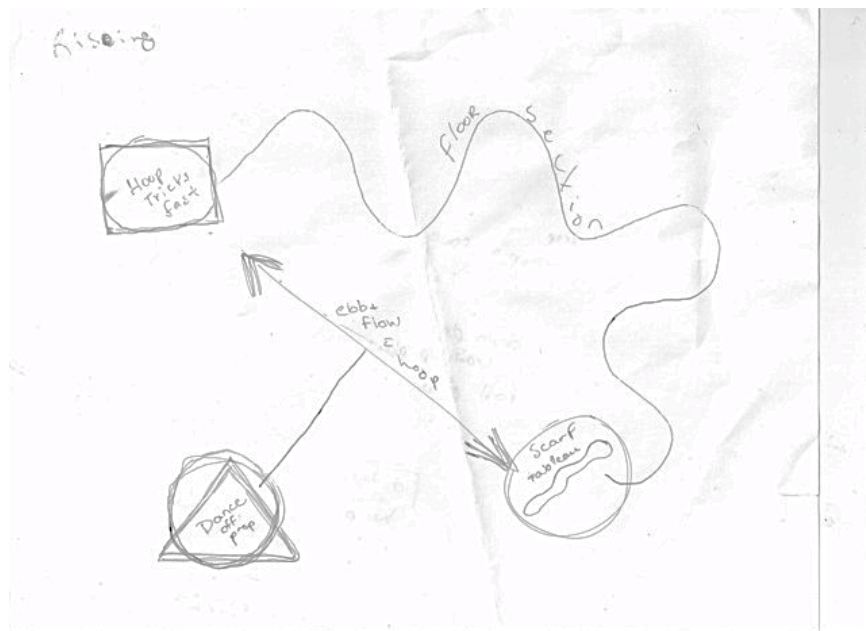
This activity can be done individually or in a group.

Creating a dance map can be compared to an author's technique of writing a story, by creating a beginning, middle and an ending. A writer then connects these three pieces, and the story is formed.



Using the same concept, a dance map is a tool that can help students create a dance. Using a piece of paper and pen that act as a blueprint, mark out the beginning. Where will the dance begin? Next mark out the middle, where will the middle of the dance take place? Lastly mark out the ending.

Now you begin to fill in your "story." Select a specific movement for your beginning, your middle and your end.



Once the sections have been practiced, add transition movements to connect them together (if necessary).

Examples of movement:  
Stretch, turn, jump, use a scarf or hoop or other prop, shaking, roll bend and move around on the ground, run, stillness, move backwards, move slowly, move quickly, move like ocean waves or like an animal, use repetition or hold a poses.

Examples of travelling movement: traveling jumps,

slides, turns, summersaults, cartwheels, rolls, runs, swaying, kick steps. Or use Imagery for movement, like walking through mud, wiggle like a worm, march along, walking on a tightrope, gallop like a horse, or float like a balloon.

Perform the dance using the map, to tell you what to do and where to travel.

TIP: Have students choose a movement to do in each of the phases of the "story" based on the 'Identity' words and sequences that the students brainstormed during the broadcast.