

# NEW



# VICTORY

# DANCE

## SUMMER 2020



**NEW VICTORY DANCE** has been made possible, in part, by a generous grant from the **BLAVATNIK FAMILY FOUNDATION** in honor of **DAWDIE APPELSON** a teacher, arts enthusiast and life-long supporter of the performing arts.



**THE NEW VICTORY® THEATER**  
[NewVictory.org/SchoolTool](http://NewVictory.org/SchoolTool)

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# NEW VICTORY® EDUCATION

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New Victory opens new worlds to young people and families through extraordinary performances, education and engagement programs. Bringing kids to the arts and the arts to kids since 1995, this nonprofit theater has become a standard-bearer of quality performing arts for young audiences in the United States. Featuring artistic disciplines and traditions from a multitude of cultures, New Victory presents theatrical stories and experiences that spark the imagination and broaden our understanding of the world and our place in it.

NEW VICTORY Education has made it possible for more than 610,000 students across 200 NYC schools to experience international performing arts with their classmates for little to no cost. Typically serving approximately 40,000 schoolkids every year, New Victory pairs these visits with free, arts-based classroom workshops and residencies, and offers professional development for educators who want to incorporate the arts into their daily curriculum.

Powered by New 42, New Victory is committed to arts access for all communities of New York to experience and engage with the exemplary international shows on its stages. The nonprofit is celebrated for programs including NEW VICTORY Dance, which provides free dance performances and education to NYC summer schools; SPARK, a multi-year program to infuse arts-deprived school communities with live performing arts and arts education; and GIVE, a new initiative to address equitable student engagement in inclusion classrooms.

## NEW 42

Under the leadership of President Russell Granet, New 42nd Street is a cultural nonprofit whose mission is to make extraordinary performing arts a vital part of everyone's life from the earliest years onward. Driven by a deep commitment to performing arts access, we connect people to world-class performances, essential education and employment programs, and creative communities that push culture forward. Through New Victory and New 42 Studios, New 42 serves artists, educators and New Yorkers of all ages with invaluable arts engagement and resources in and beyond the performing arts. Together with our supporters, New 42 opens new perspectives, incubates new works and creates new opportunities to move us all.

### NEW VICTORY® SCHOOL TOOL® Resource Guides

Filled with practical, engaging and ready-to-implement activities that allow any teacher to incorporate performing arts into their curricula, NEW VICTORY SCHOOL TOOL Resource Guides are designed to enrich students' arts skills and creative expression.

During a typical NEW VICTORY season, NEW VICTORY SCHOOL TOOLS are available to school partners for every show, designed for educators to explore the artistry and key themes of each production.

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NEW VICTORY® SCHOOL TOOL® Resource Guides are made possible by a generous gift in memory of Fr. John R. Scarangelo, OFM whose lifelong passion for the theater was a powerful influence on all who were fortunate to know and love him.

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# OUR GUIDING PILLARS

*Want to know what guides the work we do in NEW VICTORY Education?  
The Guiding Pillars on this page are the foundation of how we strive  
to cultivate collaboration and creativity for everyone!*

## ARTS FOR ALL

How is the work accessible to and inclusive of everyone?

## ART FORM

How are we honoring and exploring the technique of the art forms presented on our stage?

## COMMUNITY

How are we encouraging ensemble and collaboration within the communities we work with?

## CREATE

How can we activate art-making and creativity to explore the art form in each production?

## DISCOVERY

What methods are we employing?  
What questions are we asking to encourage opportunities for meaning-making, deepening understanding, inquiry, curiosity, risk-taking and learning about oneself, one's peers and the world around us?

## PLAY

How is the work sparking imagination, encouraging joy in learning and evoking laughter?



# NEW VICTORY Dance School Tool

In this NEW VICTORY SCHOOL TOOL Resource Guide, you will find ready-to-implement art form-based activities, creativity pages and unit plan brainstorms adaptable to the needs of any learning space. Each page provides myriad opportunities for educators, caregivers and kids to bring stories to life, explore emotions, sing, move and ignite their vivid imaginations. Plus, the last section of this School Tool features a host of family engagement activities specifically geared toward bringing the arts, and a sense of play and discovery, directly into students' homes!

## Standards

### NEXT GENERATION LEARNING STANDARDS

Reading: 1; 2; 3; 4; 5; 6  
Writing: 2; 3; 4; 5  
Speaking and Listening: 1; 2; 3; 4; 5; 6  
Language: 1; 2; 3

.....

### NEW YORK STATE LEARNING STANDARDS FOR THE ARTS

Creating, Performing, Responding, Connecting

.....

