

Adopt an Artwork 2025 -2026

Flawed Beginnings

Tea Table, "Big" Tom Burton

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The Dance Conservatory

9th-12th

Dance

OVERVIEW

Students will explore how the "Tea Table" reflects the personal, historical, social and cultural world of its creator and how it affects the world today and themselves. Students will create a dance composition that explores the symbols and meaning embodied in the work by "Big" Tom Burton

TIME REQUIRED

Analyze & Research, Improvisation (3 hrs)

Composition & Choreography (5 hrs)

Assess (Teacher and Peer) and Revise (2-3x)– (2 hrs)

Refine, Perform (3 hrs)

STANDARDS FOR INSTRUCTION AND ASSESSMENT

- DA:Cr1.1.Ia Explore a variety of stimuli for sourcing movement to develop an improvisational or choreographed dance study. Analyze the process and the relationship between the stimuli and the movement.
- DA:Cr2.1.Ib Develop an artistic statement for an original dance study or dance. Discuss how the use of movement elements, choreographic devices and dance structures serve to communicate the artistic statement.
- DA:Cr2.1.II Work individually and collaboratively to design and implement a variety of choreographic devices and dance structures to develop original dances. Analyze how the structure and final composition informs the artistic intent.
- DA:Pr6.1.Ib Evaluate possible designs for the production elements of a performance and select and execute the ideas that would intensify and heighten the artistic intent of the dances.

STUDENT "I CAN STATEMENTS"

- I CAN select movements that reflect the meaning of a work
- I CAN put together movement combinations using levels, rhythm and dynamics to communicate artistic intent.
- I CAN work collaboratively with other dancers to create movement with a clear meaning and intent.
- I CAN perform the dance with artistic intent and meaning.

MATERIALS

- Costumes (6-8 dancers)
 - Weissman Costumes
 - Discount Dance
- Construction Materials for the "Tea Table"
 - Wood
 - Nails
 - Screws
 - Glue
 - Sandpaper

LESSON ACTIVITIES

Lesson 1. Prior Knowledge

- Intermediate to Advanced:
 - Technical execution and competency
 - Knowledge of Elements of Dance
 - Knowledge of Choreographic Process

Lesson 2. Prep and Research:

- Students will visually evaluate the "Tea Table" & write physical descriptions of the art piece.
- Students will view and comprehend web and video resources about the project as assigned by the teacher and on their own.
- Students will write immediate impressions of the "Tea Table" – what comes to mind when they look at it, what emotions are generated by its physical

qualities. What stories come to mind when they see it? When they read about its background.

Lesson 3. The Choreographic Process - Improvisation

- Individual students will improvise movements that reflect their impressions and emotions.
- Individual students will select movements to create vignettes that embody their feelings, ideas, and stories using the elements of dance –space, time, dynamics

Lesson 4. The Choreographic Process - Artistic Intent

- Students will be put in groups (assigned or by choice) to work collaboratively in the creation of a dance.
- Groups will create a statement of artistic intent–What do you want to say? What idea(s) do they want to convey? Express? What do they want people to understand? Why?
- Individual students will create movement phrases to create artistic intent.
- Movement vignettes of individual students will be integrated into a cohesive piece that displays the artistic intent

Lesson 5. The Choreographic Process - Design and Technique

- Design: Structure and Style
 - Students will structure their movement phrase to effectively convey their artistic intent using the elements of choreography–direction, pathways, levels, and rhythm.
- Technique Execution & Performance
 - Students will perform the dance using proper Technique (execution of movement in relation to alignment, range of motion, shape)
 - Teacher and Peers evaluation/Assessment
- Students will revise the dance based on self-evaluation and that of their peers.
- Students will choose costumes to enhance the dance.
- Students will create a production design for their dance–lighting, etc.
- Students will present the dance to an audience at a chosen venue

ASSESSMENT FOR LEARNING

- Formative:
 - Research
 - Written impressions
 - Improvisation
 - Design artistic intent
- Summative:
 - Revisie dance
 - Self-evalutation
 - Dance production (choreography, lighting, music)
 - Rubric:
 - Technical Execution
 - Use of Choreographic Elements
 - Clarity of Artistic Intent
 - Presentation and Performance

VOCABULARY

- Improvisation: making or doing something without any prior planning

- Choreography: the art of designing and arranging physical movements, steps, and patterns for bodies in motion
- Elements of Dance
 - Movement/Body: the purposeful, rhythmic, and structured use of the human body through space, time, and energy
 - Time: when and how long movements happen.
 - Space: where a dancer moves
 - Dynamics: how a movement is performed—the specific interplay of force, energy, weight, and timing
- Elements of Choreography –
 - Levels: how high or low a dancer's body is positioned relative to the floor
 - Direction: the spatial path, orientation, or line of travel a dancer's body or feet take
 - Rhythm: the timed organization of steps and bodily energy in agreement with a repeating pattern of sounds, beats, or silence
 - Pathways: the invisible lines, patterns, or routes that a dancer traces through space while moving or traveling
- Alignment: can be alignment of the body or alignment with the space around the dancer
- Range of Motion: the full distance and direction that a joint can move
- Vocabulary on Technique
 - Direction
 - Primary Directions (Dance)
 - Directions in the Room (Dance)
 - Movement
 - Universal-plié
 - Releve
 - Port de bras
 - Passe
 - Tendu

RESOURCES AND REFERENCES

- “Adopt-an-Artwork PD DAY Slides 2025” on TEA TABLE
- Research materials on post-Emancipation era in Delaware (YouTube, etc)
- Ken Burns’ CIVIL WAR
- Works by African American choreographers
 - Alvin Ailey’s REVELATIONS
 - Donald McKayle’s RAINBOW ROUND MY SHOULDERS
- Ballet Theatre of Dover’s DIASPORA
- African Dances
- Art & Memory: How Art Preserved and Evokes Memories
- Art & Memory: How Artifacts and Artwork Preserve Collective Memory
- Expanded Choreography
- Choreography Inspired by Art
- Taylor 2-Dance Choreography
- Ailey Dancers on Camille Brown
- Camille A. Brown PBS
- You Want To Dance (Kennedy Center)
- Elements of Dance (Kennedy Center)