



LIVE Arts Tammy Tropeau

Dancing with Tammy Tropeau

Dance

Grade 5

1:10-1:55pm 45 min. Broadcast

Overview

This session will give students the opportunity to participate in a live broadcast by professional dancer Tammy Tropeau

Students will explore how to tell stories through dance.

About the Artist

Tammy Tropeau began her professional dance training at the age of nine at The National Ballet School in Toronto. After six years of study in both the Vagonova and Cecchetti methods with such teachers as Ms. Oliphant, Mr. Luc Amyot, and Karen Kain, Tammy graduated in 1992. After a short professional training program in Philadelphia Tammy realized that her feet were failing and underwent reconstructive surgery on both feet. She then returned to The National Ballet School for an additional two years for their Professional Teacher Training Program. Tammy graduated in 1994 and holds her Elementary, Intermediate and Advanced Cecchetti certificates as well as her Associate Imperial Society Teachers of Dancing certificate allowing her to place students into examinations. At the age of 19 Tammy returned to Saskatoon to open her own studio. Since then she has been invited to Spain to study flamenco dance, traveled to New York and Las Vegas to study new dance techniques, and returned to Toronto for Cecchetti seminars. This summer she traveled to Las Vegas with the Studio One teaching staff for the Tremaine Dance Convention.

Curriculum Aims & Goals

Creative/Productive:

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

Critical/Responsive:

Students will have to interpret a story into dance.

Cultural/Historical:

Students will learn how ballet uses traditional dance movement to tell stories.

Broadcast Program (45 min)

Video- Artist Biography (3 min.)

Warm-up: (10min)

Exploring Story-telling through Movement (10min)

Flashcard Dance Activity: (5min)

Artist/Student Demo: Creating a Dance Sentence (5min)

Backstage Pass: (3min)

Artist/Student Performance: Dance Story (10min)

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.

Pop Culture

Outcome: CP5.1

Create dance compositions inspired by pop culture (e.g., street dances, current dance trends in music videos).

Outcome: CP5.2 Express own ideas using pop dance forms and styles, and apply the elements of dance including:

- actions (extend repertoire of actions with flexibility and clarity of movement)
 - body (arm and leg gestures that lead toward, away from, and around own bodies)
 - dynamics (acceleration and deceleration)
 - relationships (alone, partner, small groups)
 - space (pathways, directions, levels, shape).
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 - a. Demonstrate innovation when applying the elements of actions, body, dynamics, relationships, and space in own dance compositions.
 - b. Create arm and leg gestures that lead toward, away from, and around own bodies.
 - c. Extend repertoire of actions with attention paid to flexibility and clarity of movements.
 - d. Control acceleration and deceleration of movements (quickly and slowly).
 - e. Examine how energy is used to resist gravity.
 - f. Move in a variety of ways to metric and non-metric (i.e., free or irregular) rhythms.
 - g. Carve space into volumes with own bodies.
 - h. Practise clarity of shape when in motion or in stillness.
 - i. Incorporate various relationships alone, with a partner, and in small groups.
 - j. Identify and experiment with transitions between dance phrase
 - k. Organize movement sequences in meaningful ways.
 - l. Apply repetition and variety of movements and movement sequences in dances.
 - m. Recall and recreate movement phrases and sequences.
- Extend own body's range of movement and strength with attention paid to balance and correct alignment.

Teacher Guided Hands-On Activity (30min)

1. ABC Warm Up (10 min)

Get students and teacher to join hands to make a big circle. Drop hands and stay in the shape of the circle. Starting with the teacher (letter A) goes into the middle of the circle and draws the shape of the letter with a part of her body or makes the shape of the letter with his/her body. The class then repeats what the teacher does. The student next to the teacher then goes into the middle of the circle and takes the next letter "B" and does the same. Repeat the exercise with each student in turn leading a letter until the alphabet is finished. You can also repeat this exercise using a movement word that starts with your letter.

2. Dance Charades (10 min)

Have a bag of pre-made sentences that the students pick from. The student must dance out the sentence while the rest of the class tries to guess the sentence. This can also be done in small groups.

SAMPLE SENTENCES Based on Canadian Pop Culture:

Saving Justin Berber from his pet monkey.

Learning to skip in hockey skates.

A hockey goalie playing for team Canada saves a shot.

Walking down the red carpet at the Juno's.

Star of Orphan Black Tatiana Maslany avoiding the paparazzi at a shopping mall.

As an additional activity have each students write their own action based sentence based on pop culture (encourage them to add in imaginary ideas and emphasize that it needs to be action based). Put all of these sentences into a hat and play the game again.

3. Improv Freeze Dance (10 min):

A. The entire class finds a space in the room. Teacher plays pop music from different eras and students dance to the music in any way they want. When the music stops, students must freeze. Have students guess the era.

B. Teacher continues with the freeze dance but now gives student words that would influence their movements. You could use animals and or body parts.

Flowing Big Sad Happy Small Ground Jump Turn