



LIBERTY SCHOOL

The Sixth Year: 2012-2013



Liberty School at NTC

“Outcomes associated with arts education – which include increased academic achievement, school engagement, and creative thinking – have become increasingly important. Decades of research show strong and consistent links between high-quality arts education and a wide range of impressive educational outcomes.”

~ **Reinvesting in Arts Education**

The NTC Foundation was established by the City of San Diego in 2000 with a goal of renovating 27 historic buildings on 28 acres at the former Naval Training Center and creating the **NTC Arts & Cultural District**. NTC is a destination where people of all ages experience arts and cultural events, visit galleries and museums, and enjoy cultural, educational, historic and recreational activities. Fifteen buildings have been renovated at a cost of \$67million and are now home to nearly 70 Resident Groups of artists, music and dance organizations, galleries and community nonprofits. For the past six years the NTC Foundation has provided an innovation education program for at-risk youth called **The Liberty School**. Over 1000 students have gone through the program, and nearly 20 Resident Groups have participated, making this one of the **most unique and impactful arts education outreach programs**. This is a program that relies 100% on grant funds, and has an annual budget of \$130,000 - 73% of which was used to pay artists and instructors.

When you visit NTC, you may encounter students attending Liberty School, a collaboration between NTC Foundation and the Resident Groups. At Liberty School at-risk public school students engage in standards-based learning experiences using the rich creative resources that make this “campus” so exciting. At-risk students frequently struggle with traditional approaches to learning. Curriculum at Liberty School allows these students to learn about the arts - and themselves - using a very hands-on approach.

21st century learning is about learning to think creatively and learning to apply executive function skills. Moving with Capoeira, learning the elements of photography, dancing hip hop, learning to mix watercolors from primary colors and applying them to a composition - these are some of the new skills students learn at Liberty School. They also learn to use their imaginations, work cooperatively, persevere, and plan ahead.

Liberty School brings at-risk students to Liberty Station to engage in various arts programs to which they otherwise would not have access. Our students are at-risk of dropping out of school for a variety of reasons. Dewy third graders are frequently military dependants. This can create single family homes, stress from deployments and frequent moves. The ALBA (Alternative Learning for Behavior & Attitude) students have been expelled from their regular school – frequently for a zero tolerance infraction. The JCCS students have often made some bad choices in their short lives. Looking deeper you will find that the older kids have been born into circumstances that include poverty, neglect, fractured families, drug abuse.... These students are in need of some place different to learn and grow. These are the students we bring to Liberty School.

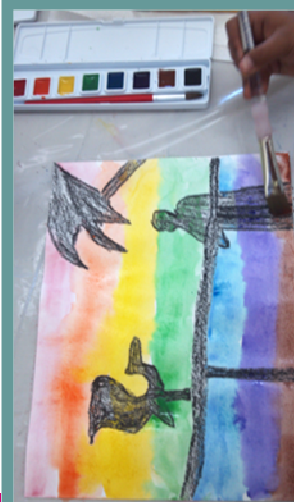
Snapshots of Liberty School

The first thing you notice when visiting a Liberty School class at **Recreational Music Center** is the sound...sometimes very loud (when students are playing large African drums) and sometimes quiet (when the students use headphones to hear themselves on the electronic drums, guitars, and pianos.) Either way, students learn how music is made by having hands-on experiences with instruments. The look of joy on the face of a quiet 7th grade girl as she sits in the drum circle and creates a beat pattern for her classmates to follow is an example of how Liberty School works to improve critical social skills, especially cooperative teamwork, communication and listening skills.

An observer of a Liberty School class participating in a rotation with **Malashock Dance** will see children fully engaged learning choreography to express emotion by changing their level of activity, gestures, and speed. When the children portray a character in a dance, they move across the dance floor with confidence. For example, a lively third grade boy creeps across the dance floor, springs up with his hands on his hips, turns and kicks, all in time with the music. He is demonstrating how Liberty School helps students improve their ability to demonstrate self-expression, observation skills, and physical strength.

Watching a class conducted at the **San Diego Watercolor Society** will leave the viewer with images of students learning to use water, brush, pigment, and paper to create artwork that expresses an idea. A working artist shares her techniques for mixing watercolor, and then provides students with red, yellow, and blue pigment for them to create 25 different hues. The young artists create a value scale and see how it is used by professionals prior to executing a final piece. Students tour the gallery to observe how the skills they are learning are used by working artists. Liberty School provides students with the technical expertise to fully express themselves.

Chris is an eighth grader from JCCS with a perpetual smile. He is personable and enjoys chatting with people. He was also a tagger. Graffiti can be a felony – serious stuff. *“Liberty School has taught me so much in the past year. I learned about art. I used to be a tagger but classes helped me change.”* He learned that his creativity could be put on paper instead of the side of a building. When using paper he didn’t have to worry that his creative expression would result in jail time.



