

Kentucky Shakespeare Presents

Renaissance Dance

Study Guide



Hear it. See it. Do it!



Kentucky Shakespeare

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Dear Educator,

Thank you for choosing Kentucky Shakespeare to enrich your students' lives with Art Education! We know that the arts are essential to a child's educational experience and development. It is our object to keep the arts alive and thriving in our schools and communities.

This comprehensive Study Guide includes essential background information on the Renaissance, how society influenced the popular dances of that era, and a list of applicable Academic Standards that are met with this programming. While giving additional arts related experiences, these teacher-led activities are intended to broaden students' understanding of the play as well as how Shakespeare and his time period can relate to our own lives.

Please contact us with any questions or need for further assistance. Thank you for supporting the Commonwealth's largest in-school arts provider and the United States' oldest, free Shakespeare festival!

All Our Best to You,

Kyle Ware

Director of Education

Hannah Pruitt

Director of Creative Engagement

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National Arts Standards

Dance Anchor Standards: 6, 8, 10, 11

Music Anchor Standards: 7.1, 7.2, 10,
11

Theatre Anchor Standards: 10, 11



Renaissance Dance

Kentucky Shakespeare's Renaissance Dance workshop and residency offerings combine on-your-feet engagement in the manners and social customs of the Renaissance Era, opportunities for students to learn authentic Renaissance dances, and comparison of intent and impact of these forms of artistic expression. Our Artist Educator leads students through the etiquette of Renaissance Dance with bows and curtsseys as well as a few Renaissance Dances done as a group or in pairs. This programming is guaranteed to bring active engagement, excitement, and fun to your classroom!

How can we both make this be the most efficient and successful performance?

- We ask that you create an environment conducive to a positive interaction with your students including an **open space** for our Artist Educators to teach and get the students up on their feet. We'll bring our own speakers and we will need access to an electrical outlet for those.
- For your use, we have provided these **activities for both pre- and post-workshop discussion**. They are a fun and an engaging way to enhance learning and allow students to make the most of their arts experience with us.
- It is of utmost importance not only to your students but to our Artist Educators as well that there are **adult school staff members present** in the room throughout the workshop. Students tend to have less distractions and are more encouraged to participate in the workshop with familiar adult presences in the room.

William Shakespeare

(April 23, 1564 – April 23, 1616)

His Life

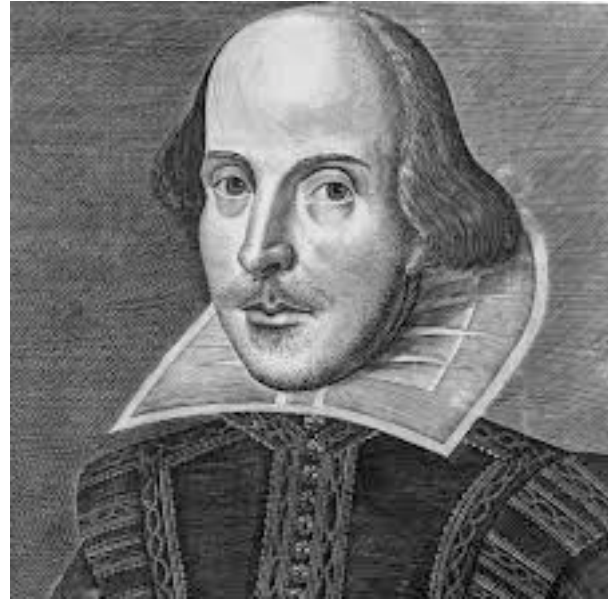
- Born and raised in Stratford-upon-Avon
- Married Anne Hathaway at age 18 and had three children: Susanna and twins Hamnet and Judith
- Between 1585 and 1592, he began a successful career in London as an actor, writer, and part owner of the playing company the Lord Chamberlain's Men, later known as the King's Men
- Appears to have retired to Stratford around 1613, where he died three years later

His Works

- An English poet and playwright
- Often called England's national poet and the "Bard of Avon" (or simply "The Bard")
- His surviving works consist 38 plays, 154 sonnets, two long narrative poems, and several poems
- His plays have been translated into every major living language and are performed more than those of any other playwright
- His plays are often categorized into 3 genres: comedy, tragedy, and history
- In 1623, a few of his former theatrical colleagues published the First Folio, a collected edition of his dramatic works that included all but two of the plays now recognized as Shakespeare's
- Reputation did not rise to its present heights until the nineteenth century

Examples of Words from Shakespeare's World

- Alack — expression of dismay
- Anon — soon
- Ere — before
- Hath — has
- Hence — away
- Naught — nothing
- Thence — away, over there
- Whence — where
- Wherefore — why



William Shakespeare



The Original Globe Theatre circa 1612

The Renaissance Period

(Approximately 1450 to 1650)

The Renaissance spanned the 14th to the 17th century in Europe and is marked by great strides in art and culture. The word Renaissance itself means “re-birth” and symbolizes how the world was coming out of the Middle Ages and returning to life after The Black Plague, a pandemic that ravaged Europe and took an estimated 25 million lives. The world turned to art, learning, and culture for this return to growth and advancement.

In Italy, this was the time of Michelangelo, who created the David and painted the ceiling of the Sistine Chapel and Leonardo Da Vinci, who gave us the Mona Lisa.

During this time period, other parts of the world were experiencing their own periods of cultural and intellectual flourishing, innovation, and exchange. The Aztecs civilization was thriving in the Americas, the Ming dynasty was experiencing advancements in China, and the Ottoman empire in Turkey was reaching its peak.

In England, this is the time of Shakespeare and his contemporaries. The time of Queen Elizabeth and later King James—for whom the King James Bible was named—and religion and religious institutions play a big role in politics and people’s day-to-day lives. Technology and sciences are booming, with the printing press and of understanding anatomy, biology, and astronomy.

