



HORIZONS DANCE THEATRE

Horizons Dance Theatre

September & October 2017 Newsletter

End of October Dance Classes Special Treat

* All classes from Oct. 23 to Oct. 31, ranging from age 2 to adult are welcome and invited to wear a happy, friendly Halloween costume to class, as long as it is easy to dance in. If your dance class falls on Halloween, and has been rescheduled, please feel free to wear your costume on the next class day! This goes for Tap III, rescheduled on Nov. 7!

Class Observation & Parent Class Participation Days

* Your child's last dance class for October is when all parents are welcome to observe, and participate! We hope you can join us for a Fall Fun week of classes! the week of Oct. 23 - Oct. 28!

Family Dance Class Workshop with Kim Root & Rachel Bucio Grote

* Kim Root & Rachel Grote will be hosting Horizons Dance Theatre's first Generational Family dance class day on Sunday, November 12th from 2pm to 3:30pm. This dance class is for your children, you, your parents, their parents, and you can invite a couple friends to join too. This class will be a structured dance improvisation class with a warm up, exploration, development, and creative process of creating your own dances to all kinds of fun music. It's a place to let the dancer in each of us shine without judgement. Embracing the creative light in each of us, and seeing what wonderful things come alive together in a room of families of multiple generations. Minimum 8 attendees for class to take off! \$10/person.

December Informal Holiday Class Presentations

* All dance classes from Monday, December 11th - Saturday, December 16th, the last 15 minutes of class each class will present an excerpt from one or two dances they are working on for the Spring Dance Recital, as well as perform a holiday dance for each class that they will work on in November - December.

Preparing for our May 2018 Recital

* Our dance recital theme is: "Courage, Confidence, Change, Growth!" This theme has

been inspired by a Grand New Year for each and everyone of us in class, for all the families that have come to Horizons, for our teachers,...and Iris and Rachel decided the book that carries the theme we want to present in our 2018 Spring Show is: Giraffe Can't Dance! Cross out Can't, and we say Can. This month, we are figuring out what dances each class will have, the music, costume ideas...

* In November, the teachers will start looking at costumes in November.

* By the first two weeks of December, each class will be measured for their costumes if we need to order costumes. Parents, please know that we do have costumes as well that we may be able to use for some classes...depending on how many and sizes. Parents, costume cost can be made out to Horizons Dance Theatre, which we will provide more details on by the first two weeks of December. Ideally, getting costumes chosen and/or ordered before the winter holiday break is the goal!

Dance Performances around town, local & from out town

Thank you so much to Complexions Contemporary Ballet company for coming in town this past Friday evening to perform for Louisville at The Brown Theatre! Their incredible creativity and talent to integrate contemporary ballet with musical theatre was phenomenal!

I highly recommend seeing any or all of the three out of town dance companies that Kentucky Center for the Arts chooses new each year... Dance school students can get 2 tickets on discount for \$15 each! Each show they allow 50 of these student discount tickets to be sold! I'll post update reminders as it gets closer to the next dance company shows from out of town:

Urban Bush Women will be performing Saturday, February 24th at 8pm
Jessica Lang Dance will be performing Friday, May 18th at 8pm

Also, if you love Musical Theatre or never seen it, the musicals Chicago, & Rent are at Kentucky Center for the Arts this school year! Please check on age recommendation, as some shows are more for adolescents and adults to understand. All shows at Kentucky Center for the Arts for the school year 2017-2018 can be found here: <http://www.kentuckycenter.org/all-shows>

Thank you to each and everyone of you for making our 11 classes take off at Horizons Dance Theatre in our first year, Grand Opening Year! It is a pleasure to share this passion with your children, and watch their inner confidence, insights, knowledge, skills, talents, and gifts unfold in their classes. Thank you for helping us put this dream into motion! Have a Happy Fall & safe, sweet, fun Halloween!

Dear Classes,

We've had near two months of classes now for each class! Congratulations to each classes explorations, development, creativity, and progression.

I have been wanting to share more with all the parents about what are your children studying in the their classes each week, and the monthly class focuses as well.

Before I continue, please know that in teaching, over the years, I've developed ways to approach teaching from a auditory, visual, and kinesthetic stand point because we each often have one or two of those three areas that are our more dominate ways to learn. It does not mean that that 3rd way we cannot learn at all... however it can be for a number of individual and environmental factors that we grasp on to focusing with certain kinds of approaches. Through my teacher mentors, my teaching experiences, observations, and academic studies on this ... and even as I continue forward, I continue to learn from students as much as I do in bringing my tools, skills, creativity to the table as to finding what works for each child, and as a group. Each student, and each class brings it's own uniqueness every year.