Art Education Prepares Students for Success

“For students that were expelled, kicked out, unwanted by our old schools it’s nice to experience things as wonderful and fun as art.”
~JCCS student



“Painting also soothes me and helps me forget about everything else and leave all of my problems behind.”
~JCCS student

While reading and math – the primary focus in today’s classrooms – are very important, they do not comprise everything a child should learn in school. Arne Duncan, Secretary of the Department of Education, writes in the forward to “Reinvest in Arts Education” (2011), *“The process of making art – whether it is written, performed, sculpted, photographed, filmed, danced, or painted – prepares children for success in the workforce not simply as artists, but all professions The opportunity to learn about the arts and perform as artists is an essential part of a well-rounded curriculum and complete education. The study of drama, dance, music, and the visual arts helps students explore the realities, relationships, and ideas that cannot be conveyed simply in words and numbers.”* The report continues, *“Due to budget constraints and emphasis on the subjects of high stakes testing, arts instruction in schools is on a downward trend. Just when they need it most, the classroom tasks and tools that could best reach and inspire these students – art, music, movement and performing – are less available to them.”*

Liberty School offers at-risk students from San Diego County public schools arts instruction that is missing in the curriculum due to current and past educational budget cuts, and the reality of *No Child Left Behind* testing that has eliminated most art instruction from public school. At NTC students are invited on a wonderful journey that helps them take ownership of their own learning. While at Liberty School students explore not just the technical aspects of how to do a dance step or how to properly mix watercolors, they also explore their own creativity and take responsibility for the relative success of their efforts. Liberty School is a safe place to learn and explore. There is a buzz of energy as everyone is genuinely engaged in the task at hand. Classroom teachers frequently join their students as they explore new creative avenues.

“Last spring a Dewey third grader was observed during an art class. His work was remarkable. Composition, line, fine motor control were all far superior to any other work in the room. When asked about the student’s obvious talent the teacher’s reply was heart breaking. She said that yes this child was talented - art was the only time he shined. The student struggled with all regular school work and unfortunately the only art he received was at NTC! Imagine being in the third grade and struggling with everything that happens at school. How wonderful it must be to have one place where you are successful. Liberty School provided him with that one time each week when he is not struggling – he could shine. Reading was difficult, math was hard, but Art – that was the place when he was doing wonderful work!”

Impact of Liberty School

The greatest impact of Liberty School is made on the students. They are provided with an opportunity to interact with working professionals who, in the case of a recent dance class, can show students how to take a tiny gesture and turn it into an 8 count newly choreographed dance step. The students and instructors build relationships – which is the first step in creating lasting learning. Instructors ask about students when students have missed a week allowing the students to discover that someone cares. A middle school student stated, *“What I like about Liberty School is the teachers, how they listen to us.”* Students are exposed to a variety of artistic possibilities to which they may not have had prior exposure. Raul, a Dewey third grader, wrote, *“I learned that I’m good at the stuff I never did in my life. My favorite was watercolor because I got to learn how to paint with watercolor. I have never tried and now it’s one of my favorite things.”* Oscar, ALBA middle school, put it this way, *“I like NTC because you let your stress out. My favorite class is art because I like to draw and create things and art lets my stress and anger out and I feel less mad.”*

Classroom Teachers see a wonderful benefit from their students spending time at Liberty School. This is exhibited by the great effort made to get the student to the NTC campus each week. Dewey third graders walk a mile each way to come for their hour and a half classes. JCCS students spend an hour traveling each way on public transportation that requires busses & trolleys to come for their 2 hours of classes on Wednesday mornings. When students are late to school they negotiate the public transportation system to join the class at NTC. ALBA student’s parents come from throughout the city to drop off and pick up students or students negotiate public transportation to come on Fridays.

“Some of the best parts of this program are the flexibility and understanding with which our students are treated. Successfully working with our kids requires people to meet them where they are, both academically and socially; and through high expectations, guiding them to the desired goal. This understanding is exemplified by the Liberty School staff, as well as the artists with whom they contract.” ~Scott Krienburg, JCCS Metro teacher

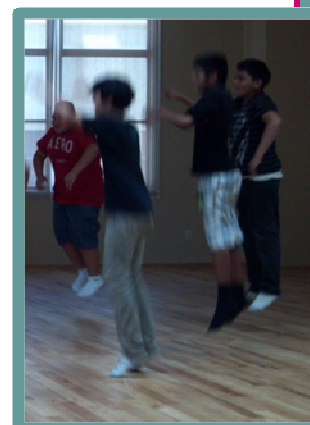
“For so many of our students, the Liberty School program serves as a stepping stone into a world they never knew existed because of the poverty in which they live. Now they see that there are choices for them beyond dealing drugs, gangs, welfare, or teenage pregnancy. There is a “way out” for the child who is not destined to be a sports hero. They learn that they have something to offer – they have a gift, a talent, a joy they can share.”