### BLUEPRINT FOR TEACHING AND LEARNING IN THE ARTS

Dance Making, Developing Dance Literacy, Making Connections  
Theater Making, Developing Theater Literacy, Making Connections  
Art Making, Developing Art Literacy, Making Connections

.....

# NEW VICTORY DANCE COMPANIES



**Keerati Jinakunwiphat** is a freelance choreographer and the founder and artistic director of project-based company, DIVE. The Company uses a raw energy to mold an intriguing way of storytelling through high physicality and human connection. Inspired by many works of films, music, culture and literature, Keerati and DIVE find a physical parallel in building imagined worlds and relationships. *Good Island* is a place where *Lord of the Flies* meets *Where the Wild Things Are*. Together, these powerful men explore different degrees of rambunctiousness, sensitivity and competition. The piece employs high physicality and athleticism as the mode of storytelling. Themes explored in this piece include competition and sensitivity.



**Ballet Nepantla** tells stories about Mexican and Mexican American people, about family, about love, and about struggles and triumphs. Through a fusion of Mexican folklorico and contemporary ballet, Ballet Nepantla explores the "in-between" spaces of trans-historical cultures. The state of Veracruz is a Latin American gateway for two foreign cultures: the conquering European and the enslaved African. Evident in the *mestizaje* (the mix of races), it fused a ternary part with native indigenous culture. In Ballet Nepantla's "Coco," an excerpt from *Sin Fronteras* you see Nepantla's interpretation of mestizaje culture (cultural and ethnic blending) through a beautiful fusion of West African dance and Mexican folklorico.



**Kate Weare Company** is a contemporary dance group known for a startling combination of formal choreographic value and visceral, emotional interpretation. As artistic director, Weare cultivates the individuality of dancers to unleash a chemistry onstage that is heartfelt yet precise and bold. Weare's dances deal with intimacy, power, identity, gender and the body's capacity for truth telling. This excerpt of *Sin Salida* explores tango sensibility through the lens of Weare's contemporary dance eye, upending tango's traditional gender politics and illustrating how women can produce the heat derived from tango in and of themselves. This duet is an excerpt from an evening-length collaborative work entitled, *Sin Salida* ("No Exit") that collided traditional Argentine tango with contemporary modern dance.

# NEW VICTORY DANCE COMPANIES



**Mozaik Dance** uses popping, house, contemporary and hip-hop as a way to innovate and speak about the human condition. This piece, entitled *Sad Hope*, focuses on the inner world we live in as humans, the connection to love, anxiety and how we relate to one another. It explores how we deal with our emotions in a world that is conditioning us to numb our feelings.



**Dormeshia** a two-time Bessie Award-winner, as well as the recipient of the Princess Grace Statue Award and Astaire Award. *And Still You Must Swing* combines three of the world's most notable and influential tap dancers and captures the heart and legacy of tap dance by honoring the jazz roots of this American art form.



**Jane Comfort and Company** has pioneered the possibilities of multidisciplinary dance since the '70s with dance/theater works that have explored the intersection of movement and text, often mixing high and low arts. The company recently celebrated its 40th anniversary with a retrospective concert that won a Bessie Award. Jane was also given a 2018 Lifetime Achievement Award by the American Dance Guild. *You Are Here* explores the intersection of movement and text—how city dwellers coexist without looking at or touching each other.



**IMGE Dance** uses rhythmic footwork, multilingual music and Indian storytelling to play with the darker parts of human nature. In these excerpts from *Envy*, Ishita Mili Global Exposé (IMGE), founded by Ishita Mili, combines Bharatanatyam, Indian folk dance, hip-hop and contemporary dance. By creating a new form of storytelling, combining mudras (Indian hand gestures), footwork and powerful body language, IMGE Dance forms a global language that examines different narratives from our cultural history using dancers from diverse perspectives.

# NEW VICTORY DANCE STYLES

### CONTEMPORARY

A free and expressive style of dance that breaks the boundaries of more structured dance forms, like ballet, tap and jazz.

### MODERN

A free and expressive style of dance that came about in response to more structured dance forms, like traditional ballet. Modern dance techniques include those crafted by Martha Graham and José Limón.

### SWING DANCE

This social dance form dates back to the 1940s consists of distinct variations like West Coast swing and the jitterbug. Performance versions include extreme athletic moves that distinguish them from everyday social swing dance.

### INDIAN

Indian dance is a combination of Bharatanatyam and hip-hop. Bharatanatyam is one of eight classical dance forms in India. This style of traditional dance is the intersection of dance, music, literature, philosophy, sculpture and spirituality. Each gesture and movement contains meaning and serves to tell a specific story.

