

Dancing Bear

Artist: Pauta Saila

Curriculum Links

Dance

Music

Visual Art

Drama

Social Studies



Before You Visit:

Explore concepts of *Body Base* in movement.

Body Base: the part of the body supporting a dancer in a balanced position

Step 1: Invite students to sit on the ground, give ample space for movement between students. Have students close their eyes and imagine that they are immersed in water. Ask the students to describe how they would feel being held up by water or surrounded by liquid. Use chart paper to record any words they come up with.

Step 2: Have students mimic the movements of an Octopus, Shark, Jellyfish, and a Whale. Encourage their movements to take up space and change from high to low, reflecting the different ways of moving through water. Are they still sitting? Have they moved to their backs or stomachs? How did they get to where they are? Have students present individually how they interpreted the different movements of the Jellyfish, etc.

Step 3: Now change to kneeling position, have students mimic the movements of a tiger, a giraffe, a sloth, a gorilla. Did they change position again? How does a giraffe interpretation look different than a sloth? What changes in torso and arms happened?

Step 4: Move to a standing position and have them mimic a bear scratching at a tree, climbing a tree, how would the bear wrap its arms and legs? Now imagine a bear dancing? Would it hop on one foot? How would it shimmy on its hind legs?



Development in the Classroom:

Step 1: Visit the “Spirit Wrestler” website, print or post photos on a Smart Board:

<http://bit.ly/1qE2U9Y>

Step 2: Have students study the four pictures of Pauta’s Dancing Bears, and scroll through the many different angles in the slide show to make the bear “dance” across the screen.

Step 3: Compare and contrast the movements the bear is making with both arms and legs. Note “weight” and “form”; is the Bear on one leg or two? Have students mimic the bear’s head movements in each photo. Discuss “emotiveness” in the sculpture; is the bear happy, sad or angry? What makes you think this? As a group, engage students to act out suggestions using different expressions.

Step 4: In pairs or small groups, have students mirror each other by acting out the varying movements of the Dancing Bear.

Development in the Sculpture Park:

Dance:

- Facing the Dancing Bear Sculpture, lead students in mimicking the pose.
- Practice “freezing” in and out of the pose, creating static movement
- Ask students to decide what the bear would do next by emphasizing **Body Base** movements, encouraging students to sit, kneel, and stand, creating awareness of body motion in space
- Divide students into groups of five to create the next five steps in the Bears Dance; each student should create one new movement
- Let each group present, beginning with the original pose

Visual Art:

- Designating one student as *Dancing Bear* and another as a *Sculptor*, ask the Dancing Bear to move or wiggle around, until the Sculptor shouts “freeze!”
- Repeat the exercise with everyone participating as a sculptor and bear position in their groups.
- Students can create a **gesture drawing** of the frozen bears dance in various stages, first by outlining the frozen student with their finger in the air then by using pencil on paper secured to a clip board.

Definition

Sculptor:

noun \ˈskəlp-tər\

a person who makes sculptures

Materials:

- Paper
- Pencils
- Smart Board
- Clip Boards
- Pencil Crayons



BROKEN LINK?

Search the Net:

Keywords:

- “Spirit Wrestler Pauta”
- “Pauta Saila – Spirit Wrestler Gallery”
- “Dancing Bear (c. 1989)”

Curriculum Reference:



For more information about the curriculum links please see pages 19-28 of the Ministry of Education’s Ontario Curriculum.

<http://www.edu.gov.on.ca>

Additional Tools:



Djembe Drum:

A West African goblet-shaped drum, part of the membranophone class of instruments in the percussion family. Search online videos tutorials and learn to play!



Extensions: In the Park

Music:

- **C1. Creating and Performing:** apply the creative process to create and perform music for a variety of purposes, using the elements and techniques of music;

Using hand percussion or djembe drums have one half of the class create a unique rhythm for the Dancing Bear's dance while the other half of the class dances the 5 steps of each group.

Drama:

- **B1. Creating and Presenting:** apply the creative process to dramatic play and process drama, using the elements and conventions of drama to communicate feelings, ideas, and stories.
- **B2. Reflecting, Responding, and Analysing:** apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of drama works and experiences;

In their groups tell students to create a story about why the Bear is dancing. Use a story starter relating to the emotive qualities already discussed. Act out the story in tableau, each student should take turns in a static role and then discuss the story afterwards.

Social Studies:

- **B3.6** demonstrate the ability to construct simple maps of places they have visited, using symbols and non-standard units (e.g., use different symbols to show the location of the play, picnic, and walking areas in a local park; use houses or blocks as units of measurement; include a scale and legend on a map showing the route and distance from their classroom to the washroom; use symbols on a map of their route to school to show the built and natural features they pass by)

Student Talk: "I put a square for the library and then coloured the area around it green to show the park." "The brown lines on my map are roads." "My map shows that I am ten houses away from the corner stone."

Engage the students to draw a simple map of our International Border, with the Detroit River dividing Canada and the United States. Use Pauta's Dancing Bear as a home base and see if they can discover other landmarks are in relation to the location of the sculpture (The Parking Lot, the washrooms, the Playground, other sculptures, etc.)