



# DANCE MATTERS

Old Donation Dance Education Program  
Volume 2 Number 10  
November, 2008



**Inside this issue:**

Post Election Dances	1
Dance History Fact	1
Report Cards Coming	2
Dance Calendar	2

☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆  
**Post Election Dances**  
 ☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆



Wednesday Dance Students create dances around themes of celebration, disappointment and the hope for unity. Students demonstrate in movement a moment of unity as others watch.

**Dance History Facts:**  
**Anna Pavlova** (12 February 1881- 23 January 1931) was a famous Russian ballerina of the late 19th and the early 20th century. Her name along with that of Nijinsky is synonymous with the art of ballet. Pavlova is a legend largely remembered for her famous dance The Dying Swan and because she was the first ballerina to travel around the world and bring ballet to people who had never seen it. After Pavlova's death, the music for the Dying Swan was played in her honor and a spotlight moved across the stage in the pattern of her dance.



On Nov. 6<sup>th</sup> the day after the historic elections, the emotions of dance students were palatable. There was either euphoria or extreme disappointment in the air – not too many just in the middle. What to do with this kind of energy? We chose not to ignore these emotions but to embrace them - and embrace in the way we now how - to create and to dance

The process:

- 1) The students were divided up - mixed levels - 3<sup>rd</sup> through 8<sup>th</sup> graders in groups together We lovingly call this our intergenerational creating time. The younger students learn from the older ones (how to express ideas in dance) and the older students are reminded by the younger students about movement choices or ways of thinking creatively they may have forgotten.
- 2) Each student took about 5 minutes to write down thoughts about 3 ideas. a) A time of much happiness b) A time of disappointment c) A time when there was an incredible sense of unity in his/her life
- 3) After reflecting on these ideas and writing down some thoughts, the students got into their group and shared what they wrote. After listening to everyone, the groups came up with 3 ideas that might best translate into movement. All groups were given a half hour to create a dance about happiness, disappointment and unity inspired by the reflections of the individual group members.
- 4) Each group then presented their dance. Performed to Copland's musical work, "Fanfare for the Common Man," the groups moved seamlessly from one to another. As the dances and the music came together, powerful images emerged - images of happiness, disappointment and of hope and unity.

Movement often can reach places where words can't begin to go.

# Parent Information

## Dance Report Cards Coming Home This Week ... They Have a New Look

Class	Kinetic Skills	Conceptual Skills	Artistic Skills	Work Habits	Comments	Grade
<b>Ballet I Technique</b> <i>Mrs. Wright</i>	Demonstrates: Muscular strength Spinal alignment Walks & skips	Applies ballet class etiquette Defines and comprehends ballet terminology Observes details of movement	Prepares appropriately to begin movement Performs with rhythmicity Applies creative imagery	S		3
<b>Fundamentals</b> <i>Mrs. Winborne</i>	Demonstrates: Balance Use of one concept when moving	Applies class etiquette Commits to movement	Demonstrates rhythmicity Explores artistic choices	S		3
<b>Dance Perspectives</b> <i>Mrs. Spear-Jones</i>	Demonstrates POD* in movement studies	Observes POD* in visual art and choreography Comprehends POD* definitions and concepts Synthesizes POD* concepts in movement studies	Finds meaning in visual art work Creates dance study using POD* Explores relationship between visual art & dance	S		3
<b>Creative Dance</b> <i>Mrs. Spear-Jones</i>	Demonstrates shape, level and speed	Identifies and critiques dance elements in movement studies	Commits to the artistic integrity of movement phrase from beginning to end Creates with shape, level & speed	S		3

Total Grade: 3

4= Exceeds dance standards/objectives; 3= Meets dance standards/objectives; 2= Experiences difficulty meeting dance standards/objectives; 1= Does not meet dance standards/objectives; NA= Not applicable; NE= Not evaluated at this time; X= Area of concern

Work Habits: O= Outstanding; S= Satisfactory; N= Needs improvement; U= Unsatisfactory; X= Area of concern

### ODC Dance Calendar - Upcoming Dates

**November 26** - Half Day - No ODC

**November 27-28** - Holiday - No School

**December 11** - City -Wide Information Night 6:30-7:30

**December 17 - 21** The Winter Celebration

### Parent/Teacher Communication:

1) ODC Phone Number 473-5043

2) Faculty e-mail addresses:

- Elizabeth Albarado

[elizabeth.albarado@vbschools.com](mailto:elizabeth.albarado@vbschools.com)

- Gwen Spear-Jones

[gwen.spear-jones@vbschools.com](mailto:gwen.spear-jones@vbschools.com)

(parent volunteer coordinator)

- Valerie Winborne

[valerie.winborne@vbschools.com](mailto:valerie.winborne@vbschools.com)

- Laura Wright

[laura.wright@vbschools.com](mailto:laura.wright@vbschools.com)

3) TeacherWeb: ([www.teacherweb.com/VA/OldDonationcenter/MrsWright/](http://www.teacherweb.com/VA/OldDonationcenter/MrsWright/)) or go to the ODC home website- click "Dance" and click "Dance website"

### About Report Cards:

There is a new look to the dance report cards this year. As the above sample report card shows, the first column shows the teacher and the subject, the second column the kinetic skills. Kinetic skills are the physical skills dancers work on in these classes. Column three includes conceptual skills: knowledge and use of dance vocabulary and identifying dance concepts and critiquing dances, etc. The fourth column is artistic skills, which includes physical expressiveness and creating dances. Column five addresses work habits, including student responsibility and commitment to the dance program. This is followed by a comments column and then the final grade for the class. All four classes have a grade that is averaged together to make one overall dance grade. Please note that we as dance teachers look at many facets of the student's dance technique. The one noted in the boxes are of primary focus.

After you have received the report card, delivered in the parent packet, you may keep the card but please sign the bottom right hand side of the packet by Unit 1 report card. We want to make sure you see your child's progress. If you have any questions, do not hesitate to call one of the dance teachers. Thank you again for your support.