HUBBARD STREET DANCE CHICAGO

SEASON 43:
PERSPECTIVE

Week 3

DANCE DISCUSSION

As part of our virtual presentation of Season 43, Hubbard Street Dance Chicago has created a series of multi-media study guides exploring dance choreography and performance in practice. These guides are designed for middle and high school students and contain videos, discussion questions, activity prompts, and pre-recorded lessons. These Dance Discussions are designed to stand alone or accompany the dance films in our virtual season as we invite you to CONNECT, EXPLORE, CREATE, AND RESPOND.

LET'S GO!

WEEK 1 — CONNECT: INFERENCE AND CHARACTER DEVELOPMENT

WEEK 2 — EXPLORE: DANCE AS TEXT - INTRODUCING CHARACTER

This is → WEEK 3 — CREATE AND RESPOND: CHOREOGRAPHY & CHARACTER DEVELOPMENT

VOCABULARY USED

✻ Gesture : A movement in part of the body used to express meaning.

✻ Abstract : A idea separate from reality or concrete thought.

✻ Setting : The environment, time period or place in which a story exists.

TO DANCE WITH US YOU'LL NEED

① SPACE TO MOVE

Clear a small part of your space to practice your choreography.

② A SHORT MOVIE CLIP

Select a 15-30 second clip of a character speaking. You'll use this as inspiration for your choreography. You could watch the trailer for Soul or A Wrinkle in Time if you have trouble finding your own.

LET'S CREATE TOGETHER

Hubbard Street Dance Chicago
Education and Community Programs

ONLINE CURRICULUM

Week 1

DANCE AS TEXT

HUBBARD STREET
EDUCATION + COMMUNITY
PROGRAMS

Designed for grades k-6, this online curriculum supports student learning in language arts and dance standards as students explore character development and choreography.
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15:25

vimeo

Choreographing Character Traits – Lesson 1

We'll pair descriptive language tools such as adverbs and adjectives with a universal dance vocabulary to create original choreography based on a movie character.
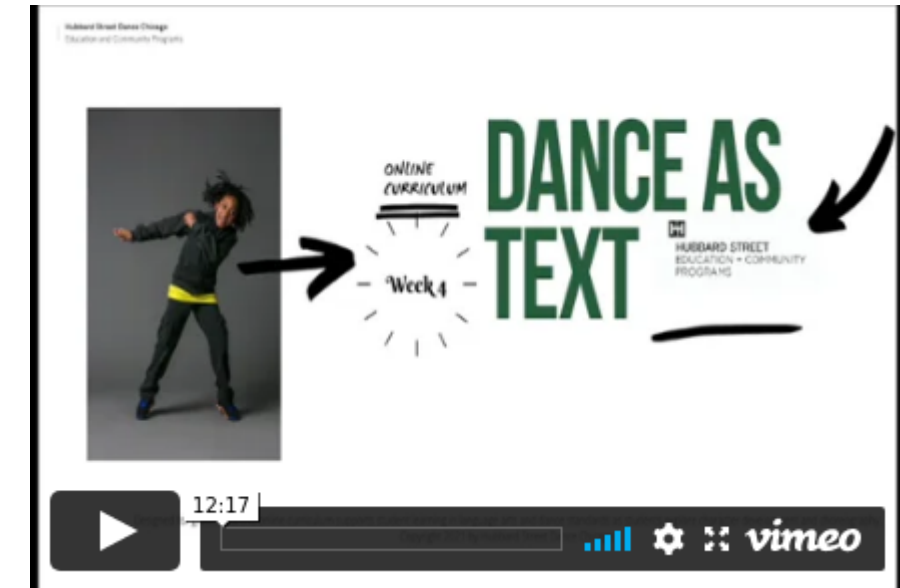
CHORE OGRAP HING CHARA CTER TRAITS

