2017-18 SEASON CLASSROOM COMPANION
WELCOME TO THE AUDITORIUM THEATRE’S 2017-18 STUDENT MATINEE SERIES!

We are so excited to welcome you and your students to our National Historic Landmark theatre in downtown Chicago for a memorable performance experience. Before you walk through our doors, we invite you to use this Classroom Companion to prepare for the show.

In the pages that follow, you will find ways to encourage and guide your students as they **ENGAGE** with the performance and participate in activities that **CONNECT** the performance to the learning happening in your classroom, while inspiring students to **CREATE** their own unique art!

We hope that this experience does not stop after the performance, and continues beyond the walls of the theatre to actively inspire your students to immerse themselves in artistic culture.
Dance (n): To move one’s body rhythmically usually to music; creative expression of an idea or of oneself through movement sequences; an art form involving body, mind, and spirit.

There are many different styles of dance that fall under the larger definition. Each is unique in its technique and performance style, but the goal of telling a story or revealing a message is common among all forms. Dance offers the audience an opportunity for exploration, escape and entertainment.

<table>
<thead>
<tr>
<th>Style</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BALLET</td>
<td>Formalized steps and gestures. Graceful quality and illusions of weightlessness; utilizes intricate patterns that flow smoothly.</td>
</tr>
<tr>
<td>JAZZ</td>
<td>Energetic atmosphere, rhythmic elements, highly performative/interactive with audience. Often uses big, impressive movements.</td>
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<tr>
<td>TAP</td>
<td>Uses shoes with metal taps. Primarily relies on syncopation and rhythm for movement. Focused on footwork.</td>
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<tr>
<td>MODERN</td>
<td>Formed as a contrast to ballet. Uses abstract concepts, auditory use of breath. Often barefoot; incorporates floorwork.</td>
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<tr>
<td>FOLK</td>
<td>A part of a particular culture; associated with tradition. Also called ethnic dance; often performed at social events.</td>
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<tr>
<td>HIP HOP</td>
<td>Evolved from hip hop culture. Also known as street dancing. Emphasis on freedom to experiment, originality, and individuality.</td>
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<tr>
<td>MUSICAL THEATRE</td>
<td>Production-oriented. Theatrical; includes singing and acting. Jazz element embedded, uses a narrative tool for larger storyline.</td>
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GRADES K-2
Either individually or in groups, give the students a sheet of 7 shapes with the styles of dance written inside the shapes (see dance styles listed on previous page). Have the students color the shapes and cut them out. As a class, call out a dance style and ask students to hold the correct shape up. See if you can find photos or video clips demonstrating each dance style (YouTube is a great resource here!) to share with your students — Eventually, the students should be able to connect the specific dance style with its movement dynamic, costumes, and music. Also ask the students which category Ensemble Español falls under (the company’s mission is the presentation, preservation, and promotion of the classical, folkloric, flamenco, and contemporary dance and music traditions of Spain, so they are both a folk and contemporary style company). After all the shapes have been identified, make it a game. Describe the dance style, or show pictures, videos or music connecting to that style to see which students get the correct shape in the air first!.

GRADES 3-6
Tell the class a creative story of your choice. After you have told the story, have the students write down what they remember from the story. As a class, discuss the interpretations that were written down — did certain aspects change? What remained the same? Was anything added or excluded — why? Consider discussing the concept of individual storytelling and the unique qualities that each individual brought to the well-known story. Connect this activity to dance by discussing how each dance form has its unique way of telling a story. What dance style would students choose to tell the story you just created and why? What type of story do they think Ensemble Español - a company with the mission to present, preserve, and promote the classical, folkloric, flamenco, and contemporary dance and music traditions of Spain - might tell?

GRADES 7-12
Divide the different styles of dance among the students and have them research their specific style. Either individually or in groups, the research should include a general definition of the dance form, its history, any influential figures, and any connections they can make to either popular culture or the current age. Have the students present their research to the class so that they are able to learn from each other. Also ask the students to identify which style Ensemble Español might fall under.

