

DANCING AND DANCEMAKING A 2-3 GRADE TAYLOR CURRICULUM

TABLE OF CONTENTS

Acknowledgments.....	3
Paul Taylor Biography.....	5
Curriculum Goal Statement / Curriculum Overview	6
Curriculum At-A-Glance	7
CURRICULUM GUIDE:	
Unit 1 - Exploring With Taylor	8
Unit 2 - Creating With Taylor.....	18
Appendices:	
Taylor Curriculum Vocabulary & NCCAS Glossary	28
Culminating 2-3 Grades Taylor-Based Class	34
Suggested PT Masterwork Description: <i>Cloven Kingdom</i>	36
Optional Assessment Tools:	
Teaching Artist Pre-Post-Assessment.....	37
Suggested Summative Residency Questions	38
Taylor-Created Performance Assessment Rubric.....	39
Curriculum Sources	41

DANCING AND DANCEMAKING

A 2-3 GRADE TAYLOR CURRICULUM

ACKNOWLEDGEMENTS

The Paul Taylor Dance Foundation wishes to acknowledge the following individuals and organizations for their valuable contribution to this curriculum:

- Curriculum co-designer, Raegan Wood, Taylor School Director
- Curriculum co-designer and writer, Deborah Damast: NYU Steinhardt - Artistic Advisor and Clinical Assistant Professor, Artistic Director of Kaleidoscope Dancers, Concerts, and Uganda Study Abroad. Also: Faculty - Dance Education Laboratory, LREI, The Yard, and NYSDEA President
- The National Coalition for Core Arts Standards for use of the NCCAS Glossary

**DANCING AND DANCEMAKING
A 2-3 GRADE TAYLOR CURRICULUM**

PAUL TAYLOR in *Fibers*



Fibers photo: Jack Mitchell

DANCING AND DANCEMAKING

A 2-3 GRADE TAYLOR CURRICULUM

PAUL TAYLOR

Paul Taylor, one of the most accomplished artists this nation has ever produced, continues to shape America's homegrown art of modern dance as he has since becoming a professional dancer and pioneering choreographer in 1954. Having performed with Martha Graham's company for several years, Mr. Taylor uniquely bridges the legendary founders of modern dance – Isadora Duncan, Ruth St. Denis, Ted Shawn, Doris Humphrey and Ms. Graham – and the dance makers of the 21st Century. Through his new initiative at Lincoln Center – **Paul Taylor American Modern Dance** – he is presenting great modern works of the past and outstanding works by today's leading choreographers alongside his own vast and growing repertoire. And he is commissioning the next generation of dance makers to work with his renowned Company, thereby helping to ensure the future of the art form. As an integral part of his vision, these dances will be accompanied by live music whenever so intended by the choreographer.

At an age when most artists' best work is behind them, Mr. Taylor continues to win public and critical acclaim for the vibrancy, relevance and power of his dances. He offers cogent observations on life's complexities while tackling some of society's thorniest issues. While he may propel his dancers through space for the sheer beauty of it, he more frequently uses them to illuminate such profound issues as war, piety, spirituality, sexuality, morality and mortality. If, as George Balanchine said, there are no mothers-in-law in ballet, there certainly are dysfunctional families, disillusioned idealists, imperfect religious leaders, angels and insects in Mr. Taylor's dances.

DANCING AND DANCEMAKING

A 2-3 GRADE TAYLOR CURRICULUM

Curriculum Goal Statement

Through the practice of dancing and dancemaking as outlined in this curriculum, elementary school students will deepen their understanding and appreciation of dance as an art form, and of Paul Taylor as one of the most influential 20th and 21st century modern dance choreographers. This curriculum aims to nurture the whole learner through the experience of Taylor repertory, creative exploration, technical study, reflective processing, and the co-creation of a short dance piece. As students broaden their knowledge of dance and acquire new movement skills, they will discover new opportunities for self-expression, and for connecting to the world around them. They will develop greater self-confidence as well as greater physical confidence and agility. This curriculum is designed to meet if not exceed the National Core Arts Standards for Dance, as well as the NY State Learning Standards for the Arts, and the NYC Blueprint for Teaching and Learning in the Arts in Dance. It strives to promote 21st century knowledge and skill acquisition.

Curriculum Overview

This curriculum is designed to introduce the concepts of Space, Time, Energy and Taylor-style dancing and dancemaking. It will include 15 lessons divided into two main sections, *Exploring with Taylor* and *Creating with Taylor* culminating in a final performance. Taylor movement and steps will be utilized as a means to explore these concepts. Each lesson will include a warm-up, Taylor movement exercises, and aspects of creative exploration. Each residency will include at least one of the following: a live performance of Paul Taylor Repertory, a field trip to see a professional Taylor class, and/or a video showing of Taylor repertory. This curriculum uses *Cloven Kingdom* as an entry point to dance and dancemaking, although other Paul Taylor master works can be an entry point as well. This curriculum is an adaptable model that can engage students with a variety of Paul Taylor dances. Other possible master works include but are not limited to: *Airs*, *Arden Court*, *Aureole*, *Dust*, *Esplanade*, etc.

