

# Teacher Orientation Outline

## MALPASO DANCE COMPANY

### 24 HOURS AND A DOG

By Ana Maria Alvarez of CONTRA-TIEMPO

*“Cuban Culture is the result of intricate dialogues and cultural conversations among individuals from all over the planet. Dance and music are absolutely relevant.”*

- Fernando Saez Carvajal, Founder/Executive Director of Malpaso Dance Company

**Essential Question:** How does our culture inform how we dance, tell stories, create art and make meaning in the world around us?

#### **Lesson Outcomes:**

Participants will be able to:

- Agree upon a clear definition of ‘culture’
- Recognize key technical elements, vocabulary and terminology used in both Salsa Suelta and contemporary concert dance
- Understand the process of transforming a conceptual idea into a movement idea
- Build community and bring ideas of community to life in the classroom
- Demonstrate and lead several call and response movement exercises that will prepare students for moving (and give physical examples of building community)
- Understand and articulate several qualities of Cuban Culture and of their own Culture
- Present background information on the key creative figures associated with Malpaso and “24 Hours and a Dog”, and be able to discuss the importance of their collaborative relationship.
- Guide their students through a meaningful movement experience to embody their own unique culture, working collaboratively to build a group piece
- Create a collaborative group movement study using gesture and tableaux and potentially text
- Articulate cross curricular connections

**Key Vocabulary:** parallel, plie, isolation, undulation, pelvis, Salsa, Son, clave, levels, resistance, partnering, mirroring, tableaux, improvisation, unison, cannon, articulation, intention, expression, gesture, focus, text, collaboration, retrograde

**Essential Skills:**

- Working together as a group, participants will develop a shared understanding of culture and articulate their unique cultural values.
- Working with improvisation individually, in partners and also in small groups, participants will learn to translate big ideas and movement and express emotion, physically
- Learning basic Salsa Suelta, contemporary dance vocabulary and basic improvisational skills, participants will have tools to lead and build phrase work with students.

Chat & Chew - dinner discussion about Malpaso, about life in Cuba (two stories: about the Malecon and Taxi) and about the piece (24 hours and a dog)

**Task:** Call and response in Spanish - Building Community (Pie Pie Pie, Mi Cabeza, Pasa el movimiento, Salsa Suelta)

**Criteria:**

- Demonstrate focus and attention
- Demonstrate physical clarity
- Understand and practice call and response
- Perform movement that is unfamiliar
- Express willingness to move outside of current physical vocabulary

**Task:** (Individual) Movement Name Exploration: Create a short (30 seconds approx.) solo character study using name and personal sharing. Each participant shares and the group performs back their movement. Build a group phrase together

**Criteria:**

- Demonstrate bravery and creativity, moving beyond comfort zone
- Incorporate gesture, clear body positions and facial expressions
- Demonstrate emotional clarity
- Demonstrate strong focus and ability to repeat the phrase

**Task:** (Large Group) Cultural Values brainstorm - begin with 'pick an image and share', then move through group brainstorm of La Habana, Cuba / Los Angeles, CA / School example

**Criteria:**

- Share openly
- Demonstrate critical thinking
- Listen to the ideas and contributions of others
- Work democratically to find shared definition
- Work in partners to translate cultural values into physical gestures, tableaux, movements

**Task:** Small Group Collaboration: Create a short (1-2minute) small group movement phrase using themes/ideas from the Cultural Values brainstorm

**Criteria:**

- Work democratically
- Feature all performers
- Demonstrate emotional clarity
- Incorporate key movement elements such as gesture and tableaux
- Demonstrate understanding of more complex choreographic elements such as isolation, intention, retrograde and canon

**Assessment Strategies:**

- Group discussion: What learning skills/processes are developed when integrating elements of dance and storytelling? Where could you see using (some of) these strategies in other areas of your teaching/work with students?
- Performance-based assessment, and self-assessment ongoing throughout all movement and group activities.

**Curriculum Integration & Social-Personal Development:**

- Common Core ELA Anchor Standards - Speaking & Listening 6:
  - *Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate*
  - *Engaging in group and individual research activities centered on developing academic language and discipline-specific vocabulary*
- Math - Pattern, Sequence
- Social-Personal - Personal ]Engagement, Focus, Self-awareness, Risk-taking, Cooperation, Adaptability, Self-discipline

**VAPA:** Artistic Perception, Aesthetic Valuing, Creative Expression, Applications and Connections

Quote about Malpasó's "24 Hours and a Dog":

*"Inspired by the daily life of dancers in Havana,  
the work is a non-stop barrage of fluid movement,  
supported by admirable technique and an easy musicality."*

— Kathleen Smith, NOWTORONTO