NEW YORK CITY CENTER EDUCATION

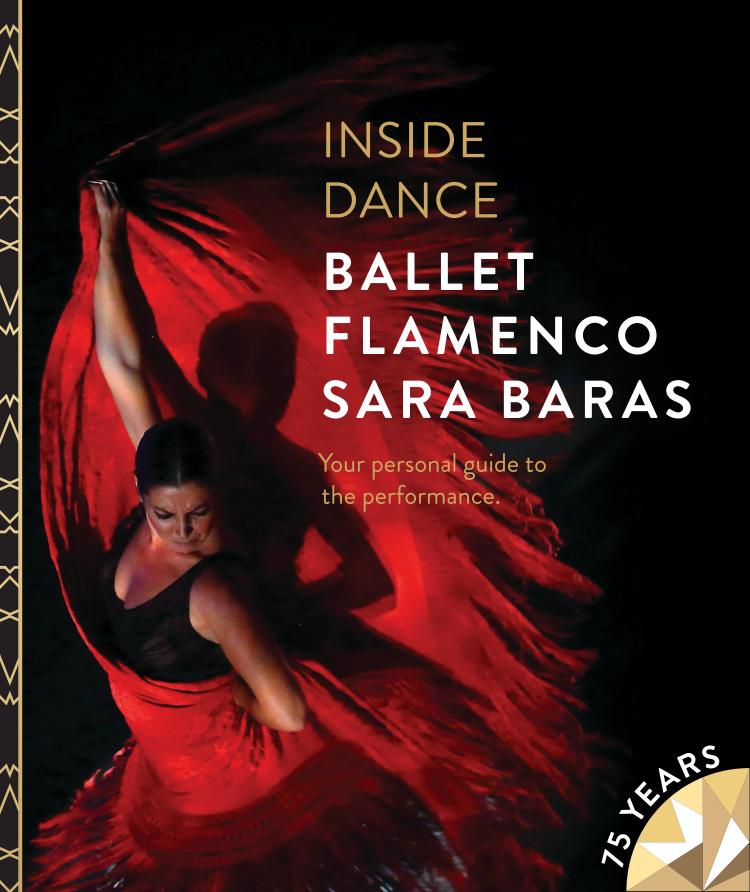


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THE HISTORY OF F L A M E N C O

The roots of flamenco can be traced back for centuries. Born from the expression of a persecuted people, most notably, the Gypsies of southern Spain, its unique blend of influences and musical complexity can be attributed to the consequences of the decree made in Spain in 1492 by King Ferdinand V and Queen Isabella that everyone living under their domain convert to Catholicism. This proclamation was issued under the threat of varying degrees of punishment, the most severe being the death penalty, by fire. Gypsies, Muslims, Jews and anyone living in Spain at the time was ordered to convert. It is believed that because of this decree these different ethnic groups came together to help each other, and within this melding of cultures flamenco was born.

Flamenco, in general, consists of three artistic elements: the singing (cante), the dance (baile) and the guitar (guitarra). In addition, there are often members of a flamenco group playing "palmas" or hand-clapping. The relationship between the artists is similar to that of jazz—there is a basic structure that one must follow, but at its heart, it is an improvised form. The singing is the center of the flamenco group. The dancer physically interprets the words and emotion of the singer through his or her movements, which include percussive

footwork and intricate hand, arm and body movements. The guitarist provides the accompaniment to the singer and dancer, accentuating his or her vocal lines and/or melodies. Most scholars will agree that the birthplace of flamenco is Jerez de la Frontera, a small city in southern Spain. However, because of the nomadic nature of the Gypsies, flamenco quickly gained roots in several Andalucian towns, including Sevilla and Granada. Flamenco went through many phases in the 18th and 19th centuries, including the performance of the form by non-Gypsies. Ironically, this is what gave the form its legitimacy, as it was seen in theatres and cafes. It can also be said that it became commercial, with the obvious negative implications, as well as quite successful. And although the Gypsies did not achieve respect and honor for their contribution to the art form until many years later, they have always been considered the best interpreters of the flamenco arts.

