Performances plus!

Presents

AXIS Dance Company

Friday, October 8, 2004
Fine Arts Center Concert Hall at 10AM

ASL interpreter services provided by Holyoke Community College

Educational materials supported in part by MassMutual Financial Group
Mission Statement

AXIS Dance Company’s mission is to create and perform high quality contemporary dance developed through the collaboration of dancers with and without disabilities. AXIS teaches dance and educates about collaboration and disability through its Dance Access community outreach and education programs. AXIS is committed to promoting and supporting physically integrated dance locally, nationally and internationally.

Message to the Teacher

On behalf of AXIS Dance Company, we would like to thank you for taking the time to review this information. This guide and the activities suggested within are designed to help you and your students prepare for the exciting and unique assembly, workshop, or classroom visit that will be coming to your school. It will also serve as a vehicle to educate your students about the diversity of dance while creating a better understanding of the capabilities and achievements of people with varying physical abilities.

Our Dance Access programs embody our belief that to provide arts opportunities to all people, regardless of social, economic or physical barriers, is to enrich the entire community. The programs we bring to the schools demonstrate our philosophy that anyone can dance.

To make the most of your upcoming AXIS Dance Company experience, we encourage you to integrate some of these activities into your lessons prior to the presentation. Should you have any questions regarding this information or for additional input, please do not hesitate to call Alisa Rasera, Education Director, at (510) 625-0110.
We look forward to bringing our program to your school!

Warmly,
Alisa Rasera       Judith Smith
Education Director   Artistic Director
Brief History

AXIS Dance Company was founded in 1987, became a non-profit in 1990, and has been producing award winning performances and exemplary programs for 16 years. Based at the Alice Arts Center in Oakland, CA, AXIS is one of the nations pre-eminent pioneers of the emerging field of physically integrated dance, dance created through the collaboration for dancers with and without disabilities. AXIS provides education on dance, disability and creative collaboration through community education and outreach programs. We perform and teach throughout the San Francisco Bay Area, nationally and internationally. Some of our performance and residency highlights include the 2002 Olympic Arts Festival in Salt Lake City; walker Arts Center in Minneapolis; Cal Performances in Berkeley; Yerba Buena Center for the Arts in San Francisco; Central Park Summer Stage in New York Florida Dance Festival in Miami; Paralympics in Atlanta, Bates Dance Festival in Lewiston, ME and the International Festival of Wheelchair Dance in Boston, which we co-curated. International engagements include Novosibirsk, Siberia and Cologne, Germany. AXIS serves as a widely known resource in the emerging field of physically integrated dance and sets exemplary artistic and educational standards.

Making the Most of a Dance Access/KIDS! School Presentation

Before the Presentation:

- Facilitate a discussion about perceptions, stereotypes and ideas about people with disabilities. Have a person with a disability come and speak to the class.
- View and discuss a movie or story (see Bibliography) about a person with a disability. Research and discuss famous people who are/were disabled.
- Have a sensitivity training where kids experience disabilities by using crutches, wheelchairs, blindfolds, or earplugs to simulate disability conditions.
- Facilitate a discussion about dance. What and who is a dancer? Is all movement dance, or potentially dance? What kinds of dance styles can you name?

During the Presentation:

- Encourage students to be a good audience by making mental notes of things they notice during the presentation. Suggestions for directing student awareness:

  1) How do you feel while watching this style of dance? Do you sit on the edge of your seat, getting really involved? What is happening when you’re on the edge of your seat? Or did your mind wander? Try to be more specific than "I liked it," or "I didn’t like it."
  2) Were you surprised at the dances or the dancers? How did the dancers with disabilities and non-disabled dancers dance with each other?
  3) What kinds of props were used and how were they used by the dancers?
  4) What were some of the themes of pieces the dancers performed? How did you feel about the different dances? Did you have a favorite one? Why?
After the Presentation:

- Encourage students to share their observations made during the presentation (see questions 1-4 above) using creative media.

- Discuss how the students’ perceptions of disability and dance have changed after experiencing AXIS perform, lecture or teach.

- Encourage students to talk openly about disability and what they’ve learned.