### HIP-HOP

Hip-hop is a contemporary style of dance that includes a variety of dance styles like b-boying/ b-girling, popping and locking.

### TAP

This is a step dance with hard soled shoes or shoes with soles and heels to which taps have been added. This form first premiered in the 1820s and has since evolved into an integral part of the American cultural canon. To this day, people around the globe are still captivated by the tapping talents of the late Sammy Davis Jr., Gregory Hines and living legend Savion Glover.

### POPPING / STREET

Popping is a street dance derived from Boogaloo, an improvisational freestyle, improvisational street dance movement comprised of soulful steps and robotic movements.

### TANGO

Tango, which originated in the Rio de la Plata—the border between Uruguay and Argentina—is a partner dance and social dance created in the late 1800s. This dance was popular among European immigrants, enslaved Africans and the working and lower classes.

### CONTEMPORARY BALLET

Contemporary Ballet is a combination of classical ballet and modern dance. Just as there are myriad types and styles of dance, there are also many different types and styles of ballet.

### MEXICAN FOLKLORICO

Mexican folklórico is a term for traditional Latin American dances melding folk culture with the characteristics of ballet, such as the use of pointed toes and intricate choreography.

# **NEW VICTORY DANCE BRAINSTORMS**

**This chapter is filled with curricula brainstorms for educators, leaders and counselors to engage kids in various dance activities, and challenge them to create their own dance masterpieces!**





## WHAT'S YOUR STORY?

An artist's work is often inspired by the events unfolding within and outside of their personal sphere. At times, art is created to be observed and reflected upon. At other times, artists are moved to create art as a form of social or racial justice activism. Music and dance are no exception. For instance, Funk dance moves gave space for individuals to express themselves artistically in the 1970s, turning their art into activism. Have your kids work together in groups to create their very own social justice dance piece. In small groups, have your kids choose a topic or issue that is important to them and, using reliable sources on the internet, have them collect pictures and articles related to that topic.

**Note:** *These images will be used to help tell their story, so they should be varied and dynamic.* Work with your kids to brainstorm words and phrases that embody each image's themes and emotions. Combining the images with the words and phrases, have each group create a spoken word piece advocating for their group's cause. Then have each group create three tableaux (frozen pictures) that embody their spoken word piece. As a culminating event, turn these spoken word pieces into a living art gallery, step into the role of the docent of your kids' very own Museum of Social Justice. If everyone is on board, record these fascinating exhibits and share them with the world, helping to make your kids' voices and artistic works of art heard and seen.



## THE "MOVEMENT" MOVEMENT

Through art, allow kids to learn about and understand activism and examine their potential roles as activists! Have your kids embark on a visual research project in which their objective is to find photos of protests/activism either at different points throughout U.S. or World History, or seize this moment and focus on the Black Lives Matter movement. A few more examples they might choose from are: Vietnam or Iraq War protests, Women's Reproductive Rights and LGBTQ Rights.

Once each kid has found a photo they find compelling, have them research the events leading up to and surrounding that moment of protest or activism. Ask them to consider the political actions taken as a result of those protests, and what changes occurred for the larger population those protests served. Next, ask kids to choose one person in their photograph, put themselves in that person's shoes, become them and create a movement or dance piece inspired by their stance, posture, facial expression and position within the world of the photo.



## EXPLORING THE SCIENCE OF DANCE

Believe it or not, science and dance are linked! Work with your kids to explore the physics embedded in this art form! Lead activities, followed by reflective discussions, about such concepts as gravity, velocity, inertia, centripetal force and balance. For instance, without gravity, all of the dance moves featured in NEW VICTORY Dance simply wouldn't be possible. Then, use the experience of watching the show to inspire a research project about gravity and movement. To make this project more practical, have kids create a list of ways to test out these laws with their own movements or using objects found in their homes!



## ZOOMOGRAPHY: DANCE IN GALLERY VIEW

Tell your kids that the group is going to create a virtual dance video via Zoom, or any other video communication platform you choose! Your goal: to create a virtual dance piece featuring choreography by each of your kids! Tell kids that they are each to come up with a three-gesture or three-movement sequenced phrase. Guide and inspire them in their individual creation by asking: *What kind of music makes you want to dance? What is your favorite dance style? Who is your favorite performer? What kinds of moves would you like to feature?*

Work with your kids to decide what song you'd like to use. Then, give them time to adjust the moves they created to match the beat or mood of that song. Next, and here's the really challenging part, work with your kids to create the best sequence of everyone's dance moves, remembering to have kids choose small movements to do before and after their featured dance solo is in the spotlight! Once you've done this, it's time to record your virtual dance masterpiece. Finally, if everyone's on board, share your masterpiece with others like families, peers or the world and help your talented kids go viral!