~Wendy Kellogg, ALBA Education Specialist



“Every student needs someone who says simply – You mean something. You count.”

~George Lucas’s
Education
Foundation
Edutopia



NTC Resident Groups



A dozen Resident Groups encompassing visual art, dance, theater, quilting, and movement participate in Liberty School. Collaborating with Liberty School has three main benefits for these groups. It allows them to work with some awesome kids. Their outreach with our students is recorded on their websites and year end reports and can help them in fund raising. And they are compensated for teaching. This financial input for struggling non-profits helps pay the rent.

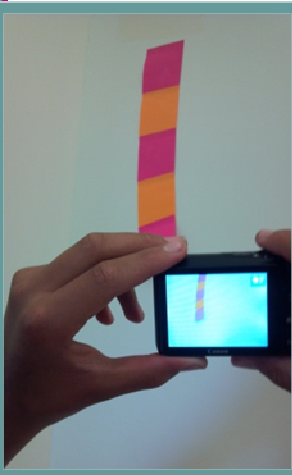
Bravo School of Art, under the direction of Lauren Downey, provided all levels of instruction in two dimensional art. Lessons included using color, creating the illusion of 3-D, and creating unique cartoon characters.



Mindinho at **Capoeira Brazil** provided elementary and middle school students the opportunity to explore Brazilian culture through song, acrobatics, martial arts, and drums.

The **Expressive Arts Institute of San Diego**, under the direction of Dr. Judith Greer, provided ALBA students the opportunity to develop team building skills, increase self esteem, and gain confidence through a series of theater games.

Jean Isaacs San Diego Dance Theater provided ALBA middle school students dance and theater skills that focused on artistic perception and creative expression through hip hop. The third graders celebrated the four elements found in Native American folklore through dance.



Malashock Dance, under the direction of Molly Puryear, helped third graders discover elements of dance that culminated in students choreographing a short dance that incorporated level changes, axial and loco movement, and various speeds to tell the story of an Archetype. JCCS middle school students explore dance.

Outside the Lens provided all groups of students the opportunity to use digital cameras to explore their environments. The middle school students used computers to edit their images prior to printing and exhibiting them.

Olivia Espinosa from the **Playwrights Project**, lead ALBA middle school students through play writing exercises and theater games.

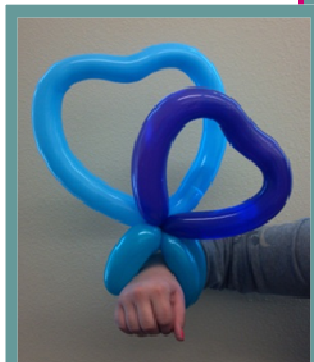
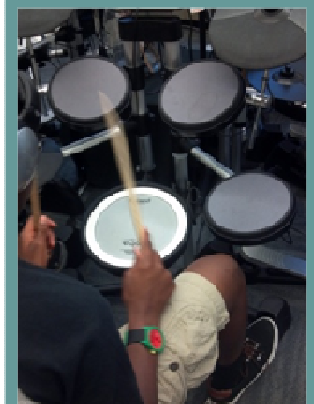
Recreational Music Center, under the direction of Leslie Geregthy, provided middle school students the opportunity to learn proper technique to perform in small ensembles on piano, guitar, and drum kits. Additionally, they built social skills of listening, cooperating, and respecting themselves and others while participating in drum circle. The third graders had an introduction to recorders.

Javier Velasco from the **San Diego Ballet** introduced the third graders to basic ballet positions and moves. He also taught the students how to do several folk dances.

Julie Anderson, Pat Crowl, and June Rubin from **San Diego Watercolor Society** worked with all ages introducing the students to the world of color. Third graders learned how to form a composition and apply watercolor to create a simple wash. Older students learned to mix colors, create value studies, and explore shapes and forms.

Visions Art Museum provides quilting activities for both elementary and ALBA middle school students. Third graders created quilt blocks that align with social studies standards. Middle school students learned a variety of quilting techniques including how to sew on a button.

Sharon Freeburn, the Liberty School Education Coordinator, taught classes in **Engineering Design** that introduced middle school students to the design process used by engineers. Designing and building, pop-up books and balloon creations develops student's brainstorming and collaborative work skills.



