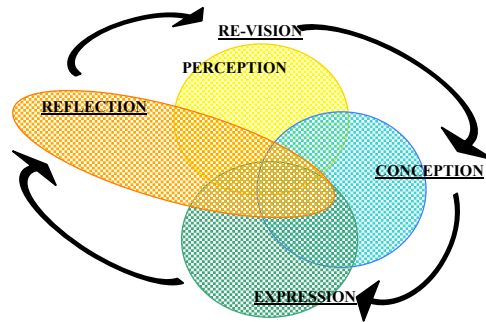


Cycle of Artistic Inquiry



World Dance

Critical thinking is a dynamic and engaging process. Our Cycle of Artistic Inquiry often begins with generalized questions based on life experiences and observations. From there, questioning becomes increasingly specific as artist and students probe deeper into a creative problem. *The questions below are one example of how an artist goes about engaging students in discussion during a World Dance class. They do not reflect what your artist may or may not ask in a class.* As the diagram above suggests, learning is non-linear; it ebbs and flows between perception, conception, expression, reflection and re-vision.

- 1) **Perception** initiates questioning that may draw from life experiences:
 - What is dance?
 - Where did dancing come from? What made the early humans dance?
 - What were the dances about? Did they tell a story and show what their life was like?
- 2) **Conception** forms when students actively respond (in action or thought) to the details of specific questions:
 - When humans discovered agriculture and started planning for food, what kind of work did they do?
 - Did they use tools? Did they make their tools?
 - Can we describe the work activities we've discussed (digging, cutting, planting etc.) as repetitive and physically strenuous? Is agricultural labor also a social activity? When?
- 3) **Expression** invites students to make increasingly detailed choices as they perform before their peers:
 - When I do a simple 2/2 drum beat, can you do a specific repetitive work movement?
 - Can you make your movement more specific and accent the 2nd beat with a physical movement?
 - Can you add a vocal sound to your physical movement, again on the 2nd beat?
- 4) **Reflection** challenges the audience to recall and assess student choices during performances:
 - Can you describe the difference between work movements done with and with-out a drum beat?
 - Was it easier to do a repetitive task to the beat of the drum? Why? Why not?
 - Can two performers to do a simple call/response chant, to the beat of the drum, as they do their work movement?
- 5) **Re-vision** requires students to re-imagine their improvised solutions after internalizing the reflection:
 - How did it feel to chant as part of a chorus while digging, cutting and planting?
 - Did the voice and drums somehow make the work easier? How did it feel to be part of a group?
 - For those of you in the audience, how did you feel when the workers were chanting and working to the drum beat in unison? What did the workers feel?