



SEASON 43
DANCE DISCUSSIONS

NARRATIVE IN DANCE

As part our virtual presentation of Season 43, Hubbard Street Dance Chicago presents Jonathan Frederickson's work, *The Sky Was Different*, premiering online December 3, 2020 and as a student matinee December 9-18, 2020. To accompany this work, we have created a series of multi-media study guides, with a new topic each week. These guides are designed for middle and high school students and contain videos, discussion questions, and lesson prompts.

LET'S DIVE IN!



TODAY'S
AGENDA



1

WHAT IS NARRATIVE IN DANCE

2

RELEVANT VOCABULARY

3

NARRATIVE DANCE ACROSS FORMS - VIDEO LINKS

4

LET'S SEE IT IN ACTION!

5

DISCUSSION QUESTIONS

6

FOR FURTHER STUDY AND STANDARDS ADDRESSED

WHAT IS NARRATIVE IN DANCE?

*Narrative structure: a choreographic structure
that tells a story.*



Narrative consists of five components - the characters, the setting,
the plot, the conflict, and the resolution.



VOCABULARY

LET'S GO!



First, let's start with some important terms.

* Characters

- A person in a narrative, holding motivations and a personality.

* Setting

- Where a narrative takes place.

* Plot

- Events related in a pattern or sequence that make up a story.

* Conflict

- A struggle between two opposing forces. Whether external or internal, conflicts can develop characters and progress plots.

* Resolution

- Often at the end of a story, the resolution brings the conflicts in a narrative into order.

CHOREOGRAPHIC DEVICES

Tools of the choreographer used for the creation of dances such as abstraction, motif, accumulation, repetition, retrograde, diminution/expansion.

REPETITION

Repeating a movement or phrase over and over again.

RETROGRADE

Reversing a movement or phrase.

MOTIF

A movement or phrase that appears throughout a piece.

ACCUMULATION

Building a phrase by repeating it and adding one movement to the end with each repetition.

ABSTRACTION

Abstraction is "something pulled or drawn away". So abstract art is art that has moved away from painting objects of the ordinary physical world in order to show something beyond it. Conceptual abstractions may be formed by filtering a concept or an observable phenomenon, selecting only the aspects which are relevant for a particular purpose.

THEME AND VARIATION

Transforming a base phrase (theme) into several versions using choreographic devices (variations).

NARRATIVE ELEMENTS IN DANCE



Pantomime



Often used in classical ballets, pantomime ties specific meanings to specific gestures. This "language" allows performers to dance a story.



Theme and Variation



Transforming a base phrase (theme) into several versions using choreographic devices (variations).



Gesture



Movements of the body that express ideas or emotion. In dance, gestures are often done with the arms and lean towards pedestrian movement.



Point of View



The perspective from which a story is told.

CHARACTER DEVELOPMENT

Story and character are familiar terms when we discuss novels or plays. But how do those ideas translate to an art form that uses movement, and not words, to communicate? Here are several different examples.



Appalachian Spring Martha Graham

Appalachian Spring tells the story of a young frontier couple on their wedding day. How does Graham use costume, along with movement and gesture, to create her characters for this work?



CARMEN.maquia Ballet Hispanico

Gustavo Ramírez Sansano's modern take on the opera *Carmen* relies on more abstract movement to flesh out the story of Carmen's love triangle with a bullfighter and an army officer. Her fast-paced sensual movement creates her dynamic character. Both in *CARMEN.maquia* & Pedro Ruiz' *Club Havana*, notice how the dancers' movements play off of each other and how that serves to develop their individual characters.

STORYTELLING THROUGH DANCE



Jerome Robbins – Choreographer

Jerome Robbins' observation of his subject matter helped to translate the violence of the street into the dialogue that occurs between the Jets' and the Sharks' dancing. The styles of dance were intentionally catered to the cultural backgrounds of each of the gangs, continuing to emphasize the rift between the Puerto Ricans and the Americans.



Story Ballet

A narrative ballet or story ballet is a form of ballet that has a plot and characters. It is typically a production with full sets and costumes. Most romantic and classical ballets of the 19th century were narrative ballets. Among the most well known are Swan Lake, The Sleeping Beauty, and Cinderella. These ballets use a series of codified gestures to communicate the story elements. This video shows the character Odette's mime from Swan Lake, with an explanation of each gesture.

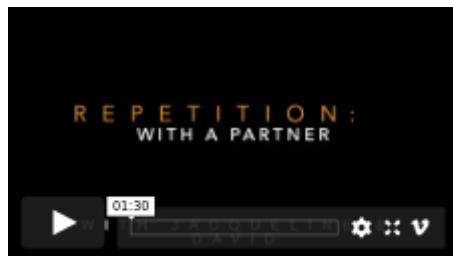
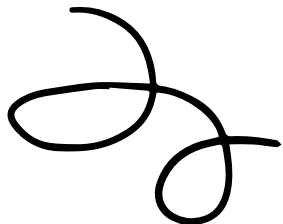
GESTURE AS COMMUN CIATION



Bharata Natyam

"A living and breathing dance theater tradition, Bharata Natyam explores both timeless human concerns and timely complexities of life. The dancer communicates through movements of the limbs, a language of gestures, rhythms executed by footwork, and abhinaya, which is the art of expressing emotions through facial and body language: hands open out and become a flower, birds fly from the dancer's hand gestures. Each muscle of the dancer's face transforms into an expressive instrument. As the dancer expresses complex moods and emotions, she or he aspires to create a spiritual message." -*Natya Dance Theater*

REPETITION



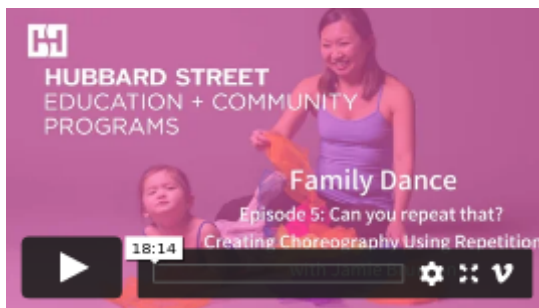
Explore the
concept

Dancers Jacqueline Burnett
and David Schultz
demonstrate Repetition.



