



NISD Dance

January 2009
Volume 1 Issue 2

Newsletter for NISD Fine Arts Dance Teachers

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Letter from the Fine Arts Director

James Miculka

NISD Dance Winter Spectacular



Congratulations to each of our high school fine arts dance departments for the outstanding collaborative effort in creating "Northside's First Annual District Dance Festival." The December Spectacular reflected the hard work and diversity of our campus dance instructors and students and has served well to begin the process of developing a comprehensive dance curriculum on each of our high school campuses. The inclusion and showcasing of this large number of students working at various levels of ability was very educational for the audience to witness. It was most impressive to see how creatively our instructors designed and programmed specific dance routines to emphasize quality dance techniques used in the *fine arts dance curriculum*.

Special thanks are extended to NISD Dance / Theatre Supervisor Elizabeth Sanchez-Lopez for carrying forward the "vision" of this project. Brandeis HS campus dance instructor Jacqueline Aguirre is to be congratulated for providing an excellent facility in which to begin our *district dance journey*.

Tips To Start Up the New Year



By Elizabeth Sanchez-Lopez (Supervisor Dance/Theatre)

*"Anyone who says sunshine
brings happiness has never
danced in the rain."
~Author Unknown*

- * Have students make two or three resolutions detailing their dance goals, whether it's perfecting a skill, ex. switch leaps, turns, etc. or developing the strength to do relevé arabesques without the barre. Meet with each student to discuss his or her goals and how they can be reached in the upcoming year.
- * Your level 2, 3, 4 can begin to work on writing performer resumes for auditions for colleges/universities and/or other productions. Team up with the photography class and have them send a photographer to your studio to take head shots. Make sure you get permission from the parents.
- * Time to collaborate with professors from colleges/university dance programs in performances, classes, site visits, etc. Example: High School Dance Day @ Northwest Vista College, RSVP by March 1 Contact Jayne King (210) 486-4810.
- * Invite the dance coordinator from Sea World, Fiesta Texas or other paid dance shows to speak about auditioning criteria.
- * Start recruiting for your program: perform during lunches, pre-show at sporting events, in the lobby of the auditorium, teacher/staff/district meetings, community restaurants, etc.

*"Dancers are instruments, like a piano the choreographer plays."
~George Balanchine*

Dance Around Town Nia PlayShop, January 25, 2 - 5 p.m.

Join Adelle Brewer, Jan Jarboe Russell and Joanie Brooks in a 3 hour Nia PlayShop where we will explore the 52 moves of Nia. All the Nia moves are designed to deliver fitness and help you develop a movement vocabulary you can use in life to self-heal. Practicing the 52 moves of Nia will train your mind and body, and prepare you to move with greater ease and confidence. In the 1st 2 hours we will practice the Science, Craft and Art of each move. The last hour is a fun-filled Nia class incorporating the 52 moves. Cost: \$25. The Synergy Studio, 300 E. Grayson (in the Pearl Brewery Complex).

<http://www.thesynergystudio.com>

Schedule taken from sadu.org

Let's Dance

THE FOUNDATION OF EVERY DANCER IS...

- T - TERMINOLOGY** Greater knowledge comes from identifying skills, practicing pronunciation and spelling
- E - EQUAL EFFORT** Every skill executed on the right side should be executed on the left
- C - COMMITMENT TO THE MOVEMENT** - Total commitment means not be afraid of trying the movement or skill
- H - HOW TO'S & MECHANICS** Breakdown the details for proper execution of skills
- N - NEVERENDING IMPROVEMENT** - A positive attitude always applies
- I - INVEST THE TIME AND EFFORT** - Improvement comes from patience and hard work
- Q - QUALITY VERSUS QUANTITY** - Concentrate on the basics before upgrading to more challenging skills and combinations
- U - UNDERSTANDING DIFFERENCES** - Each dancer has strengths and weaknesses. Set class and individual technique goals to get the best results.
- E - EFFORTLESS EQUATION** - Mechanics + muscle strength + muscle memory = effortless technical execution

UDA Directors Notebook

Future Agenda

Fine Arts Dance Workshops

January 21 – "Winter Spectacular" Debriefing 4:30 – 6:00 Student Services Building

January 26 - (Taft Dance Studio) 4:30-6:30
"Dance Workshop - Jazz Dance Skills and Teaching Techniques" presented by Katie Smith (Marshall HS)

February 16 - (Stevens Dance Studio) 2:00 -4:00
"Dance Workshop - Tap Dance Skills and Teaching Techniques" presented by Jennifer Gonzales (Warren HS)

April 20 - (Brandeis HS) 4:30-6:30
"Dance Workshop - Folk Dance Skills and Teaching Techniques" presented by James Drury (San Antonio Folk Dance Community)

**National Dance Week April 24- May 3
Let's Plan Something Together!!**

In the Spotlight

Sarah Aldrich

Sarah Aldrich began dancing at age 2 with Roquemore Ballet Arts in Kingsville, TX. She later trained with Munro Ballet Studios in Corpus Christi from elementary school through high school and attended the Houston Ballet Academy for several consecutive summers. During that time she performed in eleven Nutcrackers and numerous full-length ballets with the Corpus Christi Ballet. She was also a member of her high school dance team.