“The task of providing a quality education to students that are expelled, homeless, in foster care, on probation, and/or coming out of incarceration is something unappreciated or unnoticed until their behavior rises to the level of newsworthy. Thanks to Liberty School, our students are provided opportunities to shine through wonderful and positive activities in the world of art, dance, music, science, and physical education. The result of this collaboration and experience has promoted higher self-esteem, academic excellence, improved attendance, increased positive behavior, and produced positive contributing members to society and our community.”

*Tracy Thompson,
Principal of JCCS-Metro.*

Students At-Risk

Liberty School offers at-risk students an opportunity to work with resident non-profit and civic organizations on project-based learning that supplements and enriches standards-based classroom instruction. Liberty School program extends learning to the NTC campus and engages the Resident Groups’ teaching expertise and program offerings to students who, without the program, would not have access to such professional arts instruction.

Liberty School currently works with three student populations:

Third grade students at Dewey Elementary School:

Dewey is located adjacent to a military housing area, within walking distance of NTC. A majority of Dewey’s students are military dependants from families who face many challenges. They struggle financially, as many are lower enlisted personnel. They struggle emotionally, with loved ones deployed for long periods of time creating single parent households. They struggle socially, frequently limiting family activities to the comfort zone of military housing where they can interact with others who are in similar situations. The children struggle in school, because frequent moves mean new schools, new curriculum, and the need to make new friends.

According to “*Characteristics of At-Risk Students*” a 1992 report issued by The National Center for Education Statistics factors that were found to predict at-risk status include: *“Students from single-parent families . . . students who frequently change schools.”* As military dependants many Dewey students move frequently, and when their military parent deploys, they become members of single parent households. Sueanne McKinney in “*Responding to the Needs of At-Risk Students in Poverty*” states, *“Students facing poverty or from low-income families have a higher dropout rate when compared to middle and high income families.”* Seventy-seven percent of the students attending Dewey qualify for free or reduced lunches placing the majority of Dewey students in that at-risk category.

7th and 8th Grade Students in the ALBA (Alternative Learning for Behavior & Attitude) Program:

When students have been expelled from San Diego Unified School District they can be sent to ALBA for a semester.

Eighty-seven percent of the students attending ALBA qualify for free or reduced lunches placing the majority of ALBA students in that at-risk category.

6th -10th Grade Students in Juvenile Court & Community Schools:

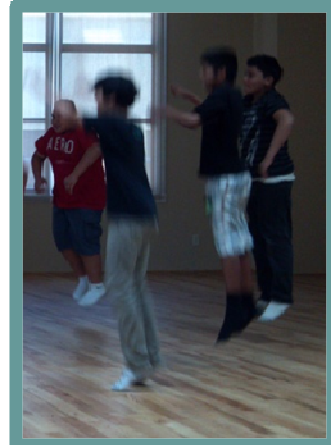
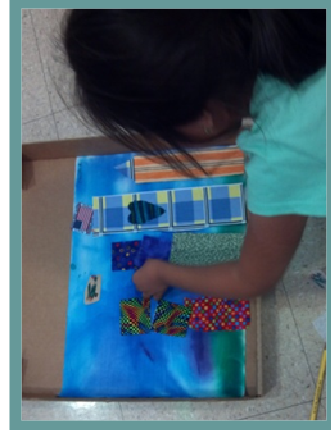
This alternative education sites operated by the San Diego County Office of Education serves highly mobile and at-risk students throughout San Diego County.

Students from ALBA and JCCS face especially daunting challenges. Some are homeless, others live in group homes, many are under court supervision having disengaged intellectually and emotionally, and some have engaged in harmful activities including substance abuse.

For many of our students, formal education has not worked. Liberty School is an opportunity to look at learning in a whole new way, an opportunity to be successful and enjoy the learning as part of the success. We are constantly striving for excellence. We have the flexibility of a small program to make changes quickly when necessary.

This flexibility and innovative approach to educating young people has shown heartening results. Absenteeism is a major factor in student achievement, and students considered at-risk have a higher rate of absenteeism, Liberty School staff, resident groups, and classroom teachers are encouraged because student attendance at Liberty School has been very strong. For example, on days when JCCS students are late and the class has left for Liberty School without them, students have negotiated the city trolley and bus system to get there on their own and join the scheduled classes. Attending Liberty School has been a positive experience for these students.

Wendy Kellogg is an Education Specialist at ALBA. She comments, *"Students who previously had only expressed themselves in self-destructive ways discovered a whole world of other options. They can pour their hurt and anger into art and produce poignant paintings.... They realize that the emotions they keep pent-up can find a voice on the stage, allowing them to act out in a way that brings them praise instead of a probation officer. They find that in the process of creating, they release negative emotions and find peace. . . . Liberty School changes lives. I have seen firsthand the positive changes in my students."*



Liberty School at NTC

Class Schedule



Two classrooms of third graders from **Dewey Elementary School** totaling approximately 65 students walk one mile from their school campus to NTC Promenade **each Wednesday afternoon** to attend classes at Liberty School. Dewey Elementary is on a year round schedule. The year is divided into four rotations with two resident groups teaching classes during each rotation. Each resident group teaches classroom A for 4 weeks, then class B for 3 weeks. Each class is an hour and a half long.

