

## Guidelines for Teachers

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### Curriculum Connections:

- Dance
- Writing
- Media Literacy

### Learning Goals:

- Recognizing and appreciating how dancers connect and communicate through live performance and media
- Experiencing, responding to, and analyzing contemporary ballet through reflective and critical writing
- Exploring Aszure Barton's *Come In* as a piece of living art

### Big Ideas:

- Dance is a living art form
- Choreographers and dancers use the language of dance to communicate
- Choreographic works evolve as dancers' bring their own interpretations, identities, and experiences to the piece

### Big Questions:

- How do choreographers use the elements of dance to create movement experiences?
- What can we learn about each other and ourselves through collective artistic experiences?
- How do choreographic works originate? How do dancers, choreographers, and audiences keep choreographic works alive?
- How can media texts facilitate a collective arts experience when we are physically separated?
- How does choreography evolve over time?

### Getting Started:

- Assign the whole guide to your students as an extended project or pick and choose sections to assign at different times.

Watch *Come In*: [www.nbs-enb.ca/loveballet](http://www.nbs-enb.ca/loveballet)

# Student Viewing Guide

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## **Come In**

Choreography: Aszure Barton

Staged by: Jonathan Alsberry

Répétiteur: Shaun Amyot

Music: Vladimir Martynov

## **About Aszure Barton:**

Canadian choreographer Aszure Barton is the founder and director of Aszure Barton & Artists. Barton was the first artist-in-residence at The Baryshnikov Arts Center in 2005 and has been a resident artist at The Banff Center since 2009. Barton was born and raised in Alberta, Canada, and received her formal training at Canada's National Ballet School (NBS) where, as a student, she helped originate the Stephen Godfrey Choreographic Showcase. She graduated from NBS in 1993.

## **About Come In:**

Aszure Barton's *Come In* was first created for thirteen dancers, including Mikhail Baryshnikov and Hell's Kitchen Dance. When Barton was an artist in residence at the Baryshnikov Arts Centre, Mikhail Baryshnikov shared a CD of Vladimir Martynov's score with her. In 2006, Baryshnikov reached out to Aszure, expressing his interest in being part of her creative process using Martynov's score as a guide. Through this process she began to find "humanity in the moments between the dance movements" (Barton), and collected a series of gestures that became the foundation for the work. After collaborating with Baryshnikov, she grew the cast to create a work that highlights individuality and oneness, with a sense of community that moves in the same direction with patience and humility.

When Mavis Staines, Artistic Director and CEO at NBS, approached Aszure to set a choreography on the professional students, she asked that Aszure work with an all-male cast. This newest version of *Come In* was modified for NBS students, and has been performed numerous times by an evolving cast of NBS students in Toronto, at the Mariinsky theatre in St Petersburg, and at the Holland Dance Festival.

## **Before watching Come In:**

Who is Mikhail Baryshnikov?

- Do a quick internet search to find out about who Mikhail Baryshnikov is and what his impact has been on the world of ballet.
- Write a paragraph or point form notes highlighting interesting information you found

Take a moment to reflect. Read and think about the following statements:

- How can artistic works be remounted and reinvisioned over time?
- Think about a time you created a piece of art for someone else or with someone in mind.

## **Watch Come In:**

*Because this is a recorded performance, you can watch it once through to fully experience it, and then again to take notes.*

**Take Notes:**

Use this graphic organizer to take notes before, during, and after watching the performance.

<b>Before</b>		
Title:		
Performance Date:		
Choreographer:	Composer:	Dancers:
Story/Theme (in your own words):		

<b>During</b>
<p>Fill in this checklist as you watch. Look for:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Dancers moving in unison</li> <li><input type="checkbox"/> Dancers moving differently at the same time</li> <li><input type="checkbox"/> Dancers moving quickly</li> <li><input type="checkbox"/> Dancers moving slowly</li> <li><input type="checkbox"/> Dancers changing formations</li> <li><input type="checkbox"/> Dancers moving along a pathway</li> <li><input type="checkbox"/> Smooth movement</li> <li><input type="checkbox"/> Sharp movement</li> <li><input type="checkbox"/> Circular shapes</li> <li><input type="checkbox"/> Angular shapes</li> </ul>

<b>After</b>		
	<b>Draw</b>	<b>Write</b>
A memorable moment:		
A dancer who stood out to me:		
When I was watching I felt:		
Describe the music:		

### Comprehension Questions:

After watching *Come In*, use your notes to answer the following questions.

1. What is the title of the piece? Do you think the title suits the piece? Explain your answer.
2. How did the choreography make you feel? Use three different emotion words in your answer.
3. Choose **three** adjectives to describe the music.
4. How many dancers are in the performance? What kind of an effect do the solos have? What kind of an effect does group dancing have?
5. What kinds of relationships and friendship do you see in the piece? Describe two examples, emphasizing the movement.
6. What kinds of everyday gestures do you see in the piece? Describe two examples.

**Creative Activity:**

After watching *Come In*, complete **one** of the following activities.

Activity 1:

Think about the following words. How does the meaning of each word apply to the choreography? Write a short poem based on each word, connecting to your feelings watching the choreography.

- a. Patience
- b. Honesty
- c. Humanity

**OR**

Activity 2:

Who's artistic voices are present in *Come In*? How are those voices heard through movement and music? What do you think they are saying? Create a one-page comic strip representing a portion of the choreography. Include some written dialogue.

**Journal:**

After watching *Come In*, write responses to the following questions.

1. Did watching the choreography bring up any memories for you? Why do you think that memory came up?
2. How can you communicate without using your words? Give three examples.
3. How can choreography change when different dancers perform it?
4. Have you ever created a work of art for someone else? Did you create it with them? Was it inspired by them? Or was it a gift?