



## HSDC EDUCATION & COMMUNITY PROGRAMS

Jason Palmquist, Executive Director  
Glenn Edgerton, Artistic Director

“My students are more fluent thinkers because of their work with improvisation and risk-taking. Dance differentiates learning in ways I did not envision.”  
-Beth D'Amatangelo, Burley Elementary



Students at Faraday Elementary explore balance and counter balance.

# *Movement As Partnership* Hubbard Street Dance Chicago Grant Application 2010 - 2011

*When bodies move, minds soar.*

### **HSDC Education & Community Programs**

Kathryn Humphreys

**Director**

Sinead Kimbrell

**Manager**

Sarah McCarty

**Research & Programs Coordinator**

Kristen Gurbach Jacobson

**Community Programs Coordinator**

Hubbard Street Dance Center's Education & Community Programs (HSDC) works to advance dance education knowledge in the Chicago Public Schools through long-term partnerships with select schools. These partnerships are dedicated to creating a deep knowledge base for dance education in each school, with committed teachers and an administrative team that understands the power of real, integrated dance instruction. HSDC *Movement As Partnership* grants to schools provide teaching artists and educators the opportunity to plan, teach and learn together to create exciting and meaningful integrated curriculum, which challenges students and takes learning to new levels. The MAP program is a 3-year partnership, with each partner contributing knowledge and resources.



Students explore over, under, around and through.

HSDC's integrated approach to dance education brings students into the world of dance through a variety of explorations that actively engage them in perception, research, reflection, and discussion. Our process-based curriculum, developed in partnership with the classroom teachers involved in our programs, assists students in discerning and strengthening basic proficiencies that readily apply across the curriculum and throughout life, developing skills of analysis, abstract thinking, interpretation and problem-solving that are as relevant to studying a dance work as to analyzing a work of literature or exploring physics.

In addition to furthering dance knowledge throughout CPS, HSDC's MAP program is focused on creating effective teams, both in and out of the classroom. To facilitate this goal, each partnership team engages in substantial professional development with teachers and teaching artists from across Chicago. These highly rated workshops are taught by HSDC faculty, as well as veteran partnership teachers and teaching artists and utilize best practices in teaching and current research in dance so that teams can discover how integrating the kinesthetic teaching practices of dance affects overall student learning, while also building their dance knowledge. Residencies are structured to allow for shared planning time by the teacher/teaching artist teams, which allows for the creation and implementation of integrated units to fulfill the needs of their particular students. Working towards co-teaching, classroom teachers and teaching artists model the strength of teamwork through collaboration, cooperation and communication.

## **Movement As Partnership – Program Structure Year 1**

MAP partnerships work with the teachers and students at one or two (consecutive) grade levels, while working to impact the entire school community through professional development opportunities and family workshops.

### **Phase 1: Application**

- *Application*  
An application is distributed to all CPS elementary schools.
- *Review*  
Once applications are reviewed, approximately 10-15 applications will be selected for further review. Staff from these schools will be invited to HSDC so that we can learn more about each school and staff can ask questions about our work.
- *Selection*  
Site visits may be conducted at select schools to meet the administrative team and assess suitability. Five to seven new MAP partners will be chosen from this application based on the quality of the application, evidence of adequate administrative and teacher support for the goals, time needed to complete all aspects of the program and demonstrated interest in using the partnership with HSDC to advance dance education in the school.
- *Notification*  
Schools will be notified of their status in the program by June 1, 2010. These schools will join our veteran partnership teams to complete the network of MAP partnerships throughout Chicago.

### **Phase 2: Planning and Professional Development for selected schools**

- *Steering Committee*  
Each school will form a steering committee, made up of the principal, participating classroom teachers and specialists to guide the partnership and ensure its connection to school goals. This team will meet regularly during the residency, as well as attend an annual cross-site meeting, to learn about the benefits and structure for an in-school dance program and decide how best to fit a dance program into their unique school environment.
- *Summer Institute*  
Relevant members of the steering committee (participating teachers plus at least one specialist or administrator) will have an introductory professional development workshop (Move Right Into Reading, August 9-12, 8:30 am – 12:30 pm) to introduce the vocabulary, concepts and processes of dance education that assist in planning and understanding student learning through dance. HSDC offers CPDU's, Lane Credit and graduate credit for the Move Right Into Reading course. Topical one-day summer institutes are offered for teachers in years 2 & 3 of the program.
- *Residency Planning*  
Each team will meet with the teaching artist and HSDC staff throughout the residency process (approximately 8 hours during the school year) to plan the residency and schedule all activities. While the major planning meeting takes place during sub time, HSDC also offers CPDU's for any meetings outside of school hours.
- *Network Connections*  
HSDC holds an annual network meeting, generally in February, for all MAP network partnerships. Looked forward to by all partners, this half-

day retreat offers the opportunity to gather new ideas and share feedback about the residency process with peers.