Towards the end of the 19th century flamenco entered the commercial arena. This led to the evolution of professional artists and culminated in the period of the 'cafes cantantes' (song and dance cafes) where flamenco could be heard and seen in public. This evolution also led to changes

in the nature of the songs as fads developed for particular types of cante. Many of the more primitive forms languished, and some were totally lost, while other more upbeat forms achieved tremendous popularity.

Today, Flamenco is nothing short of an international phenomenon. The city where the first cries of Flamenco were heard, Jerez, now hosts an annual Flamenco Festival that attracts thousands of visitors from across the world. Flamenco fans, or "aficionados," can be found in most any country. Flamenco is an art form that inspires, educates and entertains people the world over.

New York City's first flamenco performance occured in the 1840s!

GLOSSARY

Baile: Flamenco dancing

Braceo: Arm work - movement of the arms during the flamenco dance

Cajón: A box-shaped percussion instrument

Cante: Flamenco singing

Compás: Rhythmic cycle of beats,

measures and rhythms

Farruca: A form of flamenco music that is traditionally danced to only

by men

Floreo: Handwork, the movement a dancer makes with their hands while dancing. In Spanish means "to flower"

Jaleo: A chorus in which dancers and the singer clap. It can also be words or expressions of encouragement

Juerga: A lively and communal flamenco celebration, often involving a "jam session" or "free-style" movements

> The origin of the word "flamenco" is a mystery! One theory, proposed by Andalusian historian Blas Infante, suggests that the word comes from the Hispano-Arabic phrase fellah mengu, meaning "expelled peasant".

Llamada: A call, or dance break to signal the change of a section

Marcaje: Marking step, it is particularly used when the singer is singing

Palmas: A style of handclapping used in flamenco music, an essential form of percussion to help punctuate and accentuate the song and dance

Palmas Claras: Louder, higherpitched claps, created when the fingers of the strong hand land into the open palm of the weak hand.

Palmas Sordas: Softer, low pitched or muted clapping done with cupped hands, often by the singer

Percusión Corporeal: Body percus-

Pitos: Finger snapping

Redoble: Rhythmic patterns with double beats; redoubles are usually used in the dance to provide dynamic accents.

Taconeo: Footwork associated chiefly with the heel, involving rhythmic patterns.

Tangos: A lively dynamic dance and song form within the flamenco style

Toque: Flamenco guitar

Vueltas: Flamenco turns













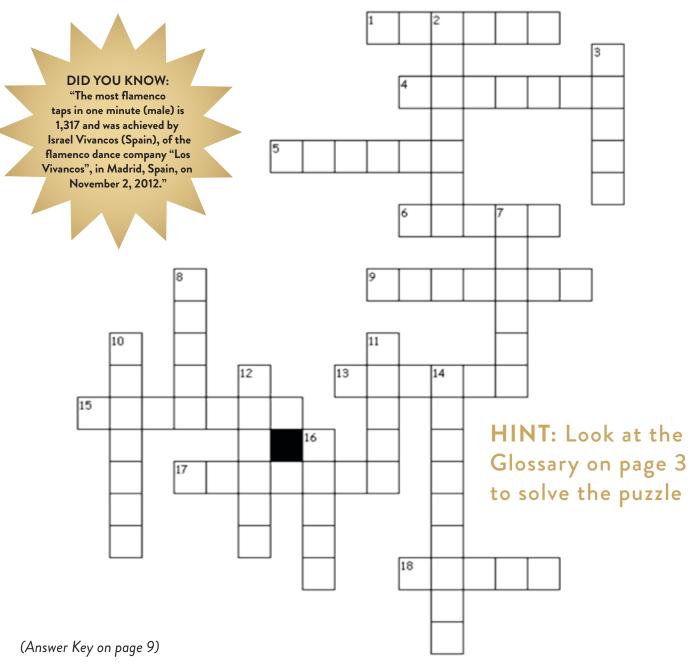
FLAMENCO CROSSWORD

<u>Across</u>

- 1. A style of hand-clapping used in flamenco music
- 4. A form of flamenco music that is traditionally danced to only by men
- 5. A lively and communal flamenco celebration
- 6. Flamenco singing
- 9. Footwork associated chiefly with the heel
- 13. Rhythmic cycle of beats and rhythms
- 15. Rhythmic patterns with double beats
- 17. A marking step
- 18. Finger snapping

