

"THE 23RD ANNUAL SAVANNAH BLACK HERITAGE FESTIVAL"
FEBRUARY 1-16, 2012
PRESENTED BY THE CITY OF SAVANNAH AND SAVANNAH STATE UNIVERSITY
"JOURNEYS, PASSAGES AND TRANSITIONS"



Featuring: Ballethnic Dance Company from Atlanta, GA

SCHOOL DAY EXTRAVAGANZA

Friday, February 3, 2012

11:00 A.M.

Johnny Mercer Theater

Savannah Civic Center

Grades 4th - 9th

And Interrelated Classes

Teachers, students, and parents/guardians are invited to participate in the Eleventh Annual Black Heritage Festival School Day Extravaganza Activities, sponsored by the City of Savannah's Department of Cultural Affairs *and produced by Savannah State University*.

The performance will take place at the Johnny Mercer Theater. You would need to submit confirmation of attendance and seat reservations with Dr. Jerrie Wichman of the Savannah Chatham County Board of Education by Tuesday, January 23, 2012. Please note the seats will be released after that date. For details on the performing company, you may go to the dance company's website at: www.ballethnic.com

Objective: The School Day Extravaganza activities will enhance the reading, social studies, language arts, visual, music, performing arts, and research skills of the student.

Goal: Increase the academic performance of the students in reading, research, organizational skills, creative productivity, writing and presentation of data.

Focus: A revelation of the differences and similarities of song and dance styles, movements, sequences, structures, steps, vocabulary, and hand movements of diverse cultures.

Mission: All students will relate and compare the transition of song and dance into the American Culture.

**Shirley B. James, Coordinator, Savannah Black Heritage Festival
*School Day Extravaganza Committee***

Mattie B. Johnson, Committee Chair

Bettye A. Battiste

Betty Bess

Keri Carrasquillo

Thomi Dawson

Mary Ann Goldwire

Barbara Magwood

Betty Mitchell

Ivy Richardson

Julia Sheffield

Deborah Stanley

GEORGIA PERFORMANCE STANDARDS FINE ARTS, DANCE, AND GENERAL MUSIC EDUCATION

I. Foundations – Fundamental concepts, principles, and skills of dance

A. Identifies and demonstrates movement elements, skills, and terminology in dance

- Participates in warm-up activities related to strength, muscular endurance, and flexibility
- Demonstrates an understanding of basic dance terminology and technique
- Develops focus, control, and coordination in performing a combination of locomotor and axial movements
- Demonstrates kinesthetic awareness through body parts and isolations and connects the body to one's kinesphere
- Demonstrates the ability to transfer weight, change direction, and maintain balance
- Identifies dance vocabulary from multiple sources

B Recognizes concepts of anatomy and kinesiology in movement

- Understands major muscles involved in external rotation (turn-out), and important related alignment principles involved in its proper execution
- Recognizes that proper alignment facilitates efficiency of movement
- Understands imagery (ideokinesis) and its ability to increase efficiency of movement
- Identifies basic principles of injury prevention for dance

C. Understands and applies music concepts to dance

- Investigates syncopation, polyrhythm counterpoint, and call and response within instructed and created dance phrases
- Phrases movements artistically, aesthetically, and musically

II. Creating - Expression of ideas, experiences, feelings, and images

A. Demonstrates an understanding of creative/choreographic principles, processes, and structures

- Identifies the elements of choreography
- Discusses ways to document dance choreography (e.g., photography, video, writing computer programs)
- Manipulates the elements of personal choreography
- d. Recognizes a variety of structures or forms (e.g., AB, ABA, canon, call-response, narrative)

B. Demonstrates an understanding of dance as a way to create and communicate meaning

- Recognizes how the use of choreographic structure is used to communicate meaning in a dance
- Demonstrates the use of theme through movement

III. Response – Reflection, analysis, and evaluation

Demonstrates critical and creative thinking in all aspects of dance

- Critiques movement qualities and choreography using the elements of dance (e.g., spatial design, variety, contrast, clear structure)
- Observes and formulates opinions about the quality of dances on the basis of established criteria
- Engages in self-reflection as creator and performer
- Engages in self-assessment as creator and performer

IV. Connections – Exchanging and relating ideas, experiences, and meanings

A. Demonstrates and understands dance in various cultures and historical periods

- Describes the similarities and differences in dance movement from various cultures and forms
- Describes how other arts disciplines are integrated into dance performances
- Identifies and explores various dance genres and innovations throughout historical time

B. Recognizes connections between dance and wellness

- Explains how health and nutrition enhance dance ability
- Defines the elements of personal safety in dance
- Demonstrates respect for one's well being and the well being of others
- Describes how dance builds physical and emotional well being (positive body imaging, physical goals, creative goals, focus/concentration)

C. Integrates the use of technology and new media

- Explores the use of media and technology to communicate about dance
- Explores the use of media and technology to create dance
- Explores media and technological tools to enhance dance performance (e.g., lighting, sound)

D. Demonstrates and understands dance as it relates to other areas of knowledge

- Identifies and explores various dance genres and innovations throughout historical time periods
- Uses a variety of resources to investigate dance genres
- Identifies and explores various dance related professions