AXIS Dance & Disability Vocabulary:

Axis - a central or principal line around which an object rotates or is arranged.
Access - a means or capacity to enter or approach.
Adaptation - something that is changed or changes so as to become suitable to a new or special use or situation.
Choreography - the art of making dances. A whole dance with a beginning, middle and conclusion.
Choreographer - One who finds movement for and organizes actions into dances.
Contact Improvisation - Spontaneous movement drawn from actions while relating to the environment or while in contact with another moving body.
Energy - One of the elements of movement. Movement is propelled by energy.
Ensemble - A group of dancers who perform together.
Improvisation - in dance, movement which is not planned or choreographed, but which happens spontaneously in the moment.
Integrate - to make whole by bringing all parts together.
Modern (or Contemporary) Dance - a type of dance which in this country evolved at the beginning of the 20th century as contrasted with ballet, tap or jazz dance. Creative work or choreography is an important part of the learning experience in modern dance.
Lecture Demonstration - An informal performance including movement and verbal explanations of aspects of dance.
Lift - A machine used to raise objects; some vans have lifts in them; lifts allow people who use wheelchairs to ride in or drive vans.
Movement Vocabulary - a set of dance movements or a style of dancing which is specific to or characteristic of a choreographer, dancer, or dance company.
Phrase - The smallest unit of movement in an entire dance.
Physically Integrated Dance - The combination of people with and without disabilities dancing together.
Ramp - A surface that slants to connect two levels; access ramps provide an entrance into a building or passage between floors of a building.
Rehearsal - a practice session for a dance, play, or musical work.
Repertory - all of the dances that a company choreographs and performs.
Sequence - A series of movements longer than a phrase but much shorter than a section of a dance; similar to a combination.
Shape - An interesting and interrelated arrangement of body parts of one dancer or a group of dancers.
Space - One of the elements of movement. Movement occurs in and crosses space.
Time - One of the elements of movement. Movement takes place through time.
Variation - in dance, an altered version of a given movement phrase or sequence.
**Words That Empower**

Positive language empowers. When speaking about people with disabilities, it is important to put people first. Catchall phrases like ‘the blind,’ ‘the deaf,’ or ‘the disabled,’ do not reflect the individuality, equality, or dignity of people with disabilities. Here are some examples of positive and negative phrases. Note that the positive puts the person first:

**Affirmative Phrases:**
- person with a disability
- person who has muscular dystrophy
- person with a spinal cord injury
- person who uses a wheelchair
- person without disabilities

**Negative Phrases:**

**Affirmative Phrases:**
- the disabled, the handicapped
- afflicted by (stricken by, victim of, suffers from) muscular dystrophy
- injured, lame, deformed
- confined to (restricted to) a wheelchair; wheelchair-bound
- normal person

**Select Bibliography**

**Children’s Books on Dance**


**Children’s Books on Disability**

**Fiction**
Baskin, Barbara and K. Harris. More Notes from a Different Drummer, RR Bowker, 1984. Annotated bibliography of fictional works about disability for juveniles ages 5-18.


Radley, Gail. Nothing Stays the Same Forever, Crown, 1981. (Ages 9-12)


**Nonfiction**


**Teacher's Books on Dance & Disability**


**Internet Sites**
All Kids Can
http://www.allkidscan.org/allkidscan.htm

National Information Center for Children & Youth with Disabilities
www.NICHCY.org

Seeing Disabilities from a Different Perspective
http://tqjunior.thinkquest.org/5852
**Videos**

**THE CHARIOT RACES** is a unique documentary about the profound journey a person with disabilities must undergo to become truly enabled. Focusing on the extraordinary experiences of world-class skier and wheelchair racer John Davis, this breathtaking film shows all of us, disabled and able-bodied alike, that we can accomplish anything. 

**WNET'S "People in Motion" series, Part One**

Featuring "Ways to Move", performed by AXIS Dance Company and Light Motion.
For purchasing contact:
(800) 336-1917
or write to: People in Motion
P.O. Box 2284
Burlington, VT 05407
$19.95 plus $3.95 shipping/handling.
Specify: "Episode One, Ways to Move."

