

Kickline

TEACHING/LEARNING GUIDE

Dear educator/ learning partner

The Kickline project has been designed to build community, promote physical collaboration, and connect communities across Vermont. [The Vermont Agency of Education's Learning Targets for Dance](#) have been integrated throughout the process.

We hope this adventure provides students and educators the opportunity to investigate and develop a positive sense of self, place, and purpose. Dance is one of the five disciplines noted in the Vermont Agency of Education plan as a critical component of the creative process. Under the umbrella of four domains (Create, Perform/Present/Produce, Respond, and Connect) students develop the transferable skills of observation, empathy, resilience, problem-solving, presence, and tenacity. The practice/rehearsal of these skills prepares each participant with a growth-oriented perspective of themselves and their ability to thrive.

Each dance we've choreographed for this project has roots in the fundamentals of jazz, ballet, modern, West African, salsa, and social forms. The music for these dances spans two decades and features artists of world-renowned success, as well as artists with strong ties to Vermont.

Styles of dance Incorporated into the Kickline dances:

West African

- Low center of gravity
- Arms and legs move independently
- Torso is flexible

Jazz

- Isolations of the body
- Movements have clear beginnings and endings
- The quality of the movement can vary from sharp to smooth

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Contemporary

Movements that use abstract gestures to convey meaning

Lyrical

Expansive

Modern

Testing of balance

Isometric movements

Salsa

Syncopated footwork

Torso isolations

Rhythmic shoulders

[Let's Get Moving!](#) (introduction video)

Each of the videos in this collection illustrates the movement used for the repetitive chorus and the movement vocabulary that is shared between various dances.

Suggestions for structuring your learning:

1. Find or create a clear space that allows for students to move freely and work in groups.
2. Assign two (2) **Dance Captains** to each of the six dances. The Dance Captains act as the leaders for each dance. This streamlines the teaching/learning process by allowing students to teach one another once they have learned their assigned dance. *Note: The student introducing each piece in the video was our team's Dance Captain for that dance. Watch them for clarity.*
3. Watch each video in its entirety. Each video begins with the movement created for the chorus and then shows the entire dance. The videos are on YouTube, so you can use the gear icon to the right and slow down the viewing speed.
4. Learn the chorus movements first and familiarize yourself with the shared movements (*#Cheatcode* these movements repeat themselves in other dances).

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5. You will notice below that each dance is listed with two links. The first link includes a split-screen view of the full dance from the front and rear. The second link is a side-angle view where the footwork is more isolated. Each person learns differently so we have included various angles for teaching/learning.
6. Allow yourself and your students one week per dance to grasp the basic moves and structure.
7. Learn each dance in eight count (eight second) sections.
8. Do not wait until each movement is perfect before you move on. Your teaching artists will help you refine the recipe for performance. Just make sure you have the basic ingredients.
9. Feel free to make physical modifications for students with different abilities. (*i.e. if a student uses a wheelchair, they can still participate by using only their upper body*).

Headings below are hyperlinked directly to the learning videos/music.

[DANCE 1](#)

[Side Angle / Footwork](#)

Music: *Don't Tell Me* by Madonna, Length: 4:38

Parts: This dance has two parts and includes the opportunity for short solos. Begin by having dancers count off by two. This number corresponds to the staggered positions you can see in the chorus. In addition, have dancers count off by four for the solo moments toward the end.

[DANCE 2](#)

[Side Angle / Footwork](#)

Music: *Calm Down* by Rema and Selena Gomez, Length: 3:59

Parts: Begin by having dancers count off by twos. This number corresponds to the staggered positions.

[DANCE 3](#)

[Side Angle / Footwork](#)

Music: *The General* by Dispatch, Length: 4:06

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Parts:

This is the only trio out of the six dances. Have dancers count off by three to assign learning parts. If you have an incomplete group, don't worry. When we gather for the regional rehearsals we can fix the spacing/groupings. This piece includes a tableau, or a movement picture, that repeats throughout the work. Let this serve as a landmark in addition to the chorus movement.

[DANCE 4](#)

[Side Angle / Footwork](#)

Music: *Dance the Night Away* by Dua Lipa, Length: 3:31

Parts: This piece is mostly made up of two duets that interact to create a quartet. In previous dances, you have had dancers count off by two. You can use those groupings to create duets. For example, a one and two work as a duet or two ones or two twos. You will notice a tableau in this piece as well. The space and skipping in the beginning are used for spatial changes and improvisation which we will determine at the regional rehearsals.

[DANCE 5](#)

[Side Angle / Footwork](#)

Music: *Show Off* by Black Violin, Length: 3:26

Parts: Begin by having the dancers line up in height order and then count off by two. In this piece, the movement done in pairs is distinguished spatially. Two dancers in the center share material and the two dancers on the outside share material as they mirror one another.

[DANCE 6](#)

[Side Angle / Footwork](#)

Music: *i.* by Kendrick Lamar, Length: 3:02

Parts:

Count off by twos. This piece is performed mostly in unison, but there are points within the dance where performers switch spots with each other. Counting off by two helps dancers know when to switch spots. Towards the end, there is a four-count ripple where each dancer moves individually to create a wave pattern from right to left, and again from left to right.

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