**Tip:** Use this article, featuring Thao and the Get Down Stay Down's virtual video "Phenom," as inspiration! <https://bit.ly/381QW6q>



# **NEW VICTORY DANCE ACTIVITIES**

**This chapter provides educator-led activities that engage kids in the fundamentals of dance, exploring movement and creating a virtual dance piece!**



# SIMPLY THE B.E.S.T.

## BODY

### PARTS

HEAD  
ARMS  
HANDS  
PELVIS  
LEGS  
ELBOWS  
ETC.

### SHAPES

CURVED  
STRAIGHT  
ANGULAR  
TWISTED  
SYMMETRIC  
ASYMMETRIC

### RELATIONSHIPS

NEAR  
APART  
ALONE  
AROUND  
BELOW  
BESIDE  
ETC.

### BALANCE

ON  
OFF

## ENERGY

### FLOW

FREE  
BOUND

### WEIGHT

STRONG  
LIGHT

### FORCE

SMOOTH  
SUSTAINED  
SHARP  
SUDDEN

### STILLNESS

ACTIVE  
PASSIVE



## SPACE

### PLACE

GENERAL  
SELF

### SIZE

BIG  
SMALL  
NEAR REACH  
FAR REACH

### LEVEL

HIGH  
MEDIUM  
LOW

### DIRECTION

FORWARD  
BACKWARD  
SIDEWAYS  
DIAGONAL  
UP OR DOWN

### PATHWAY

STRAIGHT  
CURVED  
CIRCULAR  
ZIGZAG

### FOCUS

SINGLE  
MULTI

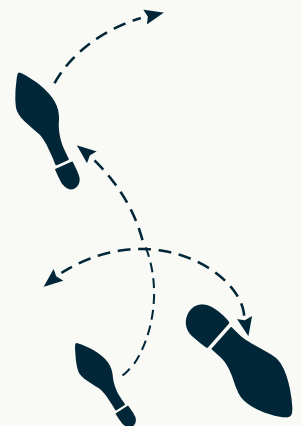
## TIME

### SPEED

SLOW  
FAST  
ACCELERATION  
DECELERATION

### RHYTHM

BREATH  
PULSE



**\*citation:** The Elements of Dance Sets have been created through a partnership of Walker Art Center and Perpich Center for Arts Education using frameworks and tools developed by Diane Aldis for Perpich professional development and outreach programs.

# IT'S A VIRTUAL WARM-UP!

Use this activity to get your kids warmed up and ready to dance!

1. Have your kids come to a standing position. Then, tell them it's time to warm up!
2. Play recorded music to accompany your warm-up and encourage your kids to find the beat of the music.
3. Instruct them to do each of the following moves with you for eight slow counts that are consistent with the beat of the music:
  - Roll your head from your right to left shoulder
  - Roll your head from your left to right shoulder
  - Roll your shoulders backward
  - Roll your shoulders forward
  - Rotate your arms in a circle forward
  - Rotate your arms in a circle backward
  - Roll your hips from right to left
  - Roll your hips from left to right
  - Rotate your right foot from right to left and left to right
  - Rotate your left foot from right to left and left to right
  - Roll your whole body down until you touch your toes: start by rolling your head downward, and then slowly roll down your spine
  - Roll your whole body up until you are back to standing: start by rolling up your spine and then roll your head up
4. Next, choose a different piece of music, giving the opportunity for your kids to find the new beat. Repeat the warm-up on a count of eight that works with the new song.
5. Change the music again. Repeat!

## REFLECTION QUESTIONS

*In what ways can warming up affect the rest of your day?*

*Why do you think dancers might use a warm-up like this one?*

*Do you have a warm-up that you do on a regular basis? When and why?*

*How might you turn this warm-up into a movement piece?*



# SHAPE UP

Have your kids start the process of creating choreography! Use shapes to inspire each kid to put different types of movement into their body. Ready? Let's move!

