

Tandy Beal & Company

presents...

Micha Scott Dances!



Friday Oct 9, 2015 ~ 10:00am & 12:15pm
at the Mello Center for the Performing Arts

Micha Scott Dances! brings high octane dancing to family audiences, engaging children, teens and adults. Micha reveals how a choreographer makes dances with a variety of dance styles and props and insightful comments about the art form. Dancers include Jessa deLancey, Mercedes Johnson, Lyndia Peralta, Lila Salhov, Micha Scott and Selah Scott.

MICHA SCOTT DANCES! will be showing at the Santa Cruz Veterans Memorial Building on Saturday, October 10th at 11:00am as part of Tandy Beal & Company's ArtSmart Family Concert Series. Tickets can be purchased online at michascottdances.brownpapertickets.com

MORE INFO AT WWW.TANDYBEAL.COM

Study Guide



Objective: Teach students to start thinking critically about movement by exploring and discussing how people dance, why people dance, and what the students enjoy about performance.

Warm-Up Questions

- 1) Can you name some types of dance? What types of dancing have you seen? What types of dancing have you done? What types do your family members and friends do?
- 2) What are some reasons that you think people might dance?
- 3) Do you know dances from other countries? In those dances, can you remember which body parts were used more than others? Hands? Feet? Hips? Eyes?
- 4) How many verbs can you use to describe movement?

Use of the Body – Identification of body parts and possibilities of movement

Classroom Activity: Name some body parts! What are some different ways you can move each body part? (Up? Down? Forward? – let the students explore, discover and report their findings)

During/After the Performance: How did the performers use their bodies? How did they move their legs? arms? hands? Did they make big or small gestures (movements)? Did they stretch? or contract? Were their gestures straight or curved? Fast or slow? What are some verbs and adjectives you can use to describe their different body part movements? Ex: They moved their arms: _____. They move their hips: _____. They moved their legs _____.

Exploring Shape

Classroom Activity: Name some shapes. Can everybody try making a triangle shape (then square, circle, etc.)? Can you do it with your hands? Arms? Whole body? Can you make that shape with a partner. Can you make that shape as a whole group?

During/After the Performance: What did you see during the performance? What shapes do the performers make with their bodies? What shapes do they make through space? What shapes does the group make together? What shapes do they trace on the floor while moving?





Rhythm / Tempo

During/After the Performance: Do the performers move fast? Or slow? Do they move all of their body parts with the same speed at the same time? Do the performers move at the same speed and rhythm as the music? Is there any music? If so, what kind? Can you identify any instruments? Do the performers use their voices?

Energy -- What kinds of energy can you use to make your body move in different ways?

Classroom Activity: Let's do a walking exercise! Can you walk with a "sleepy energy"? Direct energy? Indirect energy? Light energy? Heavy energy? What are some other energies that you can use to move differently?

What happens if you combine some of these energies? Can you walk using both Light and Direct energy? How about both Heavy and Direct energy? How was the walking different? What body parts did you use and how did you use them to create the different energies?

During/After the Performance: Think about these questions during the performance and discuss afterward. What kinds of energies do the performers use while they move? Does the whole group use only one energy? Is there a pattern of changing energy throughout the performance?

Use of Space – How can you use space?

Classroom Activity: Have students explore the use of space around their bodies. With their arms and hands, have them explore *near-reach space* (space close to your body) and *far-reach space* (space far from your body – limbs stretching to the edges of an imaginary bubble), and *mid-reach space* (space in-between near and far). Can the students explore the use of



During/After the Performance: How do the performers use the space around their bodies? Are their limbs stretched? Extended? Close? Contracted? Relaxed? How do they use the performance space? Do they face a certain direction? Do they make formations? How do they use the space in between each other?



What do you like? Exploring Values

Classroom Activity – Have students discuss or demonstrate what they enjoy about movement and performance that they have either seen or done.

During/After the Performance: Have students discuss what elements of the performance they enjoyed. What feelings came up for them during the performance? Did they enjoy the movement? The use of space? The energy? Did they have a favorite performer? Why? If they say something was “good”,

encourage them to think about what they saw that made it “good”. It usually points to a value or aesthetic that is very important to them, and they might not even know it!

About Micha Scott

Micha Scott grew up in a military family and the stabilizing element in life was her taking ballet in every city they lived in. Her drive and talent earned her a scholarship to Cal Institute for the Arts. After one year, she was invited into a professional dance company. She stayed with the Garth Fagan Dance Company for 13 years, touring internationally and nationally. (Mr. Fagan was the choreographer for *Lion King*.) She was a soloist with the Company and a founding teacher of the Garth Fagan School. With his company she taught ‘at risk’ youth throughout Rochester, NY. She has also taught dance at SUNY Brockport, UC Santa Cruz, Santa Clara University and Cabrillo College. She was a soloist in the PBS special “Griot in New York”, in a Michael Franks music video and with Tandy Beal & Co. Her dancing has been featured in Time, Essence and Dance Magazines.



"I truly believe that dance is for every body, at any age, in any place. It goes beyond all of the "isms" that humans use to separate and divide themselves. Dance is a language that people can feel in the innermost center of their beings, and it can express untold emotions, intellectual ideas, and revelations of the spirit in us all." ~Micha Scott

Micha Scott infuses elements of African and Caribbean dance into her fun, high-energy performances and classes. She teaches ongoing classes for children, teens, and adults at Tannery World Dance and Cultural Center (www.tanneryworlddance.com), and at Dancenter (www.dancenterinfo.com).