Each semester a cohort of seventh graders or a cohort of eighth graders from **ALBA** attends Liberty School **all day on Fridays**. During each seven week

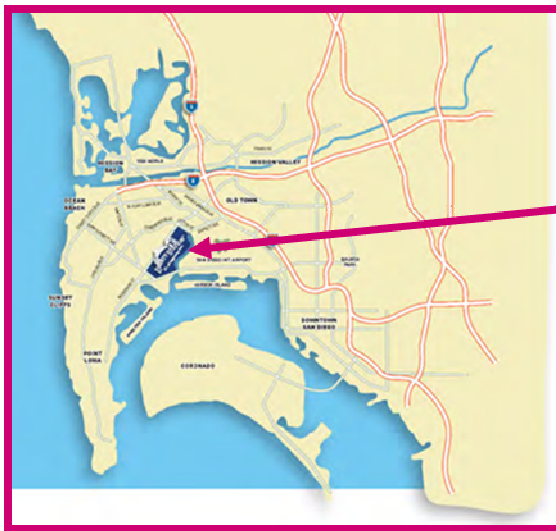
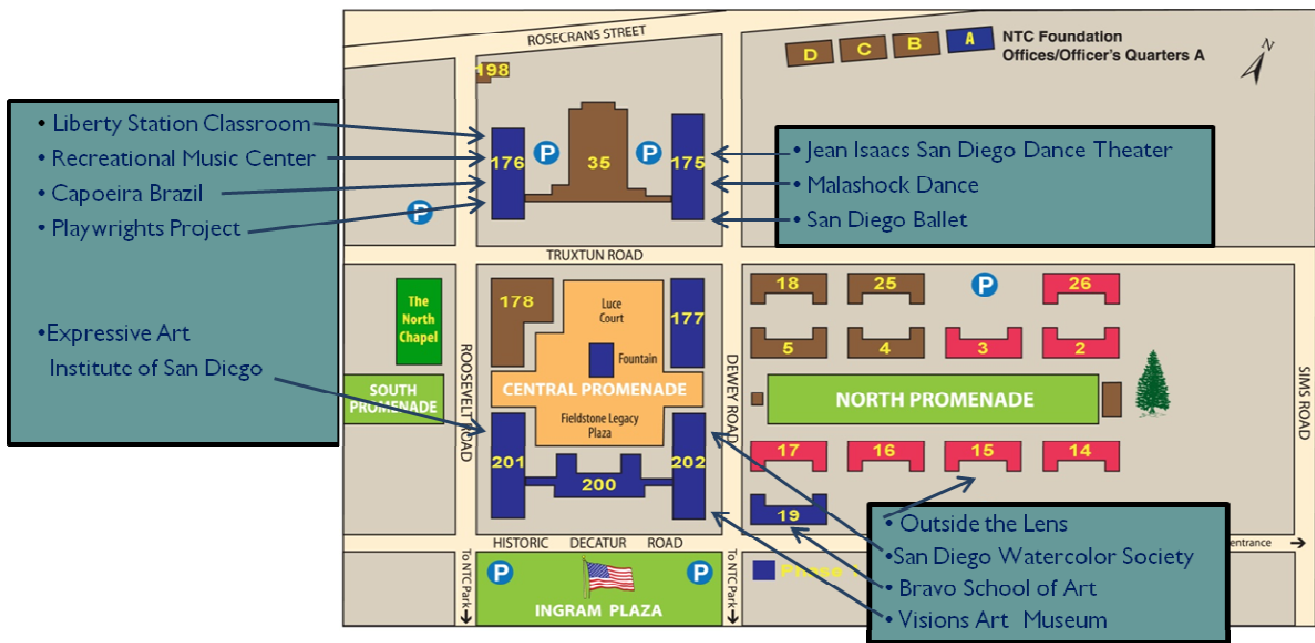
rotation the students attended four one hour resident group classes. A total of approximately 40 seventh graders and 40 eighth graders attended Liberty School throughout the year and they attended a total of 16 different classes.

Approximately 40 6th-10th graders from the **JCCS** downtown (Metro) facility attended Liberty School **on Wednesday mornings** throughout the year. Students from Metro participated in two one hour classes every eight weeks for a total of eight classes in the year.

