



LIVE Arts Rae Ann Hydamaka

Dancing with Rae Ann Hydamaka

Dance

Grade 7

50min. Broadcast

Overview

This session will give students the opportunity to participate in a live broadcast by professional dancer Rae Ann Hydamaka

Students will learn how art expressions of various times and places reflect diverse experience, values and beliefs.

About the Artist

Rae Ann Hydamaka has performed with the Youth Ballet Company of Saskatchewan (Regina), Jeunesse Classique Ballet Company (Calgary), and the Royal Winnipeg Ballet School. As a dancer with the YBCS, Rae Ann danced leading roles in works by Emily Molnar, Constance Cooke, Joe Laughlin, Ross Brierton, Elaine Hanson and Connie Moker Wernikowski.

She embarking upon a career in modern dance performance in 2005. With the support of the Saskatchewan Arts Board, she was able to undertake extensive formal training in modern dance and its history. She has performed as a modern dance guest artist with the YBCS and with the W.I.P. series in Saskatoon and Regina.

Rae Ann taught, rehearsed and co-directed local city dancers for the performance of “The Nutcracker” and “Swan Lake” for The Moscow Ballet company. Rae Ann was a guest teacher for the dance program at Tommy Douglas high school in 2010. Rae Ann also guest taught modern dance in Tisdale SK. She was a company dancer with The White Birch Ballet Company in Saskatoon from 2009-2010.

Rae Ann trained with Urman Sumen in Calgary before continuing her training with Patti Caplette and Arnold Sphor at the Royal Winnipeg Ballet School. She attended professional summer schools with the Quinte Ballet School of Canada and the Royal Winnipeg Ballet School. She has also completed her Advanced 2 Examination with the Royal Academy of Dance. Rae Ann holds her Teaching Certificate with the Royal Academy of Dance. She taught full time for the Youth Ballet Company of Saskatchewan for five years before recently relocating to Saskatoon. Rae Ann resides in Saskatoon with her husband Dallas and their 3 children. She is the founding Artistic Director of Dance in the Prairies School of Ballet, a performance based, non-competitive school.

Curriculum Aims & Goals

Creative/Productive:

Students will explore elements of modern dance movement.

Critical/Responsive:

Students will have to respond to the history of modern dance by creating their own dance work. They will also create a dance inspired by who they are and where they come from.

Cultural/Historical:

Students will learn about the artist Isadora Duncan a pioneer of modern dance.

Broadcast Program (45min)

Video- Artist Biography (3 min.)

Warm-up: (5min)

Backstage Pass (3min)

Artist Presentation: Multi-Media Isadora Duncan (5min)

Artist Demonstration: Exploring the movement Isadora Duncan (10min)

Personal objects: Student show & Tell- How objects express who we are (5 min)

Artist/Student Presentation: Student Dance work (3min)

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

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

Outcome: CP7.1

Create dance compositions that express ideas about the importance of place (e.g., relationships to the land, local geology, region, urban/rural environments).

Outcome: CP7.3

Create and refine transitions within choreographic forms (e.g., ABBA, narrative).

Teacher Guided Activity Prep:

If you wish to use the teacher guided activity immediately after broadcast **prior to the day** of the broadcast you will need to ask your students to bring something from home (a small object or keepsake, even a small article of clothing) that represents who they are and where they come from.

Teacher Guided Hands-On Activity (30-45min)

1. Warm up: Energy passing / Focus passing (approximately 5 min)

- Have your entire class stand together in a large circle. One student starts this activity by simply turning their head to the person standing next to them and making eye contact. Each student passes a simply look from one to the next until it returns back to the start.
- Do this a few times to get the students used to making eye contact.
- Talk to your students about keeping focused on the person they are passing the glance to.
- Once this is done change the idea of focus into a movement. One student starts by creating a shape with their body and passes that shape to the next. (This is very similar to the phone game) See how the shape gets altered from each individual. The movement will most likely change its shape, however try to encourage the students to take what they are given and not change it.

2. Focal Point and Focus (approximately 5 min)

- Have your students pick four focal points in the room.
- Once each spot has been chosen have them put a number on each spot. For example: the wall is # 1, the desk #2 , the door #3 and under his/her foot #4
- Each student should memorize their focal points by number
- Have them make a shape with their body that would represent each number choice. Ex. The wall could be the student having a flat shape, the desk could be the student imitating a sitting action, the door could be a swinging motion with a body part and the foot could be the student twisting the foot around to manipulate direction.
- Once students have practiced each individual movement have them put them together into a movement. The numbers could also be changed up, Ex. 2,4,1,3

3. Relationship Focus (Approximately 10 min)

Taking the same ideas the students created with the numbers in the Focal point exercise, have the student's partner up in groups of 4.

The students should share with each other in their small group each other's 4 number sequence.

Have the students put all 4 individual's ideas and movements together. Ask them now to incorporate words like:

beside far near on top underneath together connected alone

4. Expression of Time, Place and Experience (approximately 10-25 min)

Working with all of your students, refer back to the presentation that they viewed on Isadora Duncan on the LIVE broadcast. Discuss the following questions as a class; create a written list of their responses as you work together.

- How do they think dance has changed over time?
- What would a costume look like today?
- What influences us in our time?
- What makes us who we are today?

Have each student share the "treasure/object" they brought from home and explain how it represents who they are and where they come from. You could do this in the form of a sharing circle where student takes a turn speaking.

Have students brainstorm words that they feel represent their personal object, create a quick list of these words.

Now create second list of words that the students feel relate to contemporary life- today's time and place / surroundings.

Have each student pick four words; one word that represents their object, the other three can come from the two lists that they have created. Students can write down the 4 words that they want to work with.

Using the method the students used in the focal activity have each student create a body pose for each word. Next have them put them together into a movement- a 4 pattern sequence.

Have your students return to their groups of four and share their movement. Then have them each pick two of their words/movements to contribute to a new movement sequence. Have them write the words down on separate pieces of paper and experiment with moving around the order of the words as they practice the movements that go with the word.

Have the students talk to each other about ideas and movements that come to mind when they hear the words:

Safe War punishment poverty religion family Sculpture breath
generosity greed support

Have each group pick 4 new words that they like. Then create a sequence representing each word.

Have the groups share to the rest of the class and see if the chosen words can be seen in the movement.