DANCING AND DANCEMAKING A 2-3 GRADE TAYLOR CURRICULUM

2-3 Grades Taylor Curriculum At-A-Glance

UNIT ONE: EXPLORING WITH TAYLOR

Lesson 1: Introductions, class structure and protocols, residency goals, and Taylor class

Lesson 2: Full Taylor class

Lesson 3: SPACE - Taylor class - exploring levels and vertical space

Lesson 4: SPACE - Taylor class - exploring pathways and horizontal space

Lesson 5: TIME- Taylor class - exploring different tempos

Lesson 6: TIME - Taylor class - exploring contrasting music and stillness

Lesson 7: DYNAMICS: Taylor class - exploring dynamics

Lesson 8: DYNAMICS: Taylor class - exploring dynamics

UNIT TWO: CREATING WITH TAYLOR

Lesson 9: Introduce *Cloven Kingdom* through video and discussion - shorter Taylor class

Lesson 10: Taylor class and collaborative choreography

Lesson 11: Taylor class and collaborative choreography

Lesson 12: Taylor class and collaborative choreography

Lesson 13: Prepare for Performance

Lesson 14: Performance

Lesson 15: Reflection

DANCING AND DANCEMAKING A 2-3 GRADE TAYLOR CURRICULUM

CURRICULUM GUIDE

Second and Third Grades

Unit One: Exploring With Taylor

Content Area: Dance

Grade Level: 2-3

Length of Unit: 8 Lessons

Unit Summary: In this unit, students will discuss modern dance history and Paul Taylor's specific contributions to the dance field, experience the structure of a dance class, learn the basic dance elements of dance: space, time and energy, practice modern dance skills and begin to explore dancemaking, learn movement vocabulary from Paul Taylor's repertory, and reflect upon their classroom experiences.

Standards & Strands Addressed:

National Core Arts Standard DA: Cr1.1 (2,3) Generate and conceptualize artistic ideas and work.

National Core Arts Standard DA: Cr2.1 (2,3) Organize and develop artistic ideas and work

National Core Arts Standard DA: Pr4.1 (2,3) Select, analyze, and interpret artistic work for presentation.

National Core Arts Standard DA: Pr5.1 (2,3) Develop and refine artistic technique and work for presentation

National Core Arts Standard DA: Cn10.1 (2,3) - Synthesize and relate knowledge and personal experiences to make art.

New York State Learning Standards for the Arts, Dance Standard 1: Students will perform set dance forms in formal and informal contexts and will improvise, create, and perform dances based on their own movement ideas. They will demonstrate an understanding of choreographic principles, processes, and structures and of the roles of various participants in dance productions.

New York State Learning Standards for the Arts, Dance Standard 3: Students will express through written and oral language their understanding, interpretation, and evaluation of dances they see, do, and read about. Students will acquire the critical vocabulary to talk and write about a variety of dance forms.

New York City Blueprint Strands Addressed - Dance making, developing dance literacy, making connections, working with community and cultural resources

DANCING AND DANCEMAKING

A 2-3 GRADE TAYLOR CURRICULUM

National Core Arts Standards Grades 2-3 Adapted Essential Questions - Unit One

- Where do choreographers, specifically Paul Taylor, get ideas for dances?
- How does improvisation help in developing artistic voice and in the creative process?
- How do dancers work with the basic elements of space, time and energy to construct choreographic material?
- How is choreographic material generated from movement exploration?
- How does dance deepen our understanding of ourselves, other knowledge and events around us?
- How does dance promote personal confidence, respect and work ethic?

National Core Arts Standards Grades 2-3 Adapted Enduring Understandings - Unit One

- Choreographers, including Paul Taylor, use multiple sources as inspiration to create dances.
- Improvisation is a key tool to stimulating the imagination and developing choreographic material.
- Dance can be separated into its basic elements: space, time and energy, which can then be manipulated to identify and create different dance structures.
- Material generated through exploration may be utilized to set choreographic phrases.
- As dance is experienced, all personal experiences, knowledge, and contexts are integrated and synthesized to interpret meaning.
- Dance and dance making can be used to develop many positive traits necessary to artists, including self-confidence, respect and work ethic.

DANCING AND DANCEMAKING

A 2-3 GRADE TAYLOR CURRICULUM

Lessons One and Two

Taylor Work(s): Cloven Kingdom (1976)

Lesson Title: Setting the Stage – Class structure and protocols

Materials Needed: Recorded music if live accompaniment is not available, chart paper and markers.

Goals/Objectives	Formative Assessment Tasks
<p>Students Will:</p> <ol style="list-style-type: none"> 1. Discuss basic elements of dancing and dancemaking 2. Experience the structure of a class 3. Practice various dance skills and movement vocabulary. 4. Discuss modern dance history and the contributions of Paul Taylor to the legacy of American Modern Dance. 	<p>Students Can:</p> <ol style="list-style-type: none"> 1. Articulate basic understanding of some of the fundamental elements of dancing and dancemaking 2. Create within improvised themes 3. Demonstrate and repeat certain movements for practice at home 4. Articulate basic understanding of modern dance history and who Paul Taylor is.

Learning Activities/Instructional Strategies

Lesson Sequence:

Part A: Introduction

Teaching Artist introduces the residency and discusses class protocols. Teaching Artist establishes expectations in order to create a safe learning environment.

Part B: Guiding questions for baseline assessment/Possible Prompts for Prior Knowledge

What is dance? Who dances? Why and how do different people dance? What is modern dance? Who is Paul Taylor? How do dancers act in class? What are the specific protocols for this residency/class? TA scribes students' answers on chart paper and leaves up for the duration of the residency. These guiding questions are revisited throughout the residency as formative assessment and as summative assessment at the end.

DANCING AND DANCEMAKING

A 2-3 GRADE TAYLOR CURRICULUM

Part C: Taylor Warm-up/Class

Teaching Artist is responsible for deciding on Taylor warm-up/class content material that culminates in the complete Taylor class described in the *Culminating Taylor Class for Grades 2-3* in Appendices. TA repeats chosen floor/standing/locomotor movement each lesson adding new material progressively, and scaffolding the information lesson to lesson.

Part D: Ending the class

Teaching artist gathers the students into a seated circle in the middle of the room and asks for comments and reflections.