

Study Guide for Teachers

Flamenco!

Arte y Cultura De España
Rebeca Thomas

Grades K - 6



Young
Audiences
Arts for
Learning
Connecticut

ABOUT THE PROGRAM

A Flamenco Dream is a Flamenco style lullaby which rocks a young woman into a dream world that explores Flamenco's roots and rhythms. Upon entering her dream, dancer Rebecca Thomas discovers a book entitled The Story of Flamenco which she reads aloud to herself, her Teddy Bear and the audience, sharing the history, culture and geography of this Spanish art form. She later discovers, to her surprise and delight, that her body has "a voice," and that she is able to dance Flamenco.

With this discovery, she dances and explores the variety of styles and rhythms found in Flamenco. Students are invited to participate in rhythmic hand clapping and dance moves typically seen in Flamenco. The story culminates with a student Flamenco ensemble, consisting of rousing percussion, clapping and dancing.

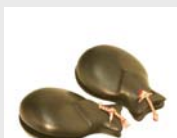
Length: 45 minutes

ABOUT THE ARTIST

From www.rebeccaflamenco.com

Based in Manhattan, Rebeca is one of New York City's up and coming Flamenco artists, freelancing as a solo dancer and company performer, and producing her own original works. She has been deemed as "a fierce performer" (Explore Dance) and "a postcard image of the feminine Flamenco dancer" (Kansas City Metropolis). Since summer 2008, she has been touring with the internationally renowned company *Soledad Barrio and Noche Flamenca*. She also performs regularly with *Flamenco Vivo Carlota Santana*, *Jorge Navarro's Pasión Flamenca*, and *Oscar Valero Flamenco Company*.

Rebeca began her formal dance training in Granada, Spain at Maite Galán's *Escuela de Danza Española*. She later moved to Madrid, where she studied at the internationally renowned Flamenco Academy *Amor de Dios* under such figures as Maria Magdalena, La China, Manuel Liñán, and Rafaela Carrasco. There she appeared at various *tablaos*, including *Al Andalus* and *Las Carboneras*. She has also studied in Sevilla with Juana Amaya, Pastora Galván, and Yolanda Heredia. In May 2008, she received a grant from the Jerome Foundation to return to Spain and deepen her studies in *Bata de Cola*, and in June 2008 she received a scholarship to participate in a summer intensive program at Jacob's Pillow.



OBJECTIVES

- To expose students to flamenco in its cultural context (as a style of music, a dance,
- To explore the rhythms of flamenco, and approximate those rhythms with hand clapping
- To increase appreciation for flamenco as part of Hispanic culture
- To encourage participant response to the arts



FLAMENCO

Modern dance was developed towards the end of the 19th Century as a movement away from the rules, conventions, and structures of the ballet form. Many pioneers during this movement set out on a mission to redefine what the art of dance was and began developing their own unique styles of movement and expression. This is not to say that modern dance is devoid of ballet vocabulary, but rather the form expanded to include many styles and techniques like jazz and ethnic dance forms. Modern dance also explored what dance could be about and runs the gamut from narrative to abstract ideas.

“NAVIGATING THE HALLWAY” (15 minutes)

In first part of this exciting, high-energy performance/workshop experience, KDNY turns the school into an urban apartment building using a set of five area rugs. Inspired by the fast pace, close proximity and anonymous nature of city life, the four different personalities break through the confines of their individual “rooms” and engender support through the discovery of new relationships.

“Blade of Grass” (10 minutes)

Blade of Grass is inspired by a painting of a violent storm brewing over a single blade of grass, my newest work explores whether the potent resiliency in nature can be applied to the tumultuous human condition. At moments on the brink, do we bend and bounce back or do we break? The blade of grass embodies this elusive resiliency as the other dancers challenge and nurture or simply coexist in quiet and power to an original score commissioned from Stamford, CT composer, Christina Spinei.



BEFORE THE PROGRAM

- Listen to brief rhythms. Replicate these rhythms by clapping:
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AFTER THE PROGRAM

CURRICULAR LINKS

Connecticut State Department of Education

Source: The CT Framework – Physical Education

✚ Content Standard 1: Physical Activity
Students will adapt and combine skills to meet the demands of increasingly complex situations (e.g., creating sequences and patterns of movement for gymnastics or dance)

✚ Content Standard 2: Human Movement
Students will use understanding of the critical elements of basic and specialized movement skills to provide feedback to others.

Source: The CT Framework – Dance

✚ Standard 1: Elements and Skills
Students will demonstrate the following movement skills and explain the underlying principles: alignment, balance, initiation of movement, articulation of isolated body parts, weight shift, elevation and landing.

✚ Standard 3: Meaning
Students will observe and explain how different accompaniment (such as sound, music, spoken text) can affect the meaning of a dance.

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