1. To begin, ask kids to identify different objects or furniture in their homes.
2. Next, tell kids to pick one of these items to inspire movement in different parts of the body. For example: Create a circle using your head (a plate), create a spiral with your knee (a corkscrew), create a triangle with your arm (handle of a teapot), etc.
3. Once kids have their item and have had time to explore this movement with their chosen body part, tell them to pick a different body part and try the same movement with that new body part.  
**Note:** *During this exploration, have them continue to pick new body parts for that movement until they find the one they like the most.*
4. Continue this activity by instructing kids to choose another gesture, movement or shape and put it into a different body part until they once again find what they like the most. Do this two or three times until kids have created three or four dance moves.
5. Then, tell kids to combine these moves into a sequence. Ask them questions like: *Which move comes first? Which is last? How do you transition between the moves?*
6. Give kids time to rehearse their sequence individually. Then, have them share out their four-move dance piece!

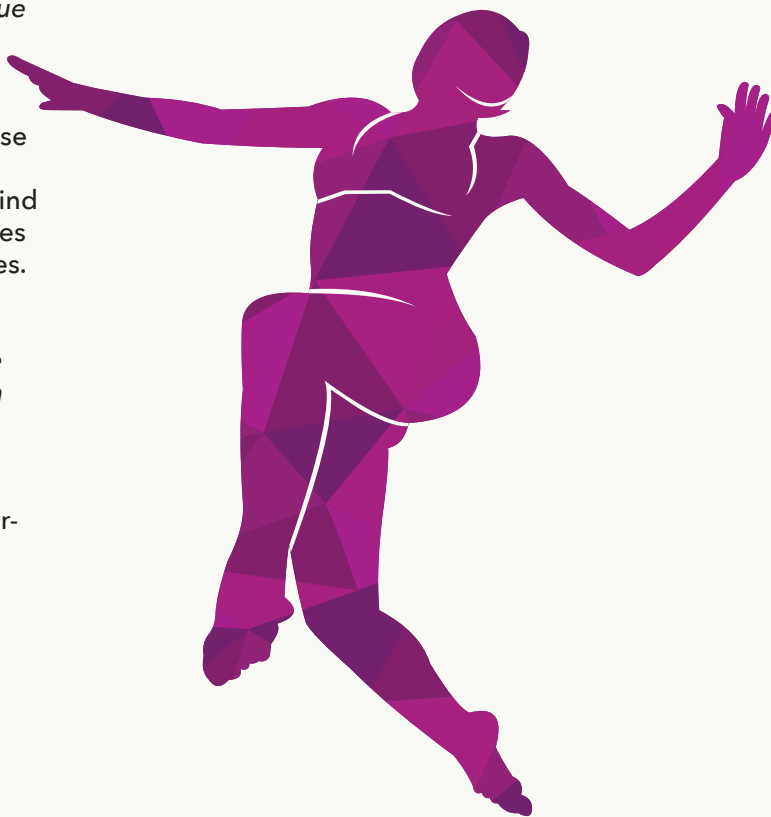
## REFLECTION QUESTIONS

*What was your favorite part of this activity?*

*What was it like to create shapes and movement inspired by objects?*

*What are other methods you can use to create movement?*

*What did you find challenging about this activity?*



# IN THE ZOOM WHERE IT HAPPENS

New Victory Dance has gone virtual and now it's your turn to do the same.  
Work with your kids to create a virtual movement piece!

**Materials Needed:** Virtual meeting space like Zoom, Whiteboard feature enabled, Zoom chat

1. To begin, tell kids that they are going to write and tell a collective short story about what it means to learn and create art in a virtual setting. **Note:** *This activity is about telling a story created by a collective unit of kids. While everyone's voice should be heard, this story should be less about one specific kid and more about the group as a whole as told through one collective voice.*
2. Ask each kid to write one or two sentences about what it's like to experience virtual learning. Then, have them read over what they've written and ask them to consider the emotion(s) they feel when reading it.
3. Tell kids to think about how to convey their text, utilizing the emotions they felt while re-reading their own written text, using their body in three different ways:
  - First, using only facial expressions.
  - Second, using one physical gesture.
  - Third, using one full fluid movement that embodies their emotion(s).
4. Next, work together to combine all of the written elements together into one cohesive story.
5. Now that everyone has contributed to creating a written piece and has had a chance to explore what it means to tell a story through movement, it's time to work together as choreographers to brainstorm the best physical movements to use to tell your story, line by line. **Note:** *Remember that emotions are key in storytelling!*
6. Once the class has come up with choreography, divide the class up into different creative teams: set designers, choreographers, performers (narrators, actors, movers, dancers) and sound designers! Give each team a task, for instance:
  - Set designers should choose a selection of images from the internet that can be used as the virtual backdrop of your movement piece.
  - Choreographers should mold the movements created by the whole group and choose how to use them throughout the piece.
  - Performers should decide who the narrators, movers and dancers are and when and where they speak or dance.
  - Sound designers should choose a piece of music to act as your dance piece's soundtrack!
7. Once it's all been created, record it and post your dance masterpiece for the world to see!

