

URBANGATEWAYS

VOICE OF DANCE DANCEWORKS CHICAGO



ABOUT THE PERFORMANCE

DanceWorks Chicago's Voice of Dance celebrates the power and beauty of bringing together a commUNITY of unique voices in the audience as well as on our vertical stage (the screen!) for the ultimate staycation: transporting oneself without leaving home.

"Art is the only way to run away without leaving home." Twyla Tharp

MEET THE ARTIST

DanceWorks Chicago is committed to build a foundation for the individual artistic growth of dancers and choreographers, providing a laboratory from which early career artists propel themselves and the art form to a new level through training, collaboration, mentorship, and performance. Led with integrity by Julie Nakagawa and Brendan P. Behan, DanceWorks Chicago fills a niche in the dance ecosystem investing in and shining a spotlight on the individual artists. Dancers are encouraged to explore their technical capability as well as their artistic curiosity in an individualized and deeply personal approach with the goal of nurturing passionate, articulate artists able to make meaningful contributions to the art form. Choreographically, we look to uncover new voices while also embracing opportunities to connect with more established choreographers providing mentorship and perspective for all involved. Welcoming the public to engage with the DanceWorks family to build context around the work of art is both our pleasure and our duty as a good dance citizen.

VOCABULARY

BALLET

A type of performance dance that originated in Italy in the 15th century and later developed into a concert dance form in France and Russia.

CHOREOGRAPHY

A sequence of rhythmic movements that is practiced and rehearsed.

CONTEMPORARY DANCE

A form of concert dance originating in the mid 20th century, most notably performed in the U.S. and Western Europe and distinguished by its borrowing of aspects from other existing dance forms.

ENSEMBLE

A group of artists who work and perform together.

MODERN DANCE

A type of concert dance originating in the United States in the 20th century typically performed barefoot.

UNISON

When two or more people perform the same steps at the same time; the whole group moves as one.

VOICE

(a) Sound produced by vertebrates by means of lungs, larynx, or syrinx; sound produced by human beings.

(b) A wish, choice, or opinion openly or formally expressed.

RESOURCES

TEDx Global A Choreographer's Creative Process in Real Time (best for older grades) <https://goo.gl/oBo8be>

A Guide to Interpreting Contemporary Dance <https://goo.gl/mqrVpg>

CLASSROOM ACTIVITIES

1. Play different types of music (classical, salsa, jazz, appropriate hip hop, etc.) and ask students to move how the music makes them feel. Afterwards, discuss why students chose to move the way they did. Why do certain styles of dance go with certain styles of music? How does music and dance evoke certain emotions?
2. Classroom Discussion: People from every part of the world dance. Why do you think this is? Why is dance important in society?
3. Free-write: What is your story and how could you tell this story through dance? What type of dance would be best to tell your story (ballet, hip hop, etc.).

Chicago Guide for Teaching and Learning in Arts: Scope and Sequence

Dance Literacy

History and Culture (IL 27B; Nat'l 5)

- Investigate the impact of historical events or significant contributors on the development of dance.
- Identify and explore dance genres and innovators from various historical periods.

Critical and Creative Thinking (IL 25B; Nat'l 4, 6)

- Define the role of an audience and performer in dance.
- Observe and describe the dance elements in various dance movement using appropriate dance vocabulary.

Interpretation & Evaluation:

Interpretation & Communication (IL 26B, 27A; Nat'l 3)

- Discuss various dance movement experiences and express preferences.
- Observe and describe the dance elements in various dance movements.