



AOSA Professional Development Conference

November 2 – 5, 2022

Reimagining Folk Dance Presented by Matthew Stensrud

Welcome! Today, let's move beyond the basic steps and into the playful realm of improvisation and creation as we reimagine what folk dance can become in our classroom.

Re-Exploring through Song Selection

- Discovering through Non-Verbal Cues
 - Playful shaking of hands and traveling through space becomes promenade with a partner in a circle
 - Clear sound effects for forward, stop, backward, dosido
 - Scaffold allemande with a high five, then glue on hands!
 - Connecting back to promenade with broad, extravagant motions
- Folk Dance → “Ozark Rag” from *Step Lively* collected and arranged by Marian Rose (*Used with permission*)
 - Formation: Double circle with partners
 - A: CCW Walk, turning to partner on beat 8 (8)
 - B: Walk backward, away from partner (4), clap-clap clap (2), stamp-stamp stamp (2)
 - C: Dosido (8)
 - D: Allemande R, joining L hand at end for promenade (8)
- Let the Re-Exploration Begin!
 - “Ozark Rag” → Charleston-like feel
 - “Old Favorite” by The Assembly → snaps instead of claps, elegant allemande with left arms curled upward
 - “Symphony No. 94 in G Major, *Surprise Symphony*” by Franz Joseph Haydn → tiptoes, creeping, no snaps or claps or stamps, surprise at the end!
 - “Demi Lune” by René Aubry (considerations in 3/4) → three claps and three stamps, long, short, short with steps, flying-like feeling with allemande
 - “Respect” by Aretha Franklin → allemande becomes 16 beats, add hop out and in
 - “Mission: Impossible Theme” by Michael Giacchino (considerations in 5/4) → long, short, short, more sudden movements, feel in feet, quick spin for ending without the dosido
 - “Happy” by Pharrell Williams → dance party time with addition of body percussion exploration

Re-Envisioning through Cooking

- Explore chopping, sliding, scooping, stirring, and more while reacting and listening to ASMR cooking sounds → Mushroom Risotto (*idea inspired by Drue Bullington, used with permission*) → <https://www.youtube.com/watch?v=LrsY2FUkSYs&t=1s>
- What else can we do? → Begin to make patterns with these motions with an action word list (*created by my students!*) to help inspire our choices

- Teacher adds drum to accompany and assist in phrase length (8 beats)
- Outside friends grab rhythm sticks, inside friends grab mixing bowls
- What can you and your partner create together?
 - For example: pour, chop-chop chop, pour, stir stir (ta-a, ta-ti ta, ta-a, ta ta)
- Every other pair turn around, share with one another
- If you turned around, switch places with your partner!
- Stir with your partner → stir with someone new!
- What if you could stir both bowls?! Becomes a circle!
- Dance (choreographed by Matthew Stensrud, inspired by Haste to the Wedding from *Chimes of Dunkirk* by New England Dancing Masters, used with permission)
 - A:
 - Circle L (8)
 - Circle R (8)
 - Dosido partner (8)
 - Dosido opposite (8)
 - B:
 - Stir with partner (4)
 - Rhythm sticks click / bowls flip (4) “turn it over”
 - Tap utensils on bowl (4)
 - Rhythm sticks click / bowls flip while turning to face opposite (4) “turn to someone new”
 - Stir with opposite (4)
 - Rhythm sticks click / bowls flip (4)
 - Tap utensils on bowl with opposite (4)
 - Rhythm sticks click / bowls flip while walking right shoulder past opposite to new opposite, staying with partner, getting ready for circle L (4)
 - What else could you and your partner explore during your B section? Improvise and see!
- In addition, here is a simplified version that we are not learning in the session but could be great for your younger friends
 - Double circle with partners facing one another
 - A:
 - Circle stir (circle with partner while stirring) (8)
 - Dosido partner (8)
 - Circle stir (8)
 - Dosido partner (8)
 - B:
 - Stir with partner (8) “stir stir stir stir”
 - Rhythm sticks click / bowls flip (4) “turn it over”
 - Tap utensils on bowl (4) “chop chop chop chop”
 - Bowls move to the next person counterclockwise (4) “move to the next spot”
 - Jump jump chop-chop chop (ta ta ta-ti ta) (4)
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Re-Conceptualize through Play