"Outside In", by Victoria Marks, award-winning dance video for CandoCo.
For purchasing or rental contact
The Concorde Films Council
210 Felixstowe Rd.,
Ipswich, Suffolk
IP3 9B, England
+44 (0)1473 726 012

KQED’s Spark Program
See glimpses of AXIS Dance Company’s world premiere of "Dust," a provocative choreo-portrait that challenges the viewer’s assumptions about each of the performers.
Barbara Welch, Program Sales
KQED-TV
2601 Mariposa Street
San Francisco, CA 94110
For more information, contact: (415) 553-3370 or orders@kqed.org

AXIS Dance Company Demo tape (12 minutes featuring current repertory works of AXIS)
Available for purchase for $20 at 510-625-0110 or www.axisdance.org
Activities

Below are activities created in collaboration with Young Audiences of the Bay Area focusing on curriculum connections to: Dance, English Language Development, Physical Education, Science, Mathematics and Social Science.

Dance/Physical Education
Dance
Basic Dance Vocabulary
Grade 3-5
Invite students to brainstorm lists of adjectives, (i.e. slippery, giant, sticky, jumpy, twisted). Gather students in an open space and challenge them to invent their movements inspired by the words as the teacher calls them out. Alternate having some students observe while others perform their dance for the group. Ask students to describe what they observed.

Development of Life Skills and Career Competencies
Grade 9-12
Create temporary disabilities by using blindfolds, strap or tape for restraining body parts, earplugs and chairs. Assign partners by having one student in each partnership have a temporary disability. Students play a game of leading and following. The leader moves while the follower adapts the movement. Switch roles so that each person has a turn leading. Allow time for discussion to learn how different students adapted moving.

English Language Development
Vocabulary Development
Word Play
Grades 3-5
Using three envelopes, create word cards with the students using three categories: body, space and action. In a clear space, encourage students to begin moving. The teacher may begin to pull cards from any of the envelopes, even combining the words. For example: elbow, shaking, upside down.

Physical Sciences/U.S. History/Health
History of Civic Services
Disability Services Research
Grades 10-12
As a group or class, research the history of treatment of people with disabilities in the U.S. up to the present day. What types of services are available for people with disabilities in your communities? When did these services commence? What was available before?
The History of Assistive Devices for Physical Disabilities
Grades 6-12
Discuss ways that technology and architecture have helped persons with disabilities get around better.
NOTE: Universal design helps everyone. Who benefits from curb cuts, besides people in wheel chairs? i.e.:
Baby strollers, skateboards, etc
Drinking fountains-small children, Automatic doors-people carrying packages
Talking computers & bigger bathrooms, etc
Survey the room for students who know someone with a physical disability. Discover an assistive device
used by persons with that disability. Research the history of a the assistive device (wheelchair, cane,
prosthesis, hearing aid, glasses, etc.)

Science/Physical Education
Comparing & Contrasting Bodies
Grades 6-12
Brainstorm as a class/group the composition, capacities, appearances, and abilities of people with and
without disabilities. Using large pieces of paper or the chalkboard, make lists of the different abilities.
Make sure that the lists are balanced, noting equally the abilities and capacities of each body type.

Science
Technology as an Aid
Technology Research
Grades 9-12
Consider the impact of technological advances on the sophistication and capacity of assistive devices.
Research the history of one or more devices, chart the innovations and changes in the device and explore
the technologies responsible. Create a new and improved assistive device.

Science/Physical Education/Dance/Mathematics
Colour-Movements
K-Grade 12
Pick three colours. Challenge students to create a movement for each colour. Invite students to exchange
one colour movement with another student and make it into a sequence (grades 3-12). Ask students to
guess which colour each movement represents. How are they different? How are they similar? Open
discussion with students can segue into discussion about celebrating each other's differences.

