



LIVE Arts Rae Ann Hydamaka

Dancing with Rae Ann Hydamaka

Dance

Grade 8/9

1:00-1:50pm 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 with working together we can take an on going issue like bullying and create a statement to others with movement and visual art. They will examine and respond to their work learning how to incorporate more than one art form.

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 embarks 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 different elements of dance movement in collaboration with their classmates.

Critical/Responsive:

Students will have the opportunity ...

Cultural/Historical:

Students will learn about contemporary dance in Saskatchewan.

Broadcast Program (50 min)

Introductions:

Video- Artist Biography (3 min)

Warm-up: (10min)

Backstage Pass: (3min)

Active Learning: (5 min)

Classroom Brainstorming: Working with your students take 2 min to answer the following question: **What is a bully?**

Rae Ann challenges students-What to look for that represents bullying in the dance work 'Interchangeable'

Artist Presentation: (5min) Dance of the Prairies Performance 'Interchangeable'

Classroom Sharing: (2 min) Working with your students as a group have them identify how and what movements they felt were used in the dance to represent bullying. Create a list.

Teacher/Student Presentation: (5 min) Creating paintings to translate to dance

Artist/Student Presentation: (15 min) Student Dance work; Work-shopping a dance work

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: CP8.1

Create dance compositions that express ideas and student perspectives on social issues (e.g., poverty, racism, homophobia, sustainability, gangs).

Outcome: CP9.1

Create dance compositions that express perspectives and raise awareness about a topic of concern to youth.

Use inquiry in dance to express ideas about topics of importance to youth.

Outcome: CP9.2

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

Analyze, individually and with peers, how dance elements and principles of composition work together to express ideas in own dances.

Teacher Guided Activity Prep:

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

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

Have them work on their new group movement a few times so it is clear to all involved.

4. Expression of Experience (approximately 10-25 min)

Working with all of your students, refer back to the presentation the dance they viewed based on bullying during the LIVE broadcast.

What is Bullying? Talk to the students about what it is.

Where it is? Who it affects? Types of Bullying

We have all been both the bully and the bullied.

Hand out paper (or use journals) and then ask each student to write down a one-word response, that expresses how he or she feel, as you read out the following questions:

1. What is a bully?
2. How being a bully can make a person feel
3. How being bullied can make a person feel.
4. How youth are faced with bullying in todays culture.
5. How youth can make a change with bullying

Share your words as a class to create a list of words for each question.

- Have students pick one word from each category they feel suits their feelings about bullying the best. You may want to have them write down their words.
- Have each student get up and working individually create a movement to fit each word.
- Then have them work on connecting the movements, making the 5 words flow smoothly from one to the next. Allow them to get comfortable with the movement.

Turn on some music (keeping in mind how the music will impact how they move, try to select contemporary instrumental music) and see how it changes how they move. Ask them how adding music changed their feeling and flow of their work.

Add a new element of: travel, tempo, height, size, contact, abstract, concrete (this is what it looks like)

Have students work with a partner and see if their words can be put together to make a sentence / movement. Add 2 groups together (4 or so students per group).

Make all 4 sentences into a short story, a dance sequence.

Have your students practice their sequence and then have the groups present their works to their classmates.