Harlem Renaissance

Educator Guide

Enriching the lives of children and promoting creative learning by uniting arts and education

Objectives

This workshop or residency presents dance as an art form and integrates connections to Social Studies and Language Arts. Tom Evert leads students on a journey through the African American experience, examining cultural traditions and the hardship of “Blues and Jazz” and how these musical forms were a heartfelt expression for people of the time and the artistic impact it made on the world. The poems of Langston Hughes and other writers will guide students through the movement as they gain better understanding of their place in history. The Elements of dance are well remembered with the acronym BEST: Body, Energy, Space and Time. With disciplines of daily exercises students will clarify and strengthen our understanding and performance of dance and social studies and poetry simultaneously. Through structured improvisational activities, they will explore, problem solve, create, express, cooperate and present understanding with artistic movement studies culminating in a choreographic work to be performed for the school community.

About the Program

1. **Model** and **perform** movement solutions to creatively interpret poetic literature.

2. **Demonstrate** a bodily awareness and control as defined in the elements of dance.

3. **Engage** “multiple intelligences” (Howard Gartner) as they interact with others and express themselves interpersonally, physically, spatially, musically, linguistically and mathematically.

Content Standards

**English Language Arts**

Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.

**Dance**

Demonstrate kinesthetic awareness and understanding of dance concepts when inventing solutions to creative and technical movement challenges.

Communicate personal responses to artistic works giving reasons for their interpretations and preferences.

Improvise, create and perform movement phrases with concentration and kinesthetic awareness in personal and shared spaces.

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As a teaching artist, Tom Evert has pioneered a unique instruction approach which integrates the art of dance and the core curriculum. Mr. Tom created model programs in schools over four year periods in which in depth studies were made in social studies and language arts and generated this engaging “Harlem Renaissance” program and inspired the creation of works on the DANCEVERT company, for which he is the Artistic Director. Mr. Tom’s dedication to this arts-inspired learning has created model programs for students of all ages and academic content as well as diverse populations throughout Ohio and the country. After decades of experience and research Tom presents arts-integration professional development workshops for teachers and continues to choreograph and perform.

Begin each movement session by setting rules of safe and respectful behavior for successful movement participation. Remind students of usual expectations and of the consequences of not meeting these expectations. This is the time to create or reestablish cues so students will know when to prepare, begin and end the activity. Consider the area of space and type of interaction a movement activity will require and help students arrange themselves. Use dance vocabulary as you set up the movement environment to reinforce dance skills and content while making a distinction between regular learning time and dance time.

Vocabulary

**Harlem Renaissance**: A cultural movement that spanned the 1920s
**Poetry**: A form of literary art which uses aesthetic and rhythmic qualities of language in addition to, or in place of, the meaning in prose

**Choreography**: The art of making dances

**Improvise**: To invent, compose, or perform with little or no preparation

About Tom Evert

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Resources

**ArtsEdge**
[artsedge.kennedy-center.org/educators.aspx](http://artsedge.kennedy-center.org/educators.aspx)

**The Century: America’s Time**
[www.youtube.com/watch?v=foooDFF9Dqs](http://www.youtube.com/watch?v=foooDFF9Dqs)

**Great Performances: Free to Dance**
[www.pbs.org/wnet/freetodance/resources.html](http://www.pbs.org/wnet/freetodance/resources.html)

**Langston Hughes Biography**
[www.youtube.com/watch?v=b4mFp9_r9qw](http://www.youtube.com/watch?v=b4mFp9_r9qw)

About the Center for Arts-Inspired Learning

*Through a balance of demonstration and audience participation, the Center for Arts-Inspired Learning teaching artist performances and workshops introduce students to an art form, support various curricular areas, and inject excitement and wonder into the school day.*