Social Sciences
Legislation and People with Disabilities
Legal History of Disability Rights
Grades 11-12
Invite students to collectively study the present legislation targeting support for people with disabilities.
What types of services are public buildings required to provide? What types of services are civic
transportation required to provide? What are the costs associated with these changes to buildings and
services? How does the city/state/county pay for these services?
Social Sciences/History

Civic Cultures

Comparative Cultures

Grades 9-12

Researching the attitudes, practices, services and legislation required by federal legislation in the US. Compare these with the attitudes, practices, and services and legislation in North America (Canada and Mexico). What are the differences and similarities? Brainstorm some of the reasons for these differences and similarities? Extend the comparison beyond the Americas. Invite students to select a country and write a comparative paper, including images of the assistive devices and public services available for people with disabilities.

Social Sciences

Discrimination/Equal Rights

Defining Discrimination

Grades 3-8

Invite students to explore the idea of discrimination, asking them to describe their own experiences. What defines discrimination? What does discrimination accomplish and what are its effects? Divide students into groups based on eye or hair colour. Ask them whether or not these differences are fair or appropriate methods.

The Fine Arts Center is grateful to the Office for Students with Disabilities and Deaf Services at Holyoke Community College for providing ASL services for this performance.

The Fine Arts Center wishes to acknowledge MassMutual Financial Group for its important role in making these educational materials and programs available to the youth in our region.
Dance Access/KIDS! School Programs - Teacher Evaluation

School: 
Teacher: 
Grade Level: 
Program Date(s): 

Check those, which apply:
Assembly: 
Workshop: 
Classroom Visit: 

Thank you for allowing AXIS Dance Company to present our program to your class. Please take a moment to complete the following evaluation. Your participation in this process helps us to continue to serve schools in the most effective way possible. When completed, please return this evaluation to your principal or coordinator to forward to us. Thank you.

1) Would you be interested in future AXIS Dance Company school programs?

2) How useful were the following materials or activities to your class?

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3) Please rate the following:

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4) Do you have any additional comments or suggestions? Please continue on back.
Dear Teacher: Your students’ feedback is very important to us as we continually strive to improve our Dance Access/KIDS! School Programs. We also believe that the opportunity to engage in critical response enhances each student’s experience of any arts education event. Please use this form to conduct a group discussion with your students and record their responses. As much as possible, please quote students directly. When completed, please return this evaluation to your principal or coordinator to forward to us. As with all feedback, this process will be most effective if completed in the days immediately following the program. Thank you for your time and assistance in facilitating this discussion, and for allowing your students’ voices to be heard.

1. What did you like most about the AXIS Dance Company program?

2. What would you change about the program to make it better?

3. What new things did you learn about the world of dance? About people with disabilities?

4. Through this program, did you learn about yourself? your classmates? Your community? The world?
NOTICE TO ALL TEACHERS AND CHAPERONES

- **PERFORMANCES BEGIN PROMPTLY AT 10AM OR NOON.** Many of our performances sell-out. This means we can have up to 1,600 students to seat. Please help us by arriving at least **30 – 15 minutes** prior to the start of the performance. This will allow our ushers to get everyone seated and for you and your students to visit the rest rooms and get settled. It is important that we begin our performances on time so that all schools can meet their lunch and/or dismissal times.

- **PLEASE CHECK LOCATION OF PERFORMANCE WHEN MAKING YOUR BUS RESERVATION.**

- The staff of the Fine Arts Center need your help! An increasing number of students are coming into the performance space with gum, food, beverages and portable music players. **None of these items is allowed in the halls for performances.** Many of these items are stowed in backpacks and are not easily noticed. Our goal is to offer high quality performances for young people. In order to enhance the experience, we ask for your cooperation in preventing these items from entering the hall.

- For the comfort of all concerned, we ask that backpacks, lunches and other gear be left on the bus. Our long-standing policy of no cameras or tape recorders still is in effect.

- At the conclusion of the performance please remain in your seats until your school group is dismissed.

*We hope that you and your students enjoy your theatre experience!*
PARKING POLICY

FOR GROUPS NOT TRAVELING BY SCHOOL BUS

We are pleased to announce that we have made arrangements with the UMass Parking Services to allow our patrons to park in the Campus Parking Garage for the reduced rate of just $1 during your stay.