Society upheld a hierarchal structure. A person’s wealth was the most important aspect. Additionally, birth, education, and employment played key roles in determining social rank. The structure began at the top with the monarchy and proceeded down to the nobility (lords and ladies), gentry (knights, gentlewomen), tradespeople (merchants, craft workers, and farmers), and laborers (carpenters, artisans).



Vocabulary for Renaissance Dance

Artistic Expression: purposes of dance such as ceremonial, artistic and recreational/social.

Choreography: creating a dance or dance sequence.

Dance Phrase: a small section of a dance.

Dance Structure: forms of dance for an entire piece of choreography. Specific to our workshops:

- **ABA:** a three-part form with an “A” theme, a contrasting “B” theme, and a third section that restates the first section with some variation.
- **Call and Response:** a form in which group performs, followed by a second group whose performance responds to the first.
- **Canon:** a form in which a dance phrase is performed by more than one dancer or group and begins at different times so that the phrases overlap (like a round in music).

Etiquette: expectations followed by dancers. For example: keeping personal space, respecting the dance space, having a safe body, waiting patiently for others to take a turn, etc.

Locomotor: movement that travels from one location to another in a pathway through space. For example: walk, run, roll, crawl, hop, jump, march, gallop, skip, slide, leap.

Rhythm: the patterning or structuring of time through movement or sound.

Space: describes where the dance is happening and could include place, pathways, directions, size, level, focus.

Style: dance that has specific movement characteristics, qualities, or principles that give it a distinctive identity.

Tempo: the pace or speed of a pulse or beat underlying music or movement.

Pre- and Post-Visit Activities for Exploration

Before the Workshop

1. Review the basics of the Renaissance time period with a special focus on the social classes. On a stack of post-it notes, write down one of the jobs/roles per note. Next, have each student place one post-it on their forehead (without looking at it!) and walk around your room to greet each other. How would they greet a Queen? A knight? An Artist? Can each of the students guess their role based on how people greet them?

2. Search and listen to music from the Renaissance. What instruments do they hear? How does the music make them feel? Who do they believe would dance to music like you played? Discuss their expectations of dancing to that style of music. Will it be lively, serious, in groups or in partners, etc?

3. After the workshop, your class will have the opportunity to ask the Kentucky Shakespeare Artist questions. Have your students come up with questions they might want to ask the Artist about theatre, when dance is included in plays, etc. Write them down so they won't forget!



After the Workshop

1. Discuss the types of clothing we described from the Renaissance era. If Kentucky Shakespeare were to need a costume design with costumes from the Renaissance, then what would those look like? How would these elements contribute to the storytelling in a production of your play? Have your students represent their own ideas for designs for their adaptation through visual creations such as collage.

2. Write a comparison of one of the Renaissance Dances and a modern dance. Do they have similar instruments, are their goals the same, etc? Be sure to incorporate some of the vocabulary in this study guide.

3. What did they think of the workshop? Can they compare how people in the Renaissance greeted each other versus how we greet each other today? What is different and what is the same? Were they surprised by any facts? Did their opinion of what Renaissance Dance would be like change afterwards?

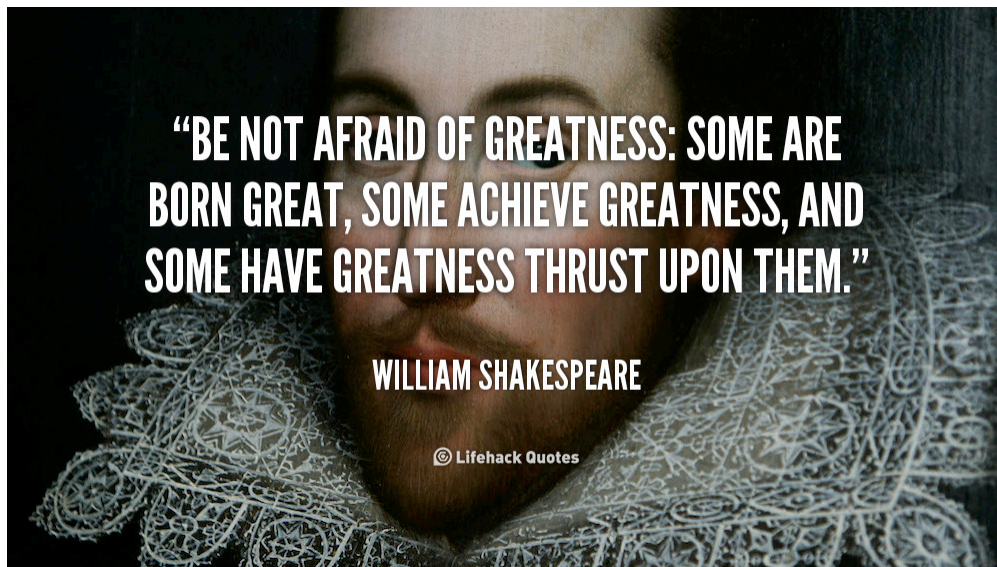


Shakespeare Links & Resources

www.absoluteshakespeare.com
Comprehensive Resource of Works

www.folger.edu/template.cfm?cid=618
The Folger Shakespeare Library

www.penguin.com/static/pdf/teachersguides/
The Penguin & Signet Classic's Teacher Guide



Classroom Challenge:

Write a letter to the Kentucky Shakespeare Artist Educator who lead the Renaissance Dance Workshop/Residency. Describe what you liked about the workshop and how it helped to see another way people use art for self-expression. Describe what you did, saw, and heard.

What was your favorite part?

Mail to:
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Email: education@kyshakespeare.com