Down

- 2. A call, or dance break to signal the change of a section
- 3. Flamenco dancing
- 7. A lively dynamic dance and song form within the flamenco style
- 8. An encouraging chorus in which dancers and the singer clap
- 10. Flamenco turns
- 11. Flamenco guitar
- 12. Handwork, in Spanish means "to flower"
- 14. Corporeal Body percussion
- 16. A box-shaped percussion instrument



NYCC EDUCATION THEATER MANNERS

Attending the theater is an adventure and a privilege. Before you come to see the performance, understand your responsibilities as a good audience member.

Respond respectfully.

Performances can be very exciting. It is alright to respond to the show with applause and laughter, but please be respectful and non-disruptive to the performers.

Respect the performers by giving them your attention.

Talking in the theater is appropriate only before and after the performance. The performance is live! That means the performers can hear and see you.

Sit in your seat appropriately.

Please do not bother your fellow audience members by standing up, sitting on your knees, or placing your feet on the back of the chair in front of you.

Only use the restrooms when the lights are up.

Restroom locations at City Center can be found by asking the ushers before or after the show.

PLEASE REMEMBER...

- Walk (don't run!) when moving through the theater.
 Your safety and the safety of those around you depend on this.
- Make note of the FIRE EXIT nearest your seat.
- Gum chewing, eating, drinking, and smoking are not allowed in the theater.
- All electronic devices should be left at home. They are distracting to the performers and will be confiscated if brought into the theater.
- It's dangerous to place anything on the railing; it could fall over the balcony.

HAVE FUN!

ABOUT SARA BARAS

More than thirty years ago, Sara Baras began her career as an internationallyrecognized Flamenco dancer.

In 1998 she formed her own company, Ballet Flamenco Sara Baras. Baras has choreographed many pieces for the company over the years, including Sensaciones, Sueños, Carmen, and Medusa. Since its inception, the company has completed over 4,000 performances in world-renowned theaters across the globe, including Sydney Opera House, Royal Albert Hall (London), The Kennedy Center (Washington, D.C), Shanghai Grand Theater, Théâtre des Champs Elysées (Paris), and Gran Teatre del Liceu (Barcelona). Performances are routinely met with sold-out audiences and rave reviews, making the company one of the most recognized ambassadors of Spanish culture.

This year, Sara Baras returns to New York City Center for the 75th Anniversary season with a work commemorating the 20th Anniversary of Ballet Flamenco Sara Baras. Shadows combines Baras' devotion to the dances of her native Spain with her unwavering commitment to innovation. Baras reexamines and reinvigorates her trademark flamenco style La Farruca—a quick-footed, dramatic dance traditionally performed only by men. Over the course of her career, La Farruca has been both a springboard to her most celebrated successes and a shadow dogging at her dazzlingly percussive heels. In this euphoric explosion of flamenco's classic gender roles, her company banishes those shadows once and for all. Undeniable passion resounds throughout the stage, featuring vibrant scenic design by visual artist Andrés Mérida that seamlessly integrates with the dance. The music, by company Music Director Keko Baldomero, infuses flamenco rhythms with an array of other musical cadences from around the world. A tour de force of female power and transcendence, Shadows is an evening with the "Queen of the Spanish Moonwalk."



WRITE A REVIEW

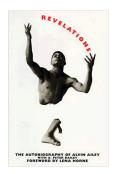
Did you know there is only one full-time dance critic in the United States? City Center Education encourages you to continue the conversation and write your own review. Use the questions below to help discuss or write about the performance!