After high school, she attended (Southwest) Texas State University and was a 4-year member and 2-year captain of the Texas State Strutters. She also began working for ShowMakers of America during her freshman year. After receiving a bachelors degree in Healthcare Administration, Sarah decided that she wanted to teach dance. She opened a dance studio and went back to school to receive her Masters in Secondary Education. After completing her degree, Sarah became the director of the Top Cat Dance Team and Aristocat Drill Team at Tom C. Clark HS. She is also a former Spurs Silver Dancer and is Staff Coordinator for ShowMakers of America.

“Everyone should have the chance to enjoy the wonderful world of dance not only for the art but, for the life lessons learned during the experience.”

– Sarah Aldrich

Curtain Call - “Current and Future District Initiatives”

Future Performances / Lectures / Demonstrations

One of the greatest pleasures about working at Northside is to be able to offer our students the opportunity to showcase their talents outside of the campus as well as allow for time to meet and learn from others in their area of dance.

Winter Spectacular - Featuring all of NISD fine arts dance departments. Location: Brandeis HS

Close to the Artist - NISD will have the opportunity to bring in local dance artists to give workshops in various styles of dance.

NISD Dance Conference - Known as our old Dance Festival, students would be able to attend during the school day. They would take classes, attend lectures and exhibits.

NISD Dance Festival - NISD first arts dance competition. Each campus level of dance would present a dance in their favorite style. Judges would be from area colleges/universities and would deliver a critique and rate each individual campus level using the good/excellent/superior rating system.

Dance in the Making - Level 3 & 4 students would present and receive critique of their choreographies. Dance experts in the community would critique student’s work.

NISD After School Dance - Former NISD dance students who are currently majoring in dance will have the opportunity to teach an after school dance program.

Summer Dance Camps - Two week camps presented at various elementary schools.

Welcome to the World of Dance - Campuses will present pieces from their end of the year recitals to a district audience.

Other: Performance through the year at Art Fest and Los Leones.

Dance & Technology Dance Shoes! (An Adaptation of ArtEdge's "If the Shoe Fits")

Class Level: **Dance 1** Dance 2 Dance 3 Dance 4 Cultural Dance Other: _____

Grade(s): 9th 10th 11th 12th **ALL**

Description: Groups research the history of shoes and create a dance about shoes of the examined time period.

Duration: **1-2** minutes hours days **weeks**

Objectives:

- Research, in groups, the history of dance shoes
- Create a dance, in groups, and perform a 16-count dance

Materials:

- Computers or computer lab w/ Internet access.
- Sound system: CD/Cassette Player

Guided Questions:

- Why do people wear shoes in the first place?
- Why do people have so many different kinds of shoes? (sports, school, work, dress-up, play, dance, and weather protection are possible uses.)
- How many different types of dance shoes are there?

Instructional Procedures:

- Divide the class into groups of 4. Have them assign a recorder, presenter, illustrator, and music director.
- Tell them that they are going to research the History of a particular Dance Shoe. Recorder – records history information, Presenter – speaks for the group during presentation, Illustrator – draws a picture of the shoe, Music director – selects music for the dance. (Note: Music may include the word “shoe” in it.)
- Students will then create a dance where their shoe selection could be used. (Note: time limit for dance may vary.)
- Have students present to their peers their final products: history of their dance shoe, illustration of their dance shoe, and final dance

Teaching Resources:

- Pictures/Magazines of Dance Shoes to show.
- Actual dance shoes. (Contact a dance retail shops to see if they will donate a pair of dance shoes.)
- A Handout of List of Dance Shoes.

Standards Covered: Creative expression/performance TEKS _____√_____

Historical/cultural heritage TEKS _____√_____

Perception TEKS _____√_____

Response/evaluation TEKS _____√_____



NISD Dance
Fine Arts Dance Department Newsletter
Fine Arts Department
 5651 Grissom Road
 San Antonio, Texas 78251

Phone:
 (210) 397-8814

Fax:
 (210) 706-7260

E-mail your submission to:
 Elizabeth.Sanchez-Lopez@nisd.net

"The truest expression of a people is in its dance and in its music. Bodies never lie. ~Agnes de Mille