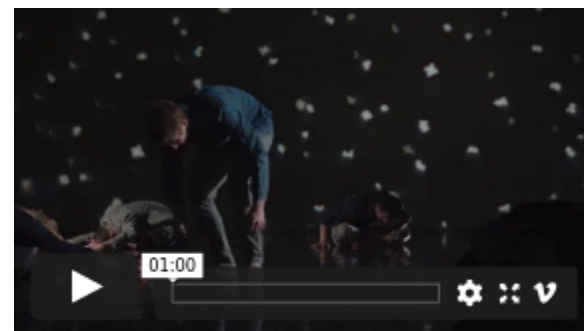
Try the
concept

Let's dance! Try repetition in
your own dance with Ms.
Jamie.

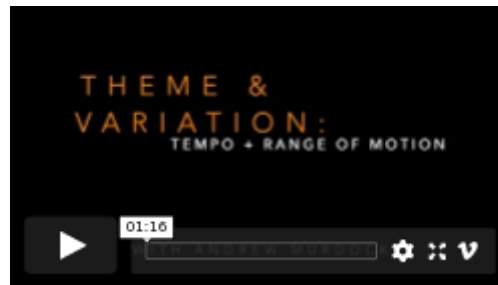


See the
concept

Watch how choreographer
Jonathan Fredrickson uses
repetition to build
choreography in this section
of The Sky Was Different.



THEME AND VARIATION



See the concept

Company dancer Andrew Murdock demonstrates the choreographic device of theme and variation.



Explore the Concept

Let's watch how Jonathan Fredrickson used Theme and Variation in his work, The Sky Was Different.



Try the Concept

Explore Theme and Variation with Ms. Layza as you make your own dance film.



LET'S → DISCUSS AND ANALYZE

QUESTION



Both ballet and Bharata Natyam use gestures to communicate in their choreography. What similarities and differences did you notice in the videos?

01

QUESTION



Where do we see repetition happen and what is the importance of that concept in the video clip of *The Sky Was Different* on page 11?

02

QUESTION



What narrative elements (setting, characters, plot, etc) in the dance helped you understand the story of *Appalachian Spring*?

03



INTERESTED IN MORE? CHECK OUT THESE PERFORMANCES

[The Hard Nut](#) Mark Morris
[Night Journey](#) Martha Graham
[Eva Louise](#) Julie Carothers
[Giselle](#) Akram Khan (clip)
[Othello](#) John Neumeier (clip)
[Oklahoma](#) Agnes DeMille (clip)
[Romeo and Juliet](#) Kenneth MacMillan (clip)
[Halau Hula O Hokulani](#)
[Lost in my boots](#) Annie Morgan
[The Traitor](#) Jose Limon
[The Moor's Pavane](#) Limon
[Revelations](#) Alvin Ailey
[Coco](#) by Ballet Nepantla
[Coronelas](#) by Ballet Folkorico Mexico Danza
[Snow White](#) Anjelin Preljocaj
[Last Supper at Uncle Tom's Cabin/The Promised Land](#) by Bill T. Jones
Native American Hoop Dances [Terry & Michael Goedel](#), [Brian Hammill](#)
[Narakasuravadham](#) Margi Vijayakumar & Margi Murali
[The Tale of the White Serpent](#) Lin Hwai-Min

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STANDARDS

National Core Arts Standards

DA:Cr2.1.3b Develop a dance phrase that expresses and communicates an idea or feeling. Discuss the effect of the movement choices.
DA:Cr2.1.4b Develop a dance study that expresses and communicates a main idea. Discuss the reasons and effectiveness of the movement choices.
DA:Cr2.1.5b Develop a dance study by selecting a specific movement vocabulary to communicate a main idea. Discuss how the dance communicates nonverbally.
TH:Cr1.1.3c Collaborate to determine how characters might move and speak to support the story and given circumstances in drama/theatre work.
TH:Cr1.1.4c Imagine how a character might move to support the story and given circumstances in a drama/theatre work.
TH:Cr1.1.5c Imagine how a character's inner thoughts impact the story and given circumstances in a drama/ theatre work.
MU:Pr4.2.3 Demonstrate understanding of the structure in music selected for performance.
MU:Pr4.2.4 Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, and form) in music selected for performance.
MU:Pr4.2.5 Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance.

Common Core Standards

ELA-LITERACY.RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
ELA-LITERACY.RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events
ELA-LITERACY.RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
ELA-LITERACY.RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
ELA-LITERACY.RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.
ELA-LITERACY.RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
ELA-LITERACY.RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
ELA-LITERACY.RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
ELA-LITERACY.RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
ELA-LITERACY.RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
ELA-LITERACY.W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

THANK YOU!

Join us next week for a new dance
discussion!





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