Refer to the following links for visual representation of dance disciplines:
- **Ballet**: https://www.youtube.com/watch?v=-gApOfm4qd0
- **Tap**: https://www.youtube.com/watch?v=Q4FYNF02yEM Start at :36
- **Jazz**: https://www.youtube.com/watch?v=y_2XYMf-Zug
- **Musical Theatre**: https://www.youtube.com/watch?v=6ZERxBAY5a4
- **Hip Hop**: https://www.youtube.com/watch?v=2uo6LRzsLs
- **Folk**: https://www.youtube.com/watch?v=MaPGtqRWDFo Start at 1:06
- **Modern**: https://www.youtube.com/watch?v=EzU2PD_G3qo Start at 1:55
Established in 1975, Ensemble Español Spanish Dance Theater is a Chicago dance company that strives to share the beloved Hispanic culture among local Chicago citizens. However, before 1975 Spanish dancing thrived both in and out of the United States.

FLAMENCO
Many of these styles of Spanish dancing are found within Ensemble Español’s performances, yet flamenco dramas remain a consistent and crucial component of their repertoire. Flamenco dramas are considered a production because it includes dancing, singing, and instruments — all performed live and on stage together. Through the collaboration process, the dancers and musicians tell a story that speaks to Spanish culture or history. Along with their heavy storyline and intense presentation, hand clapping, tap dancing, and shouting are also included in flamenco dramas. Look for flamenco when watching Ensemble Español!

*CLASSROOM CONNECTIONS*
Create your own dance! Dance styles, like our own lives, evolve over time. Have the students create a timeline of their own lives on a piece of paper. Specific dates are optional, but it should include important moments in their lives (birth of a sibling, moving, a new school, etc.). Ask them to create a short movement for each element of their timeline — for example, if one of their moments is moving to a new place, a student might skip from one side of the room to the other. Once they have their movements created, put on some music and string the movements together into their life timeline dance! Challenge older students to be specific with why they’re choosing movements to represent elements of their timeline, and ask them to present their final dances to one another. For an added challenge, see if students can work together to create a dance that reflects, through movement, the Spanish-Latin dance timeline above!
When watching the performance, there are many special effects and aspects that contribute to the entire show. Taking the time to recognize the ornate costumes, the props, the plotline, and the type of music adds to the overall storyline that is being delivered.

**LISTEN**

**MUSIC** - Listen to the music that is in each piece - music enhances the story of each performance. Because each piece has a different storyline and intention, the music and instruments used will all be different. Common instruments used in Spanish music include the guitar, castanets, accordion, and bongo drums. Find a clip (again, YouTube is a great resource) of each of these instruments being played, and as students to listen closely for each of these instruments when watching Ensemble Español!

**RHYTHMIC DANCE** - Flamenco is one of many “rhythmic dance” styles. While these styles are performed to music, the dancers add to the auditory experience with the sounds created by their movement. Special shoes are worn to amplify sounds of stomping as well as more intricate sound patterns made by the movement of the feet. At the show, work to differentiate the rhythms created by dancers’ feet and the rhythms created by instruments!
SEE

**MOVEMENT QUALITY** - The way in which the dancers move has a lot to do with the story they are trying to tell. Often, the movement quality syncs with the type of music being used. In Spanish dancing, there are times when the movement is fast-paced and sharp and other times when it is slow and elegant. There are also times when the dancers move in complete unison, creating a sense of harmony and strong community. Watch the performance closely to see if you can detect when the dancers change their movement quality — how does the change make you feel as an audience member? How does the movement quality help to tell the story?

**COSTUMES** - Costumes capture the audience almost immediately — the many colors and styles are attractive and exciting. Just like music and movement quality, the costumes also are a part of the storytelling process. If the piece is a joyous or special occasion, the costumes will be much more full and detailed, but, if the piece tells a story that is more casual, the costumes will be much more simple. Costumes are also an integral part of Spanish folkloric dance, with skirts and fans directly incorporated into the movement. What costume pieces most stand out to you in the performance? Why?