Lesson 2

What can we communicate without speaking? Gesture will guide the next step in our dance-making process as we explore intention through literal actions.
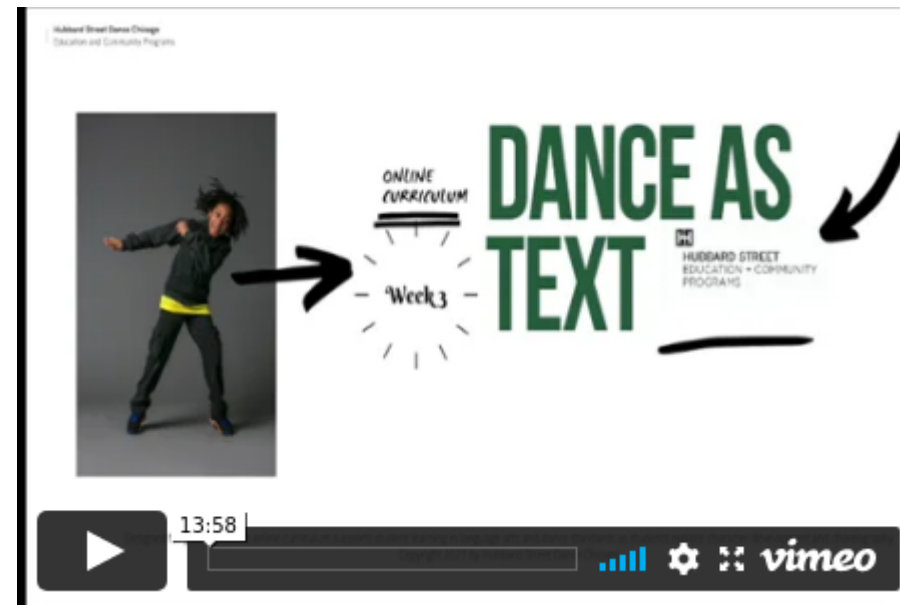
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Lesson 4

A time and a place: We'll investigate the setting in which our movie character lives and how that environment might impact choreographic choices.
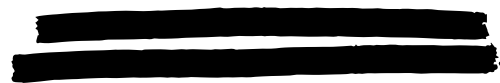
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Lesson 3

Using a new set of dance tools, or devices, we'll move into an exploration of abstract: Ideas that expand beyond the literal into a more imaginative sensibility.

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REFLECTION

How do we use character traits
to create choreography?

SHARE YOUR DANCES

We'd love to see your dances. Tag us on Instagram @hubbardstreetdance or #characterchoreography

Choreographic Devices

Canon
Repetition
Retrograde
Expansion/Diminution
Accumulation
Transposition

Choreographic Forms

ABA
Rondo
Theme and Variation
Narrative
Pattern
Abstract
Call and Response

HUBBARD STREET DANCE CHICAGO

DANCE CONCEPTS

BODY

Parts	head, neck, shoulders, arm, wrists, elbows, hands, fingers, hips, pelvis, trunk, spine, stomach, sternum, ribs, legs, knees, feet, toes, heels, ankles, etc.
Relationships	over, under, around, through, above, below, between, beside, near, far, in, out, together, apart, connected, etc.
Shapes	straight, curved, angular, twisted, symmetrical, asymmetrical
Balance	off balance, on balance

ENERGY

Force	sharp, smooth, shaky, swingy
Weight	strong, light, active, passive
Flow	free, bound

SPACE

Place	personal, shared
Size	big, medium, small
Level	high, medium, low
Direction	forward, back, right, left. up, down
Pathway	curved, straight, zigzag
Focus	single, multi

TIME

| Speed | fast, medium, slow |
| Rhythm | pulse, pattern, grouping, breath |

All photos by Todd Rosenberg.
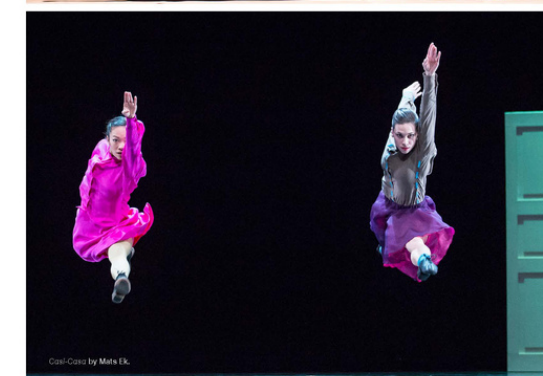
Standards Addressed

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 eventsELA-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.

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For more information about all of available our education programs, please visit our website.

Hubbard Street Dance Chicago Education & Community Programs

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