

RAINBOW DANCE THEATRE

ILUMIDANCE



About the Performance

Dancing light! In this interactive performance, students get to see three dances featuring electronic costumes, props and puppets. The light wire technology not only enchants students with professional dance, it gets them excited about the “technology” component of STEM learning. The dance artists reveal how they use the STEM engineering design process to create innovative new technologies in dance art, such as wearable electronic costumes and electronic puppets. Students participate in demonstrations of how engineering design and coding are used to create dances, and selected students are invited up to create their own “ilumidance” with a five-foot-tall light wire puppet. K-12

About the Company

Darryl Thomas and Valerie Bergman are the founders and co-artistic directors of Rainbow Dance Theatre. Darryl is an associate professor of dance at Western Oregon University in Monmouth. He has trained professionally and is a former member of Pilobolus Dance Theatre. Valerie is Guest Artist in Dance at Western Oregon University. She has performed, choreographed and taught Ballet, Modern, Haitian, Hula, Hip-Hop and West African Dance throughout the world. Rainbow Dance Theatre has toured its multicultural dance performances throughout the mainland United States, Canada, Mexico, Europe and Asia to both critical and popular acclaim.



THEMES:

- *Dance*
- *Electronics*
- *Light*
- *Movement*
- *Physical Education*
- *Practice*
- *Rhythm*
- *Skill*
- *Technique*
- *Technology*



Activities

Pre-Show Activities

Shadow Puppets (10 minutes) [K-7]

Use a projector to create any shadow puppets you know how to make with your hands to show the class. Invite students up one by one to share shadow puppets that they know how to make. Or alternatively, hand out flashlights to pairs of students and let them take turns creating shadow puppets along the walls of the classroom.

Transparent, Translucent, Opaque (30 minutes) [K-7]

For this activity you will need a projector and a collection of objects. You will need one object for each student. Examples include: rocks, crystals, leaves, lenses, papers, plastics, fabrics, or glasses. On the board write the following headers: transparent (lets light pass through and you can see clearly through it), translucent (lets some light through but you cannot see clearly through it), and opaque (does not let any light pass through and you cannot see through it).

Hand out one object to each student, inviting them to place their object under the header they guess matches their object. Then, using a projector or a flashlight, place each object in front of the light and determine as a group whether it is transparent, translucent, or opaque.



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Post-Show Activities

Drama into Dance (15 - 45 minutes) [K-7]

Provide each student with a dancing prop that waves in the air and can represent light (e.g. juggling scarves, rhythmic gymnastics ribbons, or streamers). Play music for students to freely dance to, inviting them to use different parts of their bodies, vary the speed of their movements, move through space in different ways, and create different shapes with their prop.

As an extension, let the class know they will be creating a dance in partners. With the dance they must show with their movements that they are both curious about, and a bit scared of, their object. Place simple objects (closed boxes work well) around the space, and assign a pair of students to each object. Play an exciting or intense piece of music while the students practice, then invite each pair to share their dance with the class.

Costume Design (20 minutes) [K-7]

Invite students to draw their own lighted costume for an imaginary character in a dance. Guide them to include detail such as colour, line, shape, space, and how the lighting contributes to the dance of their character.

Glow in the Dark (30 minutes) [K-4]

This is a two day activity. Have each student completely colour a piece of paper with bright coloured crayons. Then paint over the crayon page with black acrylic paint. The next day, provide students with toothpicks (or barbecue skewers depending on age) to scratch away a design in the black paint to create their own "glow in the dark" image.

Backstory (45 minutes) [4-7]

Choose one of the dances from the show to focus on and with the class recall key details about the dance. Then introduce the idea that dance is a language, and invite guesses from the class as to what they thought the "story" was that the dance was trying to communicate. Give students the rest of the time to write their own version of the story behind the dance.

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