



## 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. Students will learn about translating messages through dance by exploring interpretive representation, universal signs, and introspection movement. Students will be using choreographic processes in pairs and in groups while exploring with props.

#### 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.

Dance

Grade 9

1:10-2:00pm

50min. Broadcast

#### Curriculum Aims & Goals

##### Creative/Productive:

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

##### Critical/Responsive:

Students will have the opportunity to respond to professional dance work through individual and collaborative inquiry and explore creating their own dance expressions.

##### Cultural/Historical:

Students will learn about contemporary dance in Saskatchewan.

## **Broadcast Program (50min)**

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

**Warm-up (7 min):** Elements of dance

**Move and Pose (10 min):** Translating messages through dance; sequence gestures

**MIRRORING & FLOCKING (10 min):** Leading, Following

**Backstage Pass (3min):**

**Karla Performance & Exploration (5 min):** Using symbolism in dance. How props are used in dance. Interpreting dance.

**Pair & Share (2 min):** Have students work with a partner to share ideas about what Karla's dance represented.

**Exploration Meditation (10 min):** Sharing Movement

### **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).

**Teachers are encouraged to have a hula-hoop for each student if hoops aren't available students can other props such as a scarf or 3' piece of string or yarn.**

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.

#### **Creative/Productive (CP)**

CP9.2

Investigate and use choreographic processes (e.g., individual and collaborative choreography).

CP9.3

Choreograph duo or small group work.

#### **Critical/Responsive (CR)**

CR9.1

Respond to professional dance, drama, music, and visual art works through individual or collaborative inquiry and the creation of own arts expressions.

#### **Cultural/Historical (CH)**

CH9.3

Investigate diversity of artistic ideas, styles, and media in contemporary arts expressions.

## 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. "Dance through Emotions"**

Try this - add the following emotion words to the statues exercise. Or have students brainstorm their own emotions

Happy	Grey
Sad	Black
Hurt	Silver
Bliss	Red
Joy	Pink
Anger	Purple
Confusion	Green
Playful	Blue
Freedom	Gold

Try this - extend poses into movement poses using repetition.