FEEL

**STORYTELLING** - Every component of the performance is carefully chosen to make sure that the storyline or message is being delivered to its utmost potential. With Spanish dance especially, the storyline is an integral part of the pieces, because it is a testament to their history and culture. Following the plot may evoke emotions — such as happiness, grief, anger, or sadness. It is also common to relate to a certain feeling or story that the dancers are portraying — this is the most direct artistic expression that is felt among the audience and is a main reason for their expression. Take note of how you feel during each piece the company performs. What did you feel during your favorite dance? How about during your least favorite? Can you describe why?
GRADES K-5
Ask students to share a special memory their life with a partner — it can be influential/pivotal, or just a good memory. One at a time, have each partner describe the event itself: What happened? Who was there? Then ask each partner to think about how the event made them feel? Were they happy? Sad? Excited? Scared? Why? After each partner shares his/her memory, ask pairs to work together and think of a song that would match with each story. If you have time, see if you can find these songs to create a class story playlist!

GRADES 6-12
In a writing prompt, have the students write about a special memory their life — it can be influential/pivotal, or just a good memory. Describe the event itself, but also make sure they include personal reactions and thoughts about the event - how did it make them feel? Why? What aspects of the memory were valuable? After writing about the memory, have the them choose a song that correlates with their story. The song should be chosen freely as a form of artistic expression. How does the song contribute or overlap in the storytelling process? How does it enhance it? What aspects are included in the song and what aspects aren’t — why?
One of the primary initiatives of Ensemble Español is to include both American and Spanish culture within their dance company and education programs. Embracing the “bi-cultural” entails catering to both American audiences and Hispanic audiences. Rather than having these two cultures separated, an integrative approach enhances the overall dance experience — from a dancer’s perspective and an audience member.

*CLASSROOM CONNECTIONS*

IGNITE CONVERSATION - Discuss the concept of culture with the students — What is culture? What are different examples of culture? What is tradition? What aspects are often included in culture (i.e., food, dance, art, etc.)? Do people who are “outside” of a specific culture sometimes see or describe it differently than the members of that culture? Why does this happen? How can we confidently and proudly express our cultures in a country that is a melting pot of so many different cultures?

CULTURE COLLAGE - Have students reflect on their own culture. Do they identify as American? Chicagoans? With the culture of their country of origin? Perhaps with their family’s religion? All of the above? Ask them to create a collage (using images from magazines, written words, photos, etc.) representing all of their favorite parts of their individual (likely multi-faceted!) culture! Remember, there is no “wrong” representation of a culture so long as they can describe their reasoning. Share these collages with other members of the class — what similarities and differences do we see?
Ensemble Español Website:  
http://www.ensembleespanol.org/education/4580455017  
Find out more history of the company and some great photos and video!

Spain and Flamenco Resource:  
Use this website as a resource for yourself as a teacher first. It has great information on not only flamenco, but also Spain in general.

How to discuss dance with your students:  
http://www.lubovitch.org/Educate/Resources/Enjoy_the_Show/enjoy_the_show.html

Music to use as background for the 3-6 grade activities:  
This is a website with a great selection of free music you can use to have in the background as the children explore dancing like the shapes. This will help them feel more fluid.  
https://www.soundformovement.com/quiet

Example of what a dancer’s balanced diet looks like at different times in their schedule:  
Share some of this with your students to show them that dancers have to eat like an athlete to perform at their full potential.  
**LANGUAGE ARTS:** Dance often pulls inspiration from literary arts. Lots of ballets come from stories or books written prior. Have your students explore this literature and see why it was susceptible to being turned into a dance. What books would they like to see turned into dance?