## REFLECTION QUESTIONS

*What surprised you most about this activity?  
How did it feel to work together, virtually, to create a movement piece?  
What changed for you from writing and reading your individual text when it was combined with your co-creator's text?  
How does it feel to turn personal notes into a theatrical dance piece?  
Did you learn anything about yourself or your peers through the creative process?*

# GETTING (SITE) SPECIFIC

Use this activity to guide kids in creating their very own individual site-specific dance pieces!

1. To start, ask kids to walk around their learning space and find a location in which dance wouldn't usually be performed. This location will be known as a "site."
2. Next, ask them to observe all of the objects and architecture in that site.
3. Then, as in the **Activity: Shape Up!**, ask kids to create a series of gestures and shapes with their bodies inspired by their site's objects and architecture.
4. Next, encourage kids to use their physical gestures and shapes as inspiration for creating a sequence of movements reflecting the shapes or the function of the objects and architecture in their site.
5. Finally, have kids share out their movement pieces, via Zoom or other virtual meetup platform, in ways that illustrate how and why their dance can only be performed in their chosen site!
6. After everyone has finished sharing, celebrate everyone's site-specific dance pieces with a communal dance party!

## REFLECTION QUESTIONS

*What surprised you most from this activity?*

*How did it feel to create a site-specific movement piece?*

*Did you learn anything about yourself or your peers in this activity?*

*What did you find most challenging about this activity?*



# NEW VICTORY DANCE MOMENTS OF CREATIVITY

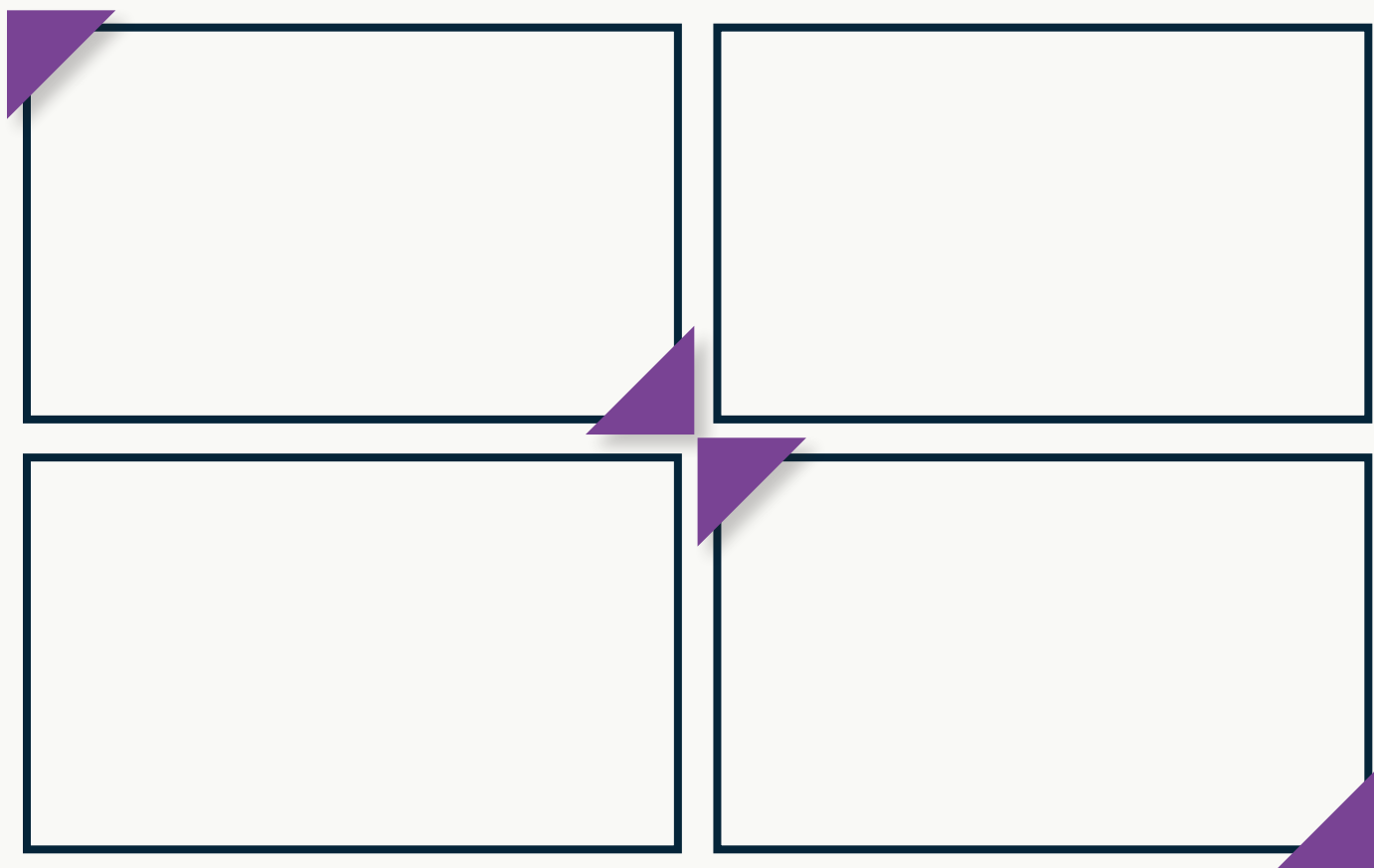
**This chapter includes Creativity Pages that engage kids in the art form of dance on their own terms, challenging them to create their own dance routines, design their own dance troupe posters and more!**





