



Performing Arts –Dance