**SOCIAL STUDIES:** *Tales of Spain* explores a country’s culture and identity through its dance. Ask students to dive more deeply into the other aspects of Spanish culture, from language and customs to landmarks and political structure. What other types of artistry is Spain known for? What other countries have they studied and how do dance and art appear in those countries?

**MATH:** To see math in dance you have to explore the way that dancers count. They commonly count in sets of 8, but that depends on the music they are dancing to. It could be a range of other counts.

**SCIENCE:** Human bodies moving through space the way they do in dance can be explained by physics! There is plenty of great content on YouTube that you can show your students explaining the physics in dance!

**HOW DOES THIS CONNECT TO YOUR STANDARDS?**

**COMPREHENSION AND COLLABORATION**

**CCSS.ELA-LITERACY.CCRA.SL.1** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

**CCSS.ELA-LITERACY.CCRA.SL.2** Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

**KEY IDEAS AND DETAILS FOCUS ON THE PERFORMANCE AS A “TEXT”**

**CCSS.ELA-LITERACY.CCRA.R.1** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
HOW DOES THIS CONNECT TO YOUR STANDARDS? (continued)

P21 PARTNERSHIP FOR 21ST LEARNING SKILLS

Learning and Innovation Skills: A focus on creativity, critical thinking, communication, and collaboration
- Think creatively
- Work creatively with others
- Act on creative ideas to make a tangible and useful contribution

Life and Career Skills
- BE FLEXIBLE: Incorporate feedback effectively, dealing positively with praise, setbacks and criticism. Understand and negotiate diverse views to reach workable solutions.
- BE SELF-DIRECTED LEARNERS: All programming challenges students to explore and expand their own learning in the connected areas
- INTERACT EFFECTIVELY WITH OTHERS: Both the teamwork and the attendance at the performance teach students to know when it is appropriate to listen and to speak, and to conduct themselves in a professional manner.

NATIONAL CORE DANCE ANCHOR STANDARDS ADDRESSED

ANCHOR STANDARD 1: Generate and conceptualize artistic ideas and work.
Essential Question: Where do choreographers get ideas for dances?

ANCHOR STANDARD 7: Perceive and analyze artistic work.
Essential Question: How is a dance understood?

ANCHOR STANDARD 8: Interpret intent and meaning in artistic work
Essential Question: How is dance interpreted?

ANCHOR STANDARD 10: Synthesize and relate knowledge and personal experiences to make art.
Essential Question: How does dance deepen our understanding of ourselves, other knowledge, and events around us?
ETIQUETTE

BE ON TIME! Be prompt as the walking in late is distracting and takes away from your theatre experience!

SAY NO TO CELL PHONES! When in the theatre, it is important to devote your entire attention to the performance. Taking pictures or using social media during a show is distracting to you and to those around you! Remember, you’ve come for the performance — let yourself get lost in the experience.

DON’T BE AFRAID TO SHOW YOUR REACTIONS! One of the unique things about live performance is that the dancers, actors, and musicians are there in the same room with you! They pick up on your energy and it feeds their performance. So if you are enjoying something, don’t be afraid to applaud! If you think something’s funny, it’s okay to laugh! And it’s even okay to dance in your seat a bit, so long as you stay seated and don’t bother the folks sitting next to you!

BUT DON’T TALK DURING THE SHOW! Save your thoughts for post performance discussions! Because talking during the performance disturbs fellow audience members, having conversations afterwards are highly encouraged. Take note of all of your personal comments and share them with your friends after the show!

STAY CALM AND SIT STILL! Avoid leaving in the middle of the performance — this is considered very disrespectful! Use the restrooms during an intermission or before the show begins.

KEEP THE AUDITORIUM CLEAN! The Auditorium Theatre is 127 years old. We must ensure that this historic landmark is taken care of — food and drink can damage the theatre. Instead of eating during the show, enjoy a pre- or post-performance meal!

Why do people come to the theatre?
- Entertainment
- Social Change
- Education
- Enjoyment

Why are you coming to the theatre today?
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