Dewey Elementary Third grade 1½ hour classes	Session One 11 weeks	Visions Quilt Museum Malashock Dance Recreational Music Center (recorders)
	Session Two 7 weeks	Jean Isaacs Dance Theater Bravo School of Art
	Session Three 7 weeks	Outside the Lens San Diego Ballet
	Session Four 8 weeks	San Diego Watercolor Society Capoeira Brazil
ALBA 7 th and 8 th grades One hour classes	Session One 7 weeks	Outside the Lens Recreational Music Center Bravo Arts School of Art Capoeira Brazil
	Session Two 7 weeks	Jean Isaac San Diego Dance Theater (hip hop) Expressive Arts Institute of San Diego Playwrights Project Recreational Music Center
	Session Three 6 weeks	San Diego Watercolor Society (1 ½ hours) Engineering Design(1 ½ hours) Visions Art Museum
	Session Four 7 weeks	Outside the Lens Recreational Music Center Jean Isaac San Diego Dance Theater Capoeira Brazil
JCCS-Metro 6 th -10 th grades One hour classes	Session One 7 weeks	Malashock Dance Recreational Music Center
	Session Two 7 weeks	Outside the Lens San Diego Watercolor Society
	Session Three 7 weeks	Recreational Music Center Capoeira Brazil
	Session Four 7 weeks	San Diego Watercolor Society Engineering Design



Liberty School - Where it Happens!



After working on various moves in Capoeira this fall Cesar, an ALBA student, was practicing a forward roll on the last day of class. He was a husky kid with a background that is heart breaking. He made several attempts that were so-so. He kept at it until finally he nailed it! The look on his face when he got to his feet was GOLDEN. He had a new skill. It had been difficult but he didn't give up. He had continued to practice and he had been successful. His perseverance had paid off. For students who don't have many successes this was wonderful.



“Professional teaching artists provide expert instruction which connects and applies various artistic disciplines to areas of life and learning. Students develop a sense of belonging, community, and pride when they are integrated with respect and high expectations. . . . Although the traditional classroom has not yielded successful outcomes for most of these students, the hands-on activities of the Liberty School program encourage high-level thinking and cooperative behavior.”

~Molly Puryear,
Education Director,
Malashock Dance

Instruction

Liberty School offers students an alternative approach to education that addresses their individual learning styles, fosters creativity and frees students to be more engaged in the educational process, and connects them to the community while exceeding public education standards. Students are taught through hands-on, experiential learning strategies as they learn about themselves through dance, art, music, photography, drama, and physical education while covering California State standards in literacy, math, language arts, social studies, and the visual and performing arts. Beginning with the end in mind is a popular way to construct learning units. (*Backward Planning – Understanding by Design*, Grant Wiggins, Jay Tighe, 2005) At Liberty School we begin instruction by looking at the California State standards. We do not limit instruction to simple remembering of facts introduced by an instructor. Our learning objectives incorporate all three types of learning. (Bloom 1956)

Students explore **cognitive learning** as they increase knowledge when they learn the vocabulary associated with each discipline. When they are exposed to the new ideas the arts provided, they investigate **affective learning** as their feelings and attitudes blossom and grow. Many of the classes provide opportunities for students to discover new physical skills as they learn how to do a cartwheel or where to put their feet for third position thus increasing their **psychomotor learning**. Instructors also look at what the students already know about an art form prior to presenting a lesson. According to Harvard’s Graduate School of Education’s *“The Qualities of Quality: Understanding Excellence in Arts Education”*, *“A hallmark sign of high quality arts learning in any program is that the learning experiences are rich and complex for all learners, engaging them on many levels and helping them learn and grow in a variety of ways.”* Liberty School strives to be a program that is rich and complex for all students. We are proud to be able to offer a variety of learning opportunities for the students we serve. Students are able to explore artistic venues that they might not have realized exist and are able to succeed at them.

For many of our students, formal education has not worked. Liberty School is an opportunity to look at learning in a whole new way, an opportunity to be successful and enjoy the learning as part of the success. We are constantly striving for excellence. We have the flexibility of a small program to make changes quickly when they are necessary.

NTC Education Council

The NTC Education Council meets monthly to discuss the management of Liberty School, to provide professional development to the resident instructors, and to foster collaboration through better understanding of the various programs participating in Liberty School. The council is open to representatives of the various Resident Groups that comprise Liberty School. They meet for one hour on the first Thursday of each month.

