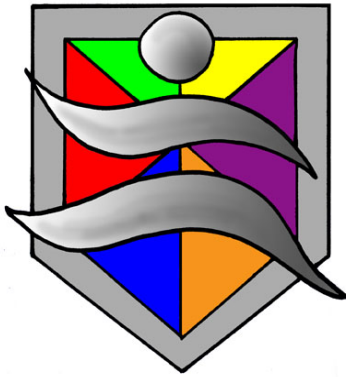


OLD DONATION
CENTER

Dance



DANCE MATTERS

Old Donation Dance Education Program

Volume 2 Number 3

September, 2008



Meeting Mrs. Albarado

Over the next four weeks the dance teachers will answer the same questionnaire. Hopefully you will get to know them from many different perspectives. This week Mrs. Albarado tells us about herself.

What do you like to do when you are not teaching dance at ODC? I like to spend time with my husband and my dog Rainy Dae. I also like to read, go shopping, watch movies, make scrapbooks, dance (of course), and my favorite- sleep! I love taking naps and sleeping in on Saturdays.

Tell "Dance Matters" about your family. I have a wonderful husband, Emmanuel, who is attending law school at Regent University. My baby is my Jack Russell Terrier, Rainy Dae, who is very hyper and energetic all of the time. My parents and grandparents live in my hometown of El Paso, Texas. My 18 year old sister, Jillian, lives in San Antonio, TX where she goes to college and my 13 year old sister, Amorette, lives in El Paso with my parents. Amorette is my "mini-me;" she loves ballet and is anxiously awaiting her first pair of pointe shoes.

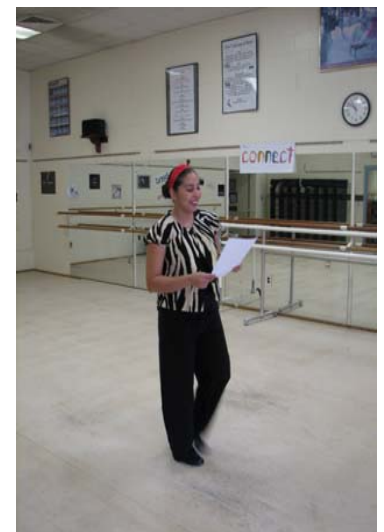
Describe your most memorable memory as a dance student. A memorable moment that I treasure is when I finally discovered what turn-out really felt like for my body. I had a wonderful ballet teacher when I was in college who took me aside and told me that I was not using my turn-out properly. Although my legs were pointing sideways I was not rotating my legs from the hip down. I realized that turn-out is a constant energy that I have to really be mindful of while I am dancing. It was a huge discovery for me that was difficult to work with for a while, but then my new turn-out opened up so many doors for me as a dancer. It was a huge moment and it happened in a classroom- not on stage.

Why are you a teacher? My grandma tells me that she always knew I would be a teacher. As a child I used to gather all of my stuffed animals and dolls and I would line them up and teach them various things (spelling, reading, ballet). I really enjoy sharing my knowledge with others and learning from my students. I also love to watch my students triumph in things that they struggle with. It really brightens my day when I see how much a student has grown and improved as a result of their hard work.

I dance because it is just in me to express myself through movement. Dancing is my passion; I don't think I can really explain in words why I dance. It sounds kind of corny, but it is just something inside of me that has to come out through moving. It has pretty much been that way since as long as can remember. I used to get in trouble in first grade for skipping in the classroom. And I know I drove my mom and grandma crazy by dancing and leaping and turning through the house. Honestly, I still dance around my house when I think no one is looking. Rainy just stares at me like I'm crazy.

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Wednesday Dance Students in Ballet class

Dance Word of the Week

Contrast–To Show Differences

Dance Calendar :

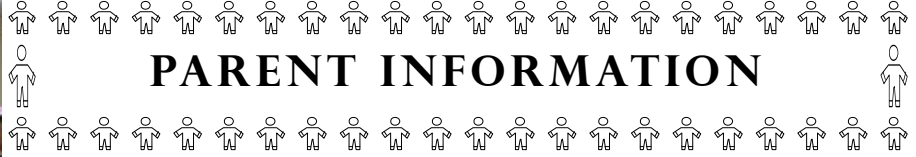
October 27-31- Parent Visitation Week

October 31- End of 1st Grading Period

November 3-4 - Staff/Parent/Teacher Conference Days

Parent/Teacher Communication:

- 1) ODC phone number 473-5043
- 2) Faculty e-mail addresses
 - Elizabeth Albarado
elizabeth.albarado@vbschools.com
 - Gwen Spear-Jones
gwen.spear-jones@vbschools.com
(parent volunteer coordinator)
 - Valerie Winborne -
valerie.winborne@vbschools.com
 - Laura Wright
laura.wright@vbschools.com
- 3) TeacherWeb(www.teacherweb.com/VA/OldDonationcenter/MrsWright/).


PARENT INFORMATION

Team Placement Information

The dance students have now been placed on teams which group students who have a range of similar abilities. These teams include students of different ages. Some students may have experience with one form of dance, but less with another. In these cases we look for the best overall placement for learning in all three strands (Technique Strand, Perspectives Strand and Creative Strand) of the Dance Education Program curriculum. The dance faculty has been observing the dance students' skills for two week and will continue to observe and assess all students to make sure they are placed where they can make the best progress.

Our goal for dancers in the ODC Dance Education Program technique classes is to focus on strengthening fundamental skills and understanding these foundations. Dance Perspectives and Creative Dance classes add to the dancer's knowledge of the details, complexity of dance. These studies can always be applied to any other movement experiences being pursued by the student.

We encourage our students not to dwell on what "level" they are in. Each student receives personal instruction in each class to challenge him/her to develop necessary skills such as proper alignment, muscle development and sequencing. We know that all of our students will progress beautifully during this unit. Ask them to show you some of their new skills.