- *Embedded Research*  
Research is an integral part of all HSDC residencies, allowing us to understand what works in the classroom as we constantly strive to improve our practice. Louanne Smolin, Ph.D., serves as our Research Consultant and develops with us a series of inquiry questions that guide our work together. All partnership schools are required to participate in this CPS IRB approved research and to assist in obtaining parent permissions as needed.

### **Phase 3: Residency and Performances**

- *Planning*  
Beginning in early October and continuing throughout the year, schools begin the residency, starting with planning meetings. Each school receives an 8 session residency, with an additional student sharing and a family workshop.
- *HS2 in your school*  
HSDC believes that viewing professional dance is an important part of the learning process. Each partner receives an in-school performance with Hubbard Street 2 which is open to the entire school population.
- *HSDC at the Harris Theatre*  
Students in the participating grade levels also receive tickets to attend a matinee performance of Hubbard Street Dance Chicago at the Harris Theatre for Music and Dance.
- *Residency*  
Participating teachers, along with the dance planning committee and teaching artist, will continue to meet regularly to adjust the program as needed, address issues and concerns and begin to prepare for performances. During this phase, teachers and artists will create inquiry-based lessons that engage students in in-depth dance learning, focused on big ideas that cross curricular boundaries to create truly integrated units. Exposure to two professional performances will push both students and teachers to new levels as they explore these processes.

## Examples of Integrated Units

What does a truly integrated dance residency look like? Through more than 10 years of work in the Chicago Public Schools, HSDC has developed numerous engaging dance integrated curricular and thematic units, a few of which we have included below.

At Healy Elementary the first grade teachers were interested in exploring new ways of teaching the science and math curricula. Over three years, three different units were developed, each focusing on a different part of the curriculum and all integrating concepts of choreography and dance vocabulary. Teachers discovered new ways of exploring science with their active young students. Units included *Sea Creatures*, which encouraged students to explore the different physiology and movement styles of the underwater creatures they were studying; a geometry unit where students investigated concepts of shape in math, movement and visual art; a *Solids & Liquids* unit to help these young students distinguish the differences between matter in a solid or liquid state. Students explored these differences through defining each state of matter's qualities/efforts and spatial arrangements of its particles, personal or shared.

At Burley Elementary, the team created a thematic unit on *Change*. Students looked at how global warming changes the environment in science, how Ancient Rome changed by its invasion of Ancient Greece in social studies, how events in a story shape and change a character in language arts and how changing a movement phrase using choreographic tools creates cohesive choreography in dance.

At Ruiz Elementary, students created complex choreographic structures to explore and explain natural phenomena such as plate tectonics, tornadoes, waves, earthquakes, etc. Working from basic vocabulary, these ESL students were encouraged to improvise to discover word knowledge and then, through revision and rehearsal, created movement studies based on their understanding of the scientific concepts.

At Pulaski Elementary, third and fourth grade teachers were interested in improving their students' use of and vocabulary for figurative language. Students looked at exaggeration across a variety of literary styles and explored these concepts through movement and writing to create compositions that utilized opposition, exaggeration and spatial relationships that embodied the literary styles they were exploring.

## Application Requirements

HSDC believes that all students deserve equal access to dance education, however it does not make sense for all schools to apply for an HSDC *Movement As Partnership* grant. Schools must commit both staff time and some funds to making this partnership successful and should examine whether this is the right initiative at the right time for your school.

- All applicants must be a Chicago Public School or Charter School;
- Schools must have or create a steering committee as outlined on page 3;
- Applicants must be capable and interested in long-term partnership (at least 3 years) to create innovative dance education programs, with a support system capable of integrating these programs into the school environment;
- Schools must be able to meet the financial obligations of the grant. Each school is responsible for paying for outside costs such as teaching planning and PD time as necessary, bussing to performances and a \$750 annual cash match to HSDC. HSDC provides \$15,000 of funding to cover staff time, professional development and residency costs, performances, research, documentation and program development;
- Each partner must commit to participating in all professional development activities, as outlined below.
  - Move Right Into Reading: An Introduction to Dance Integration  
All classroom teachers in the partnership must attend this accredited 15 hour course, August 9-12, 8:30 am – 12:30 pm at HSDC in the west loop. Additionally at least one member of the school's administration or arts faculty must also attend this course.
  - Planning and Documentation  
8 hours, October – May, dependent on residency schedule.
  - MAP Network Retreat  
4 hours, February 2011, at HSDC. The Steering Committee must attend this course.
  - Continuing Schools Professional Development  
8 hours, summer 2011 and 2012
- Each partner must commit staff resources and classroom time in support of the following residency activities;
  - Eight in-school residency sessions for 2-5 classrooms in one – two consecutive grade levels;
  - One in-school sharing of the residency process for fellow students and/or parents
  - One weekend or evening family workshop for parents and students
  - One in-school Hubbard Street 2 performance for the entire student body
  - One field trip to the Harris Theatre for Music and Dance for students participating in the residency
  - In years 2 and 3, 2 hours of staff development time to share the learning of the partnership with the entire faculty.