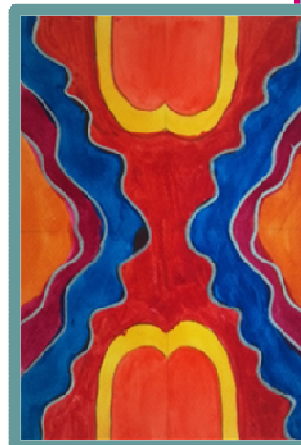
The year began by polling the resident instructors about what goals they had for the year and what they viewed as concerns. The midyear a meeting was dedicated to checking resident group's ideas on what had been going well with the program and what things needed improvement. Professional development topics conducted by Program Coordinator, Sharon Freeburn, included:

- Writing Lesson Plans
- Establishing Routines
- Artful Thinking
- Writing Rubrics
- Best Practices for Teaching the Arts

Program Evaluation

Formative evaluation of the program is ongoing. The Program Coordinator meets frequently with resident instructors and classroom teachers to informally assess the program, and feedback guides changes to ensure the program runs smoothly. For example, when an art instructor's teaching style did not match the learning style of the majority of our students, she was replaced with an instructor who was better suited to the class.

Instructors at Liberty School rely heavily on formative assessment to make changes to instruction based on feedback from the students. Evaluation of students at Liberty School is performance based. Lessons are planned based on the California State Standards. Evaluation is based on the standard's learning objectives. Did the student perform the moves of the dance as taught by the instructor? Did the student create a quilt block using the techniques modeled by the instructor? Did the student follow the instructor's instructions on how to create the illusion of three dimensions when using one point perspective as they designed the room of their dreams? The actual products created by students – quilt blocks, a dance routine, a photograph – are extremely important in the evaluation process as well as being a source of great pride for the students.



In September Scott Kreinberg, a teacher from JCCS, provided insight into his student population helping foster a better understanding of the student populations we serve and giving us important insight into the backgrounds of our students when he spoke.

SAMPLE of Liberty School Curriculum

TOPIC: Malashock Dance Class

Organization: Malashock Dance

Instructor: Molly Puryear

Grade Level: Third Grade

Location: Malashock Dance Studio

Schedule: 4 week rotation

California State Standards Addressed: Third Grade

1.0 ARTISTIC PERCEPTION

Processing, Analyzing, and Responding to Sensory Information through the Language and Skills Unique to Dance

Students perceive and respond, using the elements of dance. They demonstrate movement skills, process sensory information, and describe movement, using the vocabulary of dance.

Development of Motor Skills and Technical Expertise

1.1 Combine and perform basic locomotor skills, moving on a specific pathway (e.g., skip in circles, slide in zigzags, run in a variety of linear paths). Combine and perform locomotor and axial movements (e.g., walk and turn, stretch and slide).

1.2 Demonstrate the ability to start, change, and stop movement.

Comprehension and Analysis of Dance Elements

1.3 Perform short movement problems, emphasizing the element of force/energy (e.g., swing, melt, explode, quiver).

1.4 Expand the ability to incorporate spatial and time concepts in movement problems (e.g., select and combine three locomotor movements traveling in three different path-ways and using three different tempos).

Development of Dance Vocabulary

1.5 Describe dance elements used in personal work and that of others.

2.0 CREATIVE EXPRESSION

Creating, Performing, and Participating in Dance

Students apply choreographic principles, processes, and skills to create and communicate meaning through the improvisation, composition, and performance of dance.

Creation/Invention of Dance Movements

2.1 Create and perform complex improvised movement patterns, dance sequences, and studies.

2.2 Improvise and select multiple possibilities to solve a given movement problem (e.g., find four different ways to combine a turn, stretch, and jump).

Application of Choreographic Principles and Processes to Creating Dance

2.3 Create a sequence that has a beginning, a middle, and an end. Name and refine the parts of the sequence.

2.4 Create a wide variety of shapes and movements, using different levels in space.

Communication of Meaning in Dance

2.5 Perform dances to communicate personal meaning, using focus and expression.

2.6 Compare and contrast the role of the performer with that of a member of the audience.

Development of Partner and Group Skills

2.7 Demonstrate a variety of partner skills (e.g., imitation, leading/following, mirroring).

2.8 Create, memorize, and perform original movement sequences with a partner or a small.

Instructional Goals and Objectives:

This class is designed to fulfill and demonstrate Third Grade VAPA Dance standards. Students will be asked to create, memorize, describe, perform, analyze, respond to, and apply dance skills they learn in the studio. All classes are on a 4 week rotation, culminating in the informal presentation choreography created during class. Elements of time, space, and energy will play a thematic role in the development of the dance. The goal is for each student to experience some improvement in their ability to demonstrate self-expression, teamwork, observation skills, listening skills, leadership, physical strength, and flexibility.

Key Vocabulary:

Improvisation vs. Choreography

Axial vs. Loco motor movement

Archetype vs. character, Abstract vs. Literal

Upstage, Downstage, Stage Right, Stage Left, Center Stage, and Positive Feedback.

Daily Activity Descriptions

DAY 1

Greeting (5-10 minutes)

Shoes are removed before entering the studio to promote a more grounded (slip resistant!) dancer. We discuss basic studio etiquette and set our goals for the day and for the session.