- What was your overall reaction to the performance?
- Describe the moment that popped or stuck out most in your mind. Why?
- What message do you think the dance was trying to communicate?
- Did the dance remind you of anything? If so, what?
- · How did you feel watching the performance? What emotions did you observe the performers experiencing?
- What spatial characteristics or shapes of the movement did you observe?
 (Examples: angular, curved, staccato, legato, light, heavy, symmetrical, asymmetrical, low level, high level, etc.)
- How would you describe the music? Set? Lighting? Costumes? Props?
- Describe the pace and tempo of the student matinee (e.g., slow, fast, varied).
- What did you like most about seeing a live performance?
- If you were the choreographer, what creative changes or additions would you make to the show?

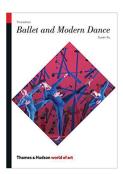
From 1869 – 1910, flamenco artists became major attractions in venues known as cafés

cantantes. This period is referred to as the "Golden Age of Flamenco".

RECOMMENDED DANCE BOOKS



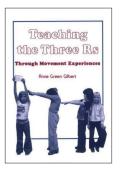
Revelations: The Autobiography of Alvin Ailey by Alvin Ailey



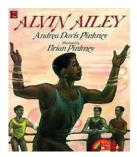
Ballet and Modern Dance by Susan Au



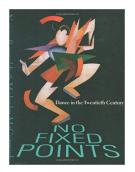
It's Your Move: Creative Movement Activities for the Language Arts Curriculum by Gloria Blatt and Jean Cunningham



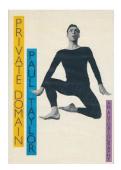
Teaching the Three R's Through Movement Experiences by Anne Green Gilbert



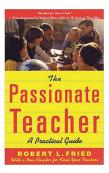
Alvin Ailey by Andrea Davis Pinkney and Brian Pinkney



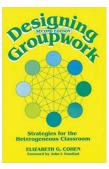
No Fixed Points: Dance in the Twentieth Century by Nancy Reynolds and Malcolm McCormick



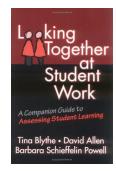
Private Domain by Paul Taylor



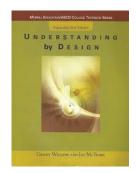
The Passionate Teacher: A Practical Guide by Robert L. Fried



Designing Group Work Second Edition by Elizabeth G. Cohen



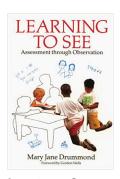
Looking Together at Student Work: by Tina Blythe, David Allen, and Barbara Schieffelin Powell



Understanding by Design, Expanded Second Edition by Grant Wiggins and Jay McTighe



No More Secondhand Art: Awakening the Artist Within by Peter London



Learning to See: Assessment through Observation by Mary Jane Drummond



Alvin Ailey: An American Visionary by Muriel Topaz

ADDITIONAL RESOURCES

DANCE WEBSITES

- New York City Center www.NYCityCenter.org
- Arts Education Partnership www.aep-arts.org
- DanceArt.com www.danceart.com
- Dance/NYC www.dancenyc.org
- Dance/USA www.danceusa.org
- Dance Magazine
 <u>www.dancemagazine.com</u>
- Dance Teacher Magazine www.dance-teacher.com
- Flamenco World www.flamenco-world.com
- Lincoln Center Institute www.lcinstitute.org
- National Dance Association www.aahperd.org/nda
- National Endowment for the Arts <u>www.arts.endow.gov</u>

DANCE VIDEOS

- www.activevideos.com
- www.dancehorizons.com
- www.facets.org
- www.pbs.org/wnet/gperf

Crossword Puzzle Answer Key (page 12)

	7 1 3
<u>Across</u>	<u>Down</u>
1. Palmas	2. Llamada
4. Farruca	3. Baile
5. Juerga	7. Tangos
6. Cante	8. Jaleo
9. Taconeo	10. Vueltas
13. Compas	11. Toque
15. Redoble	12. Floreo
17. Marcaje	14. Percusion
18. Pitos	16. Cajon

