



SEASON 43:  
PERSPECTIVE

Week 1

DANCE

DISCUSSION

HUBBARD  
STREET  
DANCE  
CHICAGO

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!

This is



WEEK

1

CONNECT: INFERENCE

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WEEK

2

EXPLORE: DANCE AS TEXT - INTRODUCING CHARACTER

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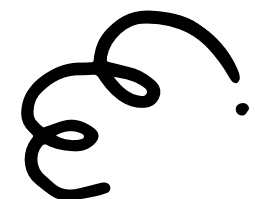
WEEK

3

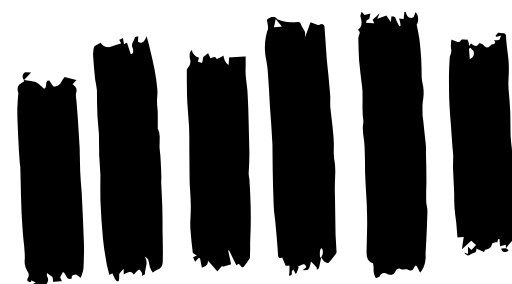
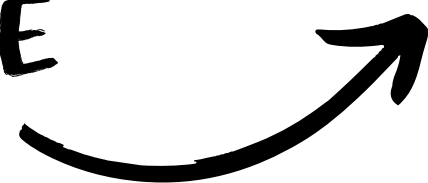
CREATE AND RESPOND: CHOREOGRAPHY & CHARACTER DEVELOPMENT

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# DANCE AS TEXT



INFERENCE



To infer within a variety of types of texts is a fundamental critical thinking process for creating and interpreting dance (kinesthetic texts) as well as for reading and writing (linguistic texts). Let's explore how these skills intersect as we learn to "read" dance performance.

# A NOTE FOR OUR TEACH ERS



## **Essential Questions**

Using dance vocabulary, how can we communicate a character trait by strategically combining movement concepts in our choreography?

## **Enduring Understandings**

Dance has a vocabulary.

The choices we make with movement can communicate an idea (choreographer perspective)

Meaning can be interpreted and inferred from viewing movement - audience perspective.

## **Residency Objectives**

Students will know ...

That dance can be improvisation or choreography.

That dance has sequence and transitions.

That dance communicates.

That dance has roles: choreographer, audience, and performer.

Students will be able to ...

Embody dance vocabulary.

Create a dance with a sequence and transitions.

Create a dance that demonstrates choreographic purpose.

Identify dance vocabulary.

# NARRATIVE DEVELOPMENT

WHAT IS NARRATIVE  
DEVELOPMENT IN DANCE?

Narrative structure: a choreographic structure that tells a story.

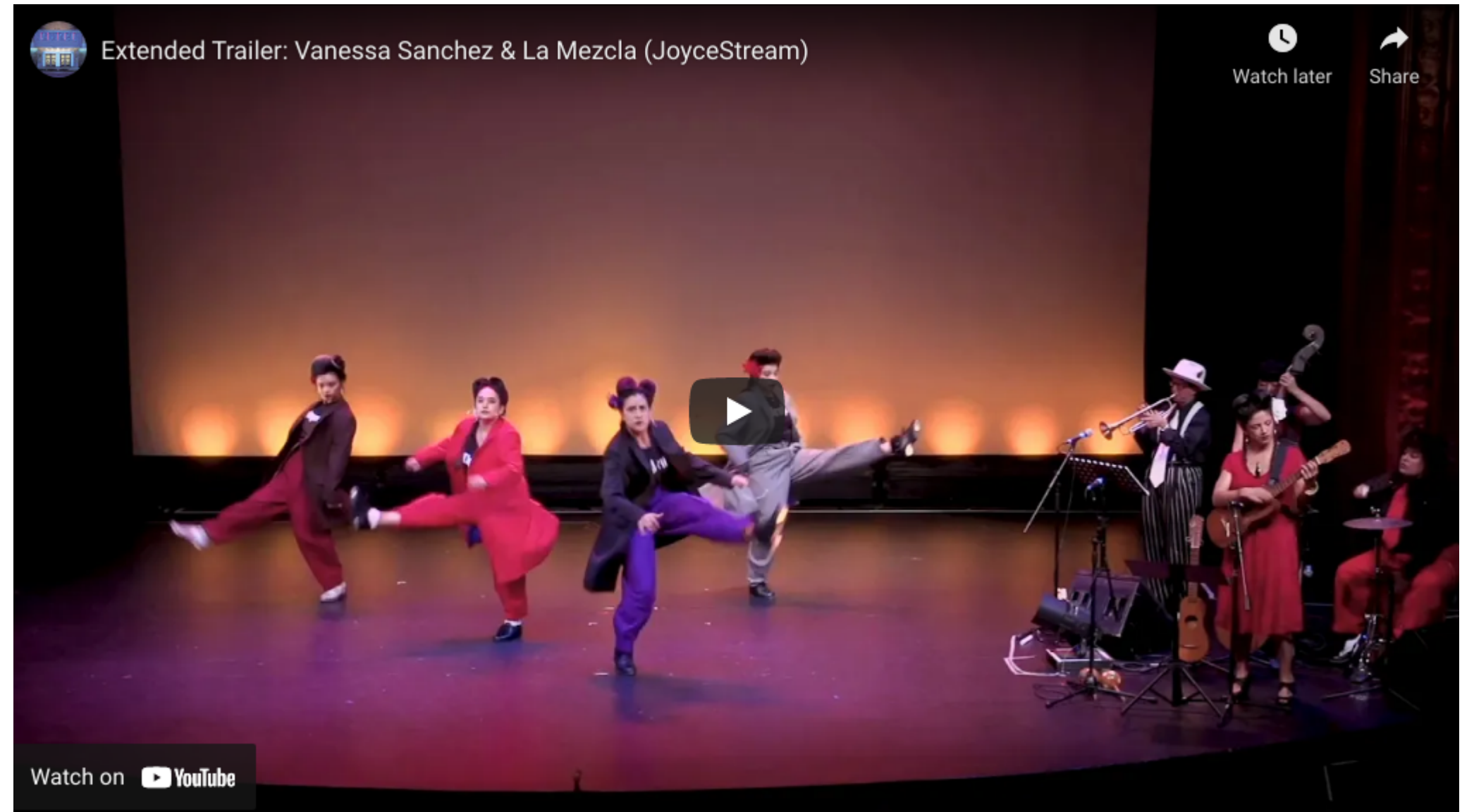
Narrative consists of five components - the characters, the setting, the plot, the conflict, and the resolution.