Vocabulary: Improvisation vs. Choreography

Warm Up (20 minutes)

Students will learn basic axial movements to warm up each joint, ensuring safety and increasing body awareness and focus. Basic stretches are demonstrated and taught to students, including some yoga poses which incorporate the use of breath and energy.

Game: Tableau Charades (30 minutes)

Students begin developing a sense of self expression as they are challenged to improvise tableaus that express specific emotions, characters, and relationships. After a few examples, students take turns reflecting on what worked and why, focusing on the elements of space and energy. (i.e. "Is the sad shape more effective on a low level or a high level?") Students then take turns, in pairs, drawing a prompt from a hat. They create a tableau that they feels represents the idea or character, and the other students try to guess. Each pair gets one turn.

Across the Floor (25 minutes)

Students will learn a 16 count phrase that combines level changes, dynamic accents, balance, and coordination. They will memorize the movement and the counts while learning proper technique for executing each step. Proper dance vocabulary is introduced as the phrase is presented. Students will execute the phrase in groups of 3 or 4 as they travel from one side of the room to the other, each group responsible for beginning 16 counts after the group in

front of them. After they go “across the floor” they are able to give positive feedback. Students are then challenged to repeat the phrase on the left side, reversing the movement!

Cool Down (5 minutes)

Slow and controlled movement will relax the body and mind while focusing energy inward to promote feelings of satisfaction at the end of class.

Day 2

Greeting (5-10 minutes)

Students discuss what they remember from last week’s class in order for the teaching artist to gauge what concepts “stuck” with the students. We set our goals for the day and for the session.

Vocabulary: **Axial vs. Loco motor** movement

Warm Up (15 minutes)

Students will learn basic axial movements to warm up each joint, ensuring safety and increasing body awareness and focus. Basic stretches are demonstrated and taught to students, including some yoga poses which incorporate the use of breath and energy. Today we also do some light conditioning to help core strength.

Choreography Game (25 minutes)

Students will discuss the acronym LEGS (Level Emotion Gesture Speed) and how those tools help choreographers develop ideas. Students will explore moving and creating short phrases that incorporate LEGS suggestions with basic movement choices (high level/slide, sad/turn, point/leap, slow motion/kick). We will try performing the phrases with different music to see how that affects the meaning of the phrase.

(Water break: 5 minutes)

Across the Floor (25 minutes)

Students will learn choreography by counting the music and memorizing the sequence. Students will perform in groups of 3 or 4. Feedback is given for each group and they repeat.

Cool Down (5 minutes)

Slow and controlled movement will relax the body and mind while focusing energy inward to promote feelings of satisfaction at the end of class.

Day 3

Greeting (5-10 minutes)

Students discuss what they remember from last weeks class in order for the teaching artist to gauge what concepts “stuck” with the students. We set our goals for the day and for the session.

Vocabulary: **Archetype vs. character, Abstract vs. Literal**

Warm Up (15 minutes)

Students will learn basic axial movements to warm up each joint, ensuring safety and increasing body awareness and focus. Basic stretches are demonstrated and taught to students, including some yoga poses which incorporate the use of breath and energy. Today we also do some light conditioning to help core strength.

Game (5 minutes)

A quick game of freeze dance with challenges (movement prompts) will increase energy and confidence.

Archetypes and Character Development (30 minutes)

Students will discuss archetypes from books, folktales, movies, and cartoons. We will develop shapes and movements based on these archetypes and perform them in different spatial arrangements.

Choreography and Story Development (20 minutes)

We will decide on a sequence for our “archetype dance”. The sequence will be written down and displayed visually to enhance memorization skills.

Cool Down (5 minutes)

Slow and controlled movement will relax the body and mind while focusing energy inward to promote feelings of satisfaction at the end of class.

Day 4

Greeting (5-10 minutes)

Students discuss what they remember from last weeks class in order for the teaching artist to gauge what concepts “stuck” with the students. We set our goals for the day and for the session.

Vocabulary: **Upstage, Downstage, Stage Right, Stage Left, Center Stage, and Positive Feedback.**

Warm Up (15 minutes)

Students will learn basic axial movements to warm up each joint, ensuring safety and increasing body awareness and focus. Basic stretches are demonstrated and taught to students, including some yoga poses which incorporate the use of breath and energy. Today we also do some light conditioning to help core strength. The last class will be dedicated to rehearsing, memorizing, and performing the dance they created.

Cool Down (5 minutes)

Slow and controlled movement will relax the body and mind while focusing energy inward to promote feelings of satisfaction at the end of class.

Assessment Instruments:

Performing the dance they created. Positive feedback will be encouraged.



A Special Thank You to ...



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