DANCE COLLECTION

- New York Public Library for the Performing Arts www.nypl.org/research
- Schomberg Center for Research in Black Culture www.nypl.org/research/sc/sc.html

DANCE COMPANIES (A Selection)

- Alvin Ailey American Dance Theater www.alvinailey.org
- Martha Graham Dance Company www.marthagrahamdance.org
- Paul Taylor Dance Company www.ptdc.org
- Corella Ballet www.corellaballet.com
- Flamenco Festival <u>www.flamencofestival.org</u>
- World Music Institute <u>www.worldmusicinstitute.org</u>

DANCE SCHOOLS

- The Ailey School www.alvinailey.org
- Ballet Hispanico <u>www.ballethispanico.org</u>
- Flamenco Vivo Carlota Santana www.flamenco-vivo.org
- Mark Morris Dance Center <u>http://markmorrisdancegroup.org/</u>
- Peridance <u>www.peridance.com</u>
- School of American Ballet www.sab.org
- Steps <u>www.stepsnyc.com</u>
- The Taylor School www.ptdc.org

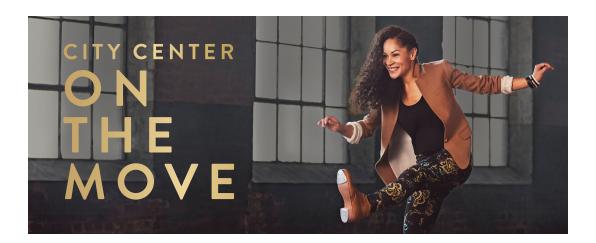
GENERAL ARTS

- National Endowment for the Arts <u>www.arts.endow.gov</u>
- New York Foundation for the Arts www.nyfa.org
- VSA arts (formerly Very Special Arts) www.vsarts.org

ABOUT NEW YORK CITY CENTER EDUCATION

Each year City Center reaches over 9,000 students from NYC public and private schools, kindergarten to grade 12, through dance and musical theater performances and in-school workshops. In-depth residencies engage young people in building technical and expressive skills, personal voice, and collaborative spirit. Innovative workshops are crafted for families, seniors, and other special groups that express an interest in collaborating with City Center.

Through the Introduction to Performing Arts program, students have the opportunity to view live performing arts at City Center. At the Workshop level, students receive two in-school workshops in addition to attending a live performance. Residencies provide in-depth multi-week study around one of the productions presented during the season. During the 2018-2019 Season, City Center Education offers students the opportunity to study dance and musical theater productions from City Center's mainstage.



Expanding on our mission to make the best in the performing arts accessible to all, we're launching a new program designed to bring the extraordinary artists from our stages directly to New Yorkers in their neighborhoods. The inaugural tour of City Center On The Move will immerse communities in world-class dance through a series of free performances and interactive classes featuring Bronx-born choreographer, teacher, and tap dance artist Ayodele Casel. A frequent City Center collaborator, (¡Adelante Cuba! Festival, Really Rosie, Fall for Dance Festival) and a 2017 recipient of the "Hoofer Award," Casel will be joined by two dancers and two musicians for an exciting presentation.

In order to share Casel's singular style with the broadest possible cross-section of New Yorkers, City Center has partnered with NYC Parks to select five tour stops (one in each borough) from among their 36 recreation centers. Join us for one or all five!

BROOKLYN

Wed Apr 3, 2019 11:30am Brownsville Recreation Center

BRONX

Thu Apr 4, 2019 6:30pm St. Mary's Recreation Center

QUEENS

Fri Apr 5, 2019 11am Lost Battalion Hall Recreation Center

MANHATTAN

Fri Apr 12, 2019 6:30pm Pelham Fritz Recreation Center

STATEN ISLAND

Sat Apr 13, 2019 1pm Faber Park Recreation Center

NEW YORK CITY CENTER

Sun Apr 14, 2019 1pm Studio 5

