

## **Education Plan O Snap**

Who we are, what we want and where we belong? Oh Snap is a dance performance about finding your own identity in an overloaded world. The road to adulthood is one of trial and error, but luckily you're not alone. Friends are there to catch you, if you fall. Friends give you courage. Friends give you wings. O Snap. The world is like a moving train. We all jump on board and hang on. Find friends and fight for air, because only then you find out who you really are!

O Snap is an ode to friendship, connectedness and the simple idea that who I am is defined by who we are. Amicus ergo sum.

Watch the trailer:

[http://www.youtube.com/watch?v=76KAAk\\_yEY0](http://www.youtube.com/watch?v=76KAAk_yEY0)

### **Themes and Dance Form:**

The world around us is changing all the time. The values and societal norms that applied to our parents and grandparents no longer hold true. Important questions arise:

Who am I?

Who are we?

What is our group?

What does it really mean to belong?

How does one negotiate one's social identity within a group?

How do we find a satisfying balance between our public and private selves?

These questions are age-old, but the context and the answers have changed in this generation, in which identity is ever more individualized, and strongly influenced by the multiple lenses of social media.

O Snap shows that the real people around you, the real relationships you have with them, are the cornerstone of who you are, and the

most important part of life, especially during adolescence.

The designed movement of O Snap stems from two sources – observed behavior in young adults, and abstract dance that illustrates the way young people interact with each other and the world. The dancers use contact improvisation, urban dance, and acrobatics to tell their story. A large part of the choreography is about balance, weight, falling and catching, give and take, energy and consciousness. Contact improvisation deals with a constant shared center of gravity, usually between two people. In a group, that shared center of gravity pulls one back, into belonging, into balance, into community. Sometimes the choreography demonstrates how a situation is, othertimes it communicates how a situation feels. Sometimes it does both at the same time. When you watch the performance, see if you can notice which one it is doing, and when.

### **Maker - Choreographer : Erik Kaiel**

The Lebanese-American Erik Kaiel was born in Innsbruck, Austria. He grew up in Oregon (USA), studied in Canada and Massachusetts, and earned his Masters in Dance from the New York University. He then lived, danced and choreographed for almost ten years in Brooklyn (NYC) before moving to the Netherlands. Kaiel worked with a number choreographers in New York. He has presented work at venues in Europe, Africa, and North America, and has presented work in unexpected places such as subway stations, sculpture gardens and abandoned warehouses.

In October 2009 Kaiel received the Prize of the Dutch Dance Festival. This led to a site-specific performance, and a tour of 'Blade Runner' in 2010. He also received the top prize in Germany's prestigious No Ballet choreography competition. Besides his work for the theater, he has made site-specific performances with local dancers in a fort in Utrecht, an old movie theater in Coutinou, Benin, and in the streets of Saint Louis, Senegal. Although he travels through Europe, North America, Australia and Africa, as teacher, dancer, and

choreographer, his home is now in The Hague. Since his arrival, he has had a multi-year partnership with The Hague Sculpture. He is a member of Danslab. He is also artistic director of Crosstown Hague, a collaboration of Korzo, Culturalis and Theater Pierrot. In addition to all of these roles, he is also a member of the dance faculty at ArtEZ in Arnhem.

### ***Assignments:***

(these education modules can be done in the classroom before attending the performance.)

#### **Theme assignment 1 - What are friends?**

Make with the class a word-web about friendship.

This can be done with the whole group or in small groups.

The students can free-associate by themselves but you can also start them off by giving some open-ended questions.

Sample questions:

What is a friend, are there differences?

What do you do with friends?

What is the difference between friends and family?

Are facebook friends also real friends? If yes, why?/ If no, why?

What are your favorite activities to do with friends?

If you get in a fight with someone (verbal or physical), are they still your friend?

What are good places to hang out together?

#### **Theme assignment 2 - Communication within a group of friends**

##### **WHISPERING CIRCLE**

The group stands in a circle. One person whispers a sentence to the person next to him. That person must also whisper the sentence to the next person, until it has gone around the whole circle. The last person in the circle must say the the sentence out loud.

Questions: There is a high probability that the sentence no longer resembles the first sentence, why? Do people really listen ? Do people make the sentence nicer than the original version is? What are the things that have changed ? Look good if something happened with the class during the whispering – did it influence the final sentence? What does this remind you of? Do you recognize how stories change as they are passed from person to person?

### LOCK OUT

Make two or more groups. In each group, one person leaves the room. the rest of the group think of a secret subject. The one person returns to the room. The rest of the group talk to each other, referring to the subject, without specifically mentioning the subject. The person who was outside the room has to guess what the subject is.

Questions :

Does it happened in real life , there are conversations that exclude people?

Why do people do that?

How does it feel to be left out ?

### IMITATE

Everyone copies everyone else. Make it a game. Someone makes a move , the rest of the class copies it. Then someone else can make a move, and the rest of the class copies it. And so on.

Make variations : the class doesnt know who will be next to demonstrate a movement, so they must pay close attention to each other. Give the task that copying a move has to exaggerate it, smaller or bigger, or somehow in the copy to comment upon the original move.

### **Theoretical assignment 3 - looking at dance**

Dance is more than just dance steps . What does dance mean? Why do think that? Search on YouTube for a video of a dance duet , search also dance in trios. Try to find not only a music video, but also something else.

questions:

Why did you choose this dance ?

What do you notice about the movements?

Is there a story or is it abstract?

How can you tell if it is narrative or abstract ?

Are the dancers in the duet working together? Or are they opposing each other?

Describe how you could see that.

What is for you the power of this duet? Describe that power.

Advice: The students can go looking for videos and answer the questions themselves,  
or you can also show films and think about these questions with the class .

### **Practical assignment 4 - dance making**

Make a dance trio, with self-selected music or a situation as inspiration.

1. Suppose your trio chose music or a situation with a lot of aggression in it . Create as a group six movements, that have to do with aggression, practice so you can repeat the six movements.
2. Suppose you have chosen with your trio to create a dance with angular movements because it feels like your music calls for it.  
Make 6 angular and sharp movements. Practice so you can repeat the six movements.

3. Afterwards, everyone can show each other what they made. Then each group can explain what their inspiration was for their dance.

### **Aftertalk**

In the next lesson after attending the performance, you can discuss the show.

This can be an open conversation, in which they react to the experience, and/or you can ask them specific questions:

what did you see? what did you think about it? It may also be that you give them an assignment, for example:

write a letter to a friend abroad about this performance, make sure that friend really gets a good picture of the show was and also about what you thought of it.

### **Information & Questions**

For questions please contact:

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