- Playful, silent exploration of the steps under focus; a guided discovery
- Forward/back & crossing to partner's place passing right shoulders → "Delicate Jumps" from *Forget Me Not* by René Aubry
- Sashay up and down & casting off (away from each other and coming back) → "Dare Dard" from *Play Time* by René Aubry
- Two pairs connect and one makes bridge while other sneaks, trying to see partner around the bridge, exploring one inside bridge, one outside, switching, changing directions, and going from bridge to sneaking role → "Rasta La Vista" from *Refuges* by René Aubry
- Two quartets connect, explore all making and bridge, or no bridges, each pair gets a chance to cast off, groups follow under bridge → "Sept guitares" from *Invités sur la terre* by René Aubry
- One quarter splits to connect with others, making groups of 12 / 6 pairs → review steps of dance, leading us to "The Bridge of Athlone", which can be found in *Listen to the Mockingbird* by New England Dancing Masters (*Used with permission*) and in "English Country Dances for Children" by Martha Chrisman Riley (*Used with permission*)
 - A: Forward and back (8)
 - B: Cross to partner's place, keeping eye contact, passing right shoulders (8)
 - AB Repeat, crossing to original place (16)
 - C: Top pair sashays down and back (16)
 - D: Top pair casts off and makes bridge at bottom of set (16)
 - E: Other pairs follow under bridge, head to top of set/back to place, and all make bridges, ending in one long tunnel (16)
 - F: One partner goes through tunnel while one is on the outside, then on way back to bottom of set, other partner goes through tunnel while other is on the outside (16)
 - Repeat with the new top pair!

Re-Inventing through Objects

- What if you could travel and find a new partner? And your new pairs finds another pair? A new group of 4! Each group gets a surprise!
- Each surprise is either in a sphere (circle dance), cube (square dance), or a rectangular box (longways set)
- How can you create a few folk dance steps inspired by the items inside? Each item should take up about 8 beats → 4 items total → 32 beats! In classroom, more scaffolds, at AOSA, more freedom!
- Add some music → "Big Red" from *The Other Side of the Tracks* by Assembly
- What if you could find another group of 4 that has the same shaped surprise as you *but has different items inside*?
- Put your 32 beats together and you have 64 beats, a whole folk dance!
- Possibilities... What if you could add a surprise? What if something was sudden? What if you moved around the space? What if the music changed? The ideas are endless!

Materials – look for them in the Exhibit Hall!

Step Lively by Marian Rose

Chimes of Dunkirk by New England Dancing Masters

Listen to the Mockingbird by New England Dancing Masters

Other Side of the Tracks by Assembly

Various Music by René Aubry

Matthew Stensrud is an internationally-acclaimed and award-winning Elementary Music and Movement Teacher and currently teaches PK-4 music and movement at Sidwell Friends Lower School in Washington, DC. He received his Master of Music Education from George Mason University and Bachelor of Music Education from the University of Cincinnati College-Conservatory of Music, is an Orff Schulwerk approved Teacher Educator of Movement, and teaches Movement for teacher educator courses in Oregon and New Jersey. Matthew currently serves on AOSA's National Board of Trustees, was previously on *The Orff Echo* Editorial Board, and was a key content contributor to the book *Responsive Classroom for Music, Art, PE and Other Special Areas*. He is also well-known on social media as @MisterSORff and offers newsletters and lessons through his website www.mistersorff.com and Patreon page www.patreon.com/mistersorff. Contact me via Instagram, Facebook, text message - anytime! In Friendship, Matthew

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