# HOW IS NARRATIVE CREATED IN DANCE? →

Let's investigate how choreographers use stage elements and dance vocabulary to create the narrative elements of Who, What, When, Where, How, and Why as we view this excerpt from Pachuquismo by Vanessa Sanchez and La Mezcla.



# LET'S DISCUSS AND ANALYZE



QUESTION  
→

Looking at the video on the previous page, what do you know about  
Where the characters are? What elements tell you about setting?

01

QUESTION  
→

What elements in the work tell you When the characters are?

02

QUESTION  
→

What can you infer about these characters from looking at their  
movements? What is their tempo, their energy quality, their  
relationship to the other dancers and musicians on the stage? What  
story can you tell from this excerpt?

03

# BUILD ING CHAR ACTE RS

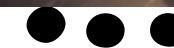


## Creating Character

Here is an excerpt from the same choreographer, Vanessa Sanchez and La Mezcla - Baile en la Calle: The Mural Dances 2018. Do you think that this piece and the characters are a continuation of the previous work shown on the stage? Why or why not?

## Character Development

Now let's watch a different piece, this is *Elemental* by Robyn Mineko Williams. Using the same process, what elements tell you about the characters in this piece? How does the choreographer use staging and costuming to highlight one of the characters?





Some works are more abstract and we must combine our knowledge of dance elements and inference skills to create understanding. While there is no right or wrong interpretation, there are tools we can use to create understanding for ourselves. Inference is the act or process of reaching a conclusion about something from known facts. We use our knowledge of dance vocabulary to build facts and create meaning. Watch the piece below and then fill out the inference worksheet.



# PERFORMANCE AS TEXT

# WORKSHEET



Dance as Text

## WHAT DOES YOUR EYE SEE?

As you watch the piece, note the dance elements you see below. Refer to the BEST dance vocabulary and the Choreographic elements charts at the end of this lesson as needed.

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## WHAT DOES YOUR MIND SEE?

What the piece again. What do you imagine is happening? What story does your mind start to create? Free write your answer below.

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## DANCE AS TEXT - WHAT DOES IT MEAN?

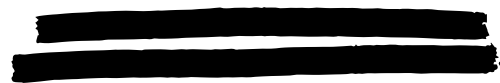
Using information from both columns, write your interpretation of this work. What story and/or character did you imagine when watching and what dance and choreographic elements helped create that? Think of those elements as your quotes from the text.

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# REFLECTION

*How do we use our knowledge of  
dance vocabulary and  
choreographic devices to Read  
dance as a form of text?*





# Choreographic Devices

Canon  
Repetition  
Retrograde  
Expansion/Diminution  
Accumulation  
Transposition

# Choreographic Forms

ABA  
Rondo  
Theme and Variation  
Narrative  
Pattern  
Abstract  
Call and Response

### 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

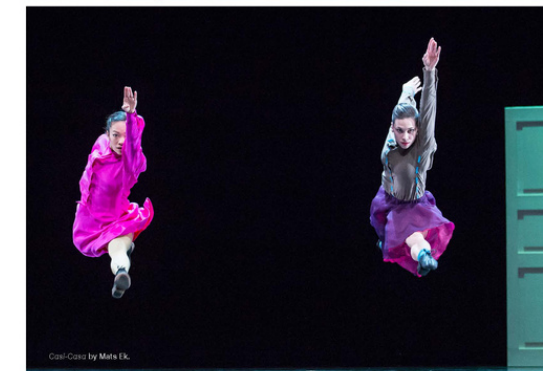
**Focus** single, multi

### 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 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.



**HUBBARD STREET**  
EDUCATION + COMMUNITY  
PROGRAMS

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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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