# DANCE BECOMES YOU

Dancers create works of art that are often personal, telling a story that is filled with layers of emotion. If you could create a unique dance that tells the story of who you truly are, what would it look like? What kind of attitude or tone would it have? What kind of music would you use? What would you want to express about your true self? On the lines at the bottom of the page, write or draw thoughts and emotions that come to mind. These words will inspire your dance! Then, in the four squares on the page, illustrate your dance sequence from beginning to end. Once you've finished, get up on your feet and bring your unique dance to life!



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# NAME YOUR TROUPE

Imagine you and your closest friends are a famous dance troupe and you're about to go on a world tour. Use the spaces below to name your troupe and design your very own dance show poster!

A white rectangular area with a small triangular cut-off on the left side, intended for writing the name of the dance troupe.A large, empty white rectangular area intended for designing a dance show poster.

# THE DANCE MACHINE

In NEW VICTORY Dance, each individual performer possesses and shows off their most awesome, unique talents. What talents do you have? Take the quiz below to find out if you're a busker, a classically trained ballet dancer, a hip-hop artist or a freestyle wiz!

1. If you could dance in any space, what would it be?
  - a. On a subway train
  - b. In a Zoom meet-up
  - c. Ariana Grande's next music video
2. You have the chance to compete on "World of Dance", so you:
  - a. Choreograph a lyrical dance, accompanied by guitar
  - b. Put together a ballet number from the classic *The Nutcracker*
  - c. Create an original number inspired by social or political issues
3. Which color most represents your unique personality?
  - a. Hot pink
  - b. Sky blue
  - c. Forest green
4. What type of music do you enjoy the most?
  - a. Hip-hop
  - b. EDM
  - c. Classical
5. From the list below, choose your favorite time of day.
  - a. Morning, it's a fresh new day
  - b. Twilight, the day is winding down
  - c. Midnight, 'cause you're a night owl
6. If you were performing and noticed a sad audience member, what would you do?
  - a. Bring them up on stage and improvise a dance for them
  - b. Do the splits to impress them
  - c. Fake a fall to make them laugh
7. What makes you happiest?
  - a. Making people smile
  - b. Creating funny videos on TikTok
  - c. Learning a new skill
8. You're on stage with your dance partner and something is about to go terribly wrong! What do you do?
  - a. Stop in your tracks
  - b. Improvise a brand new dance move to distract the audience, saving your partner from embarrassment
  - c. Run away from it and hope it solves itself

**Add up your points and see what type of dance performer you are!**

**Legend:**

A's = 6 points each

B's = 4 points each

C's = 2 points each

**1 - 16 Points** = You're a jack of all trades! You've got all the moves, and you know how to entertain an audience!

**16-28 Points** = You're a classically trained ballet dancer! You know the foundations of dance well, but you can do most anything you put your mind to.

**28-40 Points** = You're a hip-hop artist! You've got fantastic moves and you know how to level up!

**40-48 Points** = You're a freestyle wiz! WOW, you have abilities beyond comprehension! People will do backflips when they see YOU in action!

# THE DANCER'S COSTUME SHOP

If you were tasked with designing your own unique dance costume for a show, what approach would you take? Put on your designer hat and use the space below to draw your costume rendering! Think about the functional needs of your costume, the era(s) or style(s) that would inspire your design, the type of material or fabric your costume would be made of and what type(s) of designs would be featured. Most importantly, think of the ways your costume showcases who you are. Draw your unique costume below!



