



DANCE MATTERS

Old Donation Dance Education Program
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TEN LESSONS THE ARTS TEACH

The arts teach children to make good judgments about qualitative relationships. Unlike much of the curriculum in which correct answers and rules prevail, in the arts, it is judgment rather than rules that prevail.

THE ARTS TEACH CHILDREN THAT PROBLEMS CAN HAVE MORE THAN ONE SOLUTION AND THAT QUESTIONS CAN HAVE MORE THAN ONE ANSWER.

The arts celebrate multiple perspectives. One of their large lessons is that there are many ways to see and interpret the world.

The arts teach children that in complex forms of problem-solving purposes are seldom fixed, but change with circumstance and opportunity. Learning in the arts requires the ability and willingness to surrender to the unanticipated possibilities of the work as it unfolds.

The arts make vivid the fact that words do not, in their literal form or number, exhaust what we can know. The limits of our language do not define the limits of our cognition.

The arts teach students that small differences can have large effects. The arts traffic in subtleties.

The arts teach students to think through and within a material. All art forms employ some means through which images become real.

THE ARTS HELP CHILDREN LEARN TO SAY WHAT CANNOT BE SAID. WHEN CHILDREN ARE INVITED TO DISCLOSE WHAT A WORK OF ART HELPS THEM FEEL, THEY MUST REACH INTO THEIR POETIC CAPACITIES TO FIND THE WORDS THAT WILL DO THE JOB.

The arts enable us to have experience we can have from no other source and through such experience to discover the range and variety of what we are capable of feeling.

The arts position in the school curriculum symbolizes to the young what adults believe is important.

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PARENT INFORMATION

Defying Gravity

This week in our Dance Perspectives class, our young dancing scientists have been exploring through dance the scientific concepts of gravity, balance and falling. They have also watched a video of the dance company, **Pilobolus**. (see Dance Legend) The dancers of this company collectively choreograph their dance works and much of the inspiration comes from the laws of physics. Ask your child to describe some of the movements they have seen this company perform. You might be amazed!



*Friday student,
Katelyn Logsdon
defying gravity.*

Dance Legend:

Pilobolus, the arts organism, germinated in the fertile soil of a Dartmouth College dance class in 1971. What emerged was a collaborative choreographic process and a unique weight-sharing approach to partnering that gave the young company a non-traditional but powerful new set of skills with which to make dances. The group was immediately acclaimed for its startling mix of humor and invention and Pilobolus soon became a self-sufficient organization, its members choreographing, dancing, managing, and publicizing their own programs.



Dance Word of the Week:

Gravity - the natural force that causes objects to move or tend to move toward the center of the earth

Dance History Fact:

In 1930, Doris Humphrey, a famous modern dance choreographer, created the dance work, *With My Red Fires*. This work was an excellent example of her technique based on the body's response to gravity and the use of weight. She would later call this principle, "fall and recovery."

Dance Calendar

- Jan. 5, 12, 25** Governor School Auditions
- Jan. 21** No ODC classes
- Jan. 25 and 28** No ODC classes
- Feb. 1** ODC Dance Applications deadline (Current students do not need to re-apply.)
- Feb. 1** Visual and Performing Arts Academy applications deadline
- Feb. 18** NO ODC classes
- Feb. 25 - 29** VPAA auditions
- April 19th** Dress Rehearsal

**Do you have ideas for stories or articles?
Let Mrs. Spear-Jones know!**

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- 4) TeacherWeb(www.teacherweb.com/VA/OldDonationcenter/MrsWright/).

The dance department still needs kleenex, hair nets and pencils. If you could send in contributions, the dance students would be very happy. There seems to be a lot of runny noses and wild-haired, "pencil-less" dancers.