## 2010-2011 Partnership Application

**All applications must be received by 5 pm on Wednesday April 7, 2010.**

Applications must be typed, with all questions below answered, in this format. Applications will be accepted electronically at [education@hubbardstreetdance.com](mailto:education@hubbardstreetdance.com), by fax at 312/455-8240 attn: Kathryn Humphreys or by mail at: Hubbard Street Dance Chicago, Attn: Kathryn Humphreys, Director HSDC Education & Community Programs. 1147 W. Jackson Blvd, Chicago, IL 60607. Application questions should be emailed to [khumphreys@hubbardstreetdance.com](mailto:khumphreys@hubbardstreetdance.com)

- I. School portrait
  - a. Please provide a brief description of the school, the faculty, the neighborhood and the student population
  
- II. Mission and strategies for creating a quality instructional program and student-centered learning environment.
  - a. What is the school's educational vision and primary strategies for whole school improvement?
  - b. What are the school's 3-year goals for school improvement through this partnership?
  - c. In which clearly defined part of the school will the program be developed (i.e. contiguous grades such as 2-3, a small school within the school, etc.). Please keep in mind that HSDC can support no more than 2-5 classrooms in one or two (must be contiguous) grade levels.
  - d. What is the total number of teachers that teach in this part of the school?
  
- III. The major activities the partnership will carry out to reach those goals. (Such as steering committee meetings, planning time for developing the partnership's curricular work, development of specific curricular outcomes and appropriate assessments, exhibitions and/or performance sharings, parent programming, documentation, community events, etc.) and the primary steps in your partnership plan over the next 3 years.

Proposals will be judged on how innovative, rigorous and compelling their ideas are for school improvement.
  
- IV. Why are you interested in the HSDC Movement as Partnership program?
  - a. What qualities in HSDC make us the right partner for your school?
  - b. What qualities in your school make you the right partner for HSDC?
  
- V. Leadership
  - a. What is the principal's vision of the specific role HSDC will play in whole school improvement and the role the principal will assume in the partnership?
  - b. The name and position of the school liaison (cannot be the principal), responsible for distributing information and coordinating partnership activities, and the names and grades of teachers who will be actively co-planning and implementing arts-integrated teaching during year 1 of this initiative;
  - c. List arts specialists and arts programs in the school. What will be their relationship to this partnership? How can the arts specialists contribute to this work?

- d. List other curricular initiatives, external partners, and school improvement programs active in the school. How can HSDC and these partners and programs plan together to collectively best serve the school?

VI. Management and operations

- a. How is the school liaison's time scheduled to allow for partnership duties (coordinating schedules, distributing communications, attending steering committee meetings, preparing and submitting reports, etc.)?
- b. What is the partnership's plan for protected planning time during and in preparation for developing the work of the partnership (for instance, providing substitute time for half-day planning prior to the residency, finding time for regular meetings during the 8 weeks of the residency)?
- c. What type of access do teachers and students have to technology (internet, multimedia computer software, video equipment)?

VII. Professional and Partnership Development

- a. Move Right Into Reading: An Introduction to Dance Integration  
What is the role of professional development in your school? How will HSDC's course fit in to your professional development plans?
- b. Planning and Documentation  
Does the proposed team currently have collaborative planning time? What is the role of documentation in the school curriculum? What types of documentation does the team currently use regularly?

## Steering Committee Sign Off

I understand and am committed to the Movement As Partnership program and will actively participate in the design of my school's partnership, if selected, including attending all professional development activities. I have reviewed the entire application and understand my role in this partnership.

### Principal:

---

Name, Phone Number and Email

### Program Coordinator (specialist or administrator):

---

Name, Phone Number and Email

### Classroom Teachers:

---

Name, Grade Level, Email

---

Name, Grade Level, Email

---

Name, Grade Level, Email

---

Name, Grade Level, Email

---

Name, Grade Level, Email