This rate is available to home school families and schools that will arrive by private transportation rather than by bus. Please let us know at the time you make your reservations that you will be traveling by car. Parking passes will be mailed with your invoice approximately one month prior to each performance. You will be sent a sheet that includes 10 parking passes that you may cut and give out to drivers in your group. Should you require additional passes, please photocopy the sheet. The passes are valid for the garage only on the date of your reserved performance. You may park in the garage for performances either in the Concert Hall, Rand Theater or Bowker Auditorium. Parking at meters on campus does not apply.

We hope that this policy will better meet your needs. Please do not hesitate to call our office if you have questions.

Programming Office: (413) 545 – 0190.
PARKING AND DIRECTIONS FOR THE FINE ARTS CENTER
CONCERT HALL and RAND THEATER

CONCERT HALL or RAND THEATER

School Bus Parking: Students should be dropped-off at Haigis Mall off of Massachusetts Avenue. University Security will direct buses to an appropriate parking lot during the performance (typically by the football stadium). PLEASE BE SURE YOUR BUS DRIVER KNOWS THAT ALL PERFORMANCES LAST APPROXIMATELY 1 HOUR AND THEY SHOULD RETURN A FEW MINUTES BEFORE THE ANTICIPATED END TIME. If drivers are not with the buses, they may miss the radio call from security asking them to return for pick-up, resulting in unnecessary delays returning to your school.

Individual cars: If necessary, individuals may drop-off students with a chaperone at Haigis Mall (you will be directed by security to the mid-point turn of Haigis Mall – see map) prior to parking. We recommend parking in the Campus Center Parking Garage to avoid searching for a metered space. It is a five-minute walk to the Concert Hall. All other available parking during weekdays is at meters. Available lots and pricing (current as of 9/1/04) are listed below:

Parking in the Garage is available to our patrons at a discounted rate of $1. To receive this rate you MUST give the Garage attendant a parking pass. To receive your pass, please call our office to let us know that you will be arriving by car. Parking passes are sent with the invoices. (413)545-0190

Parking meters are enforced Monday – Friday, 7AM – 5PM. Meter rates are $1.00 per hour.

Parking Garage – near Campus Center, across from the Mullins Center off Commonwealth Avenue
Lot 34 – Behind Visitors Center with 3, 5 & 10 hour meters available
Haigis Mall – 2 hour maximum on meters
Lot 62 - Adjacent to Fernald Hall with 3 hour maximum on meters, limited spaces available.

From the North: (Vermont, Greenfield) I-91 south to Route 116. Follow signs on 116 “To the University of Massachusetts.” Exit ramp leads to Massachusetts Avenue. Turn left (east) on to Massachusetts Avenue toward the campus. Continue through one light and watch for Lot 34 by the Visitors Center on your right and the entrance to Haigis Mall on your left.

From the South: (Springfield, Holyoke) I-91 north to Route 9. East on Route 9 over the Coolidge Bridge and through Hadley. Left at Route 116 (across from Staples) heading north toward campus. Right at first exit at “University of Massachusetts” bear right onto Massachusetts Avenue toward campus. Continue through one light and watch for Lot 34 by the Visitors Center on your right and the entrance to Haigis Mall on your left.

From the West: (Northampton, Pittsfield) Route 9 east through Northampton and over Coolidge Bridge. Follow remaining directions from “From the South” above.

From the East: (Belchertown, Ludlow) North on Routes 21, 181 or 202 to Route 9 into Amherst. Right on to North Pleasant Street (main downtown intersection), north through center of town. Turn left at Triangle Street (Bertucci’s Restaurant on your right), rejoining North Pleasant Street. To reach Lot 34 and Haigis Mall continue on main road which becomes Massachusetts Avenue. Haigis Mall will be on your right, Lot 34 on your left.
For Concert Hall, Rand Theater and Bowker Auditorium – Patrons traveling by car are encouraged to park in the parking garage. Discounted parking is available in the garage for $1. A parking permit is required for discounted parking in the garage. Call the Programming Office if you require permits at (413) 545 – 0190. All other parking on campus is at available meters at the rate of $1 per hour. Parking is enforced Monday – Friday, 7AM – 5 PM.

Buses will drop-off students as indicated on map. Buses will be given parking instructions by Campus Security.