# **NEW VICTORY DANCE REFLECTIONS**

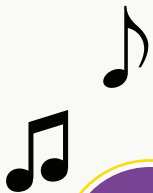
**Reflecting on NEW VICTORY Dance and voicing an aesthetic response is an important part of the viewing experience. This section provides kids with opportunities to articulate their own thoughts and share ideas with their peers, increasing the impact of the overall experience.**

# WHAT DID YA THINK?

Now that you've watched NEW VICTORY Dance, think about what styles of dance you saw, what types of music you heard and what emotions the performance(s) made you feel!

Can you think of any questions you'd like to ask the dancers or choreographers?

Write them on the numbered spaces below!

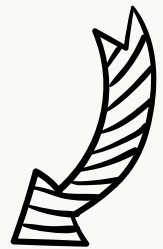


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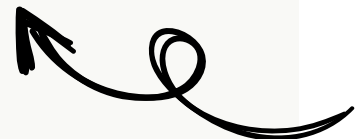


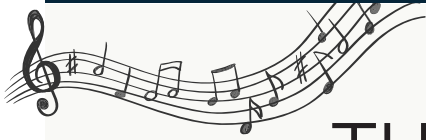
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# THE CRITICAL THINKER

The part of the show that grabbed my attention the most was

While watching the show,  
I had the strongest reaction to

The show made me think about

Before seeing this show,  
I didn't know that

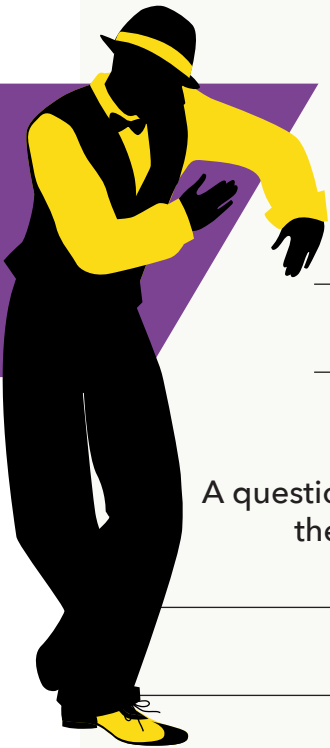
A question I have about  
the show is

If I were the choreographer,  
one thing I would change about  
the show is

One thing I saw during this show that  
I've never seen before was

Overall, the show  
made me feel

After seeing the show,  
my friends and I talked about





### SOURCES

**Keerati Jinakunwiphat** <https://keerati94.wixsite.com/dive/dive>

**Jane Comfort and Company** <http://janecomfortandcompany.org/>

**IMGE Dance** <https://www.imgedance.com/>

**Dormeshia** <https://www.divinerhythmproductions.com/DormeshiaSumbryEdwards.html>

**Mozaik Dance** <https://www.j9dance.com/mozaik>

**Kate Weare Company** <https://www.kateweare.com/>

**Ballet Nepantla** <https://www.balletnepantla.com/>

Production Photos:

Cein Lockefeller, Eduardo Patino, Ishita Mili, Jill Hobbs, Manuel Aleman, Robert Altman, Yi-Chun Wu

# A Land Acknowledgement



The New Victory Theater is on the island known as Mannahatta, now called Manhattan in Lenapehoking, the homeland of the Lenape people. These lands are the intertribal trade lands and under the stewardship of many more Nations. Among them are the Abenaki, Canarsee, Haudenosaunee Confederacy, Manhasset, Marsapeague, Matinecock, Merrick, Mohegan, Mohican, Montauks, Munsee, Nesaquake, Rockaway, Secatogue, Setalcott, Shinnecock, Taíno, Unkechaug and Wappinger. We acknowledge the systematic erasure of many Nations and recognize those still among us.

New York City is home to over 115,000 intertribal Native American, First Nations and Indigenous peoples, the largest out of any urban city across Turtle Island (known today as North America). Some have been born here with family roots in New York and the areas' surrounding Nations that go back for generations. Others have come to New York City to find what they couldn't find anywhere else. Each one contributing to the rich and diverse culture that is the New York City's urban Native community today.

We at New Victory pay respect to all Native peoples, past, present and future, and their continuing presence in the homeland, throughout the Indigenous diaspora. We offer our care and gratitude to the Indigenous peoples of many Nations who continue to act as stewards of the land to this day and encourage you, our audience, to learn more about these vibrant communities among us.



Thank you to Ty Defoe, IBEX Puppetry,  
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