For the month of September, for all the classes from Creative Movement, to Pre-Ballet with Creative Movement, to Ballet I & Tap I, up through Ballet II-III, Tap II, and Tap III, the students have been learning dance studio safety rules, dance respect/etiquette for teachers and students so everyone can have fun learning, developing and being creative together; learning how their particular class begins a class, learning a sense of structure of how the class is organized (although this is flexible depending on also what the students need that day...esp. this can be true for the younger children from ages 2 - 6 years old, learning at their own developmental stage how we use the dance space for different parts of the class, including learning how a stage is set up and stage directions (esp. for ages 3/4 - 6), and learning how we finish our dancing time with a curtesy (which happens at times after each dance, and always at the end before a story time when there is time). Also, I plan to give out stickers every week at the end of class, and at least one special gift per month related to a holiday, season, or something regarding what they are learning that month. Feel free to remind me, as I may get caught up talking with the students and parents at the end of class about their progress and goals for the upcoming week :)

For the month of October, for all the same classes, the goal has been to focus on musical awareness for the monthly goal. We did start this goal back in September, and have been developing it more this month. Any of our monthly goals will always develop further...

In the 2 to 3 year old Mommy/Daddy and Me Creative Movement class on Saturdays from 9am to 10am that opened up Sept. 23rd, this class has been focusing on developing musical experience each week with the drum, tambourines, bells, and our body as an instrument. Learning simple counts in measure of 8. In each class with creative movement, our opening circle with shape spots is a time to introduce and explore musical skills, as well as introduce the concept of creative movement developmental skills we will be working on in a each developmental stage way. Then we explore the concept with dance exercises/games, and then develop it with a little more complexity. Later we have time for improvisation, time for solo and group performances among different classes, and time for a closure dance that brings

together what we worked on that day. In September, we began introducing and exploring space (self space and general space), and shapes through spots, making shapes with our bodies, finding shapes in the environment, dancing shapes, and freezing into shapes. As well as beginning to explore locomotor movements and pathways (traveling in a circle, straight line..). We explore dancing animals, as we travel through parts of the alphabet. In October, we have been exploring more size (small, medium to big), speed (slow, medium to fast), and levels (low, medium, and high) in class.

In the 3 to 4 year old classes of Pre-Ballet with Creative Movement classes on Mondays from 3:45pm to 4:45pm, Thursdays from 10:30am to 11:30am, Fridays from 10:30am to 11:30am, and Saturdays from 10:00am to 11:00am we began in September into October by working with musical instruments. Learning to count beats of 8, 6, 4, 2. Learning to take a step on each count, freeze on a beat, then count again. Learning to clap beats, march beats. Learning to clap beats on 8 counts going up high, middle, low. Then going out on the diagonals side to side corners up high, side to side, down low. Then learning to count beats with soft hands cupping together to catch lightening bugs on all those levels and directions to 8 beats at a time. Traveling across the floor dancing one locomotor movement at a time to a specified count, then freeze, and continue with a new movement. This music and dance games evolves with working on pathways, size, speed, levels. In Pre-Ballet with Creative Movement class we start class on the shape circle with a music game/exercise, then I introduce a creative movement concept that we will focus on that day by a simple beginning dance exercise, which is sometimes woven in with the music game.

Next we work on applying and understanding that concept in a developmental level friendly way to learning beginning ballet technique starting with how to use our bodies for ballet, how to find our balance, and how to weight shift. I will incorporate props at times for balance and weight shift exercises. Children in this class focus more on 6th, 1st, 2nd, and 5th position legs and arms...gradually we integrate 3rd and 4th position, and alternate when to bring up these positions because they are more vulnerable with their bodies at this age in really getting strong on their balance and weight shifting, as well as not crossing their legs over each other in those positions. I do not verbally correct in the sense of saying: that is wrong, or not right. I like to keep the statements in the positive and let them find it by mirroring me with my verbal cues and images/stories. However if a child is off balance or twisted up in a non twisted step, I'll gently help guide the ligament with hands back to where they can find the position they are learning if the verbal or visual cues aren't working. However do not be discouraged, as some of us are very much dominate kinesthetic learners. Children begin to learn plies, relieves, tendus, dégagés (leg lifts), coupes, passes, chasses, ballet marches, waltz (with rocking their animal or scarf), sautés (jumps), gradually bourres, and basic beginning spotting and turn. Imagery and environmental places are incorporated in the pre-ballet learning, as well as throughout class in their creative movement dances where their ballet, locomotor, non locomotor, and improvisation movements are incorporated in different ways depending on the dance exercise/game. There is time for two stretching and muscle strengthening children friendly games, which this year I am beginning to incorporate a little more after they have beginning center pre-ballet step movements. However, sometimes depending on how each student is doing that day, I may have us stretch and strengthen after our music and dance introduction warm up to class.

We continue class with different dances that develop their understanding of that dance and movement concept with music. Sometimes exercises are started without music to practice directions and the movement of what we are working on, and then the dance begins or continues with music. We always end classes with a curtsy and a bow, so the children learn both genders ways of finishing a dance for the audience. We are also learning stage lines and directions with spots and a drawing, as well as about the wings, backstage, and the audience. Children learn about Shakespeare time when the stage was literally on a slant (diagonal), which is how upstage became called upstage, and downstage became called downstage, in regards to those two lines.

In the 5 to 6 year old class of Ballet I & Tap I on Saturdays from 11am to 12pm, we began in September in Ballet learning about simple counting tasks (clap 8, play a drum on 8, play a tambourine on 8, ring a bell on 8 counts, March on 8, gallop on 8, Chasse on 8) for musical and dance warm up; as well as later in Ballet class learning how to count the waltz rhythm, say in time with the waltz - down, up, up (1, 2, 3), teach the waltz step and dance the waltz step with a scarf. Now after warm up, before the waltz dance, we have ballet Centre floor work where students further their understanding of their body mechanics and movement of ballet steps through body usage explanation integrated with images, stories, and children ballet music.

Students have been learning more about plies, and also why plies are important for slow and fast ballet and locomotor dance movements. They have been learning more about relevés, tendus, dégagés, rond de jambes, passé, coupe, bourré turns, balances (which prepares students for the Waltz). In this class we go through all 6 ballet positions and with the port de bras (carrying of the arms ballet movements). We often repeat all 6 positions each week. We work on sautés (jumps) for one and two legs. They begin to learn saute arabesque focusing on jumping off the ground and lifting the back arabesque leg off the ground when they jump. We will begin to work on soutenu turns, développés, jettés (leaps) this November! The students have stretches usually after beginning ballet Centre Barre steps, before we get into turns, jumps, leaps...we will always stretch. For Ballet, the children begin to learn to listen closer to the ballet music for plies, relevés, tendus, and dégagés at this age. After stretching, we have time to learn an adagio, slow ballet choreography that stays around their self space. Gradually as the children develop their faster ballet steps, then we will have petit allegros, which will be quicker ballet choreographer with ballet steps that travel a little but not too far. In Tap I, the children are learning introduction Tap steps: crazy machine special Tap step, toe heal, heal toe, checkers, picking cherries, shorty George, shuffle, ball change, shuffle ball change together, wind shield wippers, chasses, Tap marches. We work on Tap steps in center self space, then in traveling working with dance pathways, and in choreography combinations.

NOTE: Please remember, that while some ballet and other dance movement steps children worked on the year before, come up again the next year is because dance classes are about technique and creativity in this craft that your children are developing, rediscovering in new ways every year they grow and change, and are mastering old challenges, and facing new challenges. The old challenges need review to keep their foundation strong, so they can go farther. Also, there are times we may have to relearn something too because of physical, mental, biological, situational, emotional, environmental changes...this is not a bad thing, one is not a failure...it helps to embrace the relearning or new discovery that can happen in such moments.

In the 7 to 9 year old class of Ballet II-III & Tap II on Thursdays from 4:30pm to 5:45pm, In Ballet, the students are now starting class with a few gentle stretches, then going to the ballet barre for barre technique steps and combinations. The students in this class are really learning with more awareness the importance of balance, weight shifting, how to use their breath - muscles - skeletal structure to support each ballet movement they are practicing. They are really beginning to learn in this class the importance of each Ballet technique step, how the classical order of steps develops with each step preparing them for the next step, and then how all their ballet barre technique supports them in adagios.

The girls are pronouncing Ballet vocabulary more clear, and seeing mathematical and geometrical shaping & patterns in the ballet barre combinations. So far, we've been working on their self awareness of their body mechanics and usage, so they dance with ease and grace, as they strengthen their muscle and skeletal use for plies, relevés (in 6 positions), tendus, dégagés, rond de jambes, coupe, passé, tombe pas de bourrée, retire, balances. They also are learning adagios that start simple, and build with complexity age appropriate to challenge them without getting beyond where they are at, so they build awareness and confidence where they are first, so they can build up to new steps and faster combinations over time with petit and grand allegros developmentally appropriate.

Ms. Iris will share about what she is working with in Tap II class in our November Newsletter!

In the 10 to 12 year old class of Tap III every other Tuesday from 4:30pm to 6:00pm - Ms. Iris will be sharing more about her classes in our November Newsletter

In the Adolescent/Young Adult Intermediate Ballet Class on Tuesdays from 6:00pm to 7:30pm, Beginning Adult Ballet from 7:30pm to 8:30pm, & Intermediate Adult Ballet from 8:30pm to 9:30pm - Ms. Leslie will be sharing about her classes in the November Newsletter

Monthly Saturday Rhythm Tap Workshops with Ms. Kacey began on Oct.14! Ms. Kacey's next two workshops are Nov. 18, and Dec. 9 - Ms. Kacey will be sharing more about her exciting workshop Tap classes in our November Newsletter!

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Ms. Rachel
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