

# **Weight Sharing and Partnering Workshop**

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## TEKS

**§117.56. Dance, Level I.- Knowledge and Skills: 1(A-D), 3(B-D)**

**§117.57. Dance, Level II.- Knowledge and Skills: 1(A-D), 3(C-D)**

**§117.58. Dance, Level III.- Knowledge and Skills: 1(A-D), 3(B-D)**

**§117.59. Dance, Level IV. .- Knowledge and Skills: 1(A-D), 3(B-C)**

**Activities-** Build and create an entire dance. This process can take up to three weeks. Pick a few pieces of music each with very different dynamic qualities. Find a pieces of music that are at least 5 minutes in length.

**Points of Discussion:** Before starting this process, discuss the 6 Qualities of Movement with your students: Pendular, Suspended, Sustained, Percussive, Collapse and Vibratory. This will give them the tools that they need for the following activities. Also discuss the importance of respect and communication between teams/partners. They should not try any weight sharing or hooks and ledges without communicating to prevent injury.

**To Get Started:** You will need some ice breakers to create a comfortable class setting where the students feel free and inspired to create.

### 1) Leading with a body part

- Write their name with a body part- have them experiment with a few
- Travel across the floor leading with a body part- have them switch body part halfway across the floor and they have to switch levels

### 2) Guided improvisation

- Make your favorite food- the students will do abstract (not pantomime) movement interpreting the process of making their favorite food. Have them get in partners and see if they can guess what the other person is making.

## **The Dance**

- 1) Positive/ Negative Space- A&B and then alternate. Lead with a body part during transitions.
- 2) Basic Weight Share- go to a different partner and transition using sustained movement.

- Facing partner- lean away, sit and stand
  - Back to back- lean into each other, sit and stand
- 3) Students create their own weight share- BE CREATIVE! Experiment with lifting a leg off of the ground, different levels and facings.
  - 4) Hooks & Ledges- Go to a different partner and transition using percussive movement
    - Base- all fours, stand in 2<sup>nd</sup> with hands on knees, lunge.
    - Side Tilt, upside down
  - 5) Students create their own hook/ledge.
  - 6) Groups of 4- transition using suspended and collapse movement. Work in groups of four and create an image utilizing positive/negative space, weight share and hook/ledge. Make sure to keep it interesting from all angles and levels.
  - 7) Groups of 8- transition using pendular movement. Create another shape using positive/negative space, weight share and hook/ledge. Use eye contact and rehearsal to make it seamless. Make sure the group knows the order.
  - 8) Circle of 16- transition in a quality and level of your choosing and create a circle. Make a web using weight sharing. Keep it constantly moving and create another web.
  - 9) Run & Jump- Eight people face each other, four on each side and connect at forearms. They need to stand in first position parallel in a plie. One person runs and jumps into their arms face down. Everyone spread out and melt except for 9 people that do the run and jump. You could have your whole class participate and have several groups of nine.
  - 10) Finish with a long diagonal using positive/ negative space. While waiting to go to the diagonal create your own personal shape.

**Performance:** Try this piece of choreography with two entirely different pieces of music and see if the performance quality changes. The students can also write about the process and what they discovered about their own creativity, strengths, weaknesses, etc. You can also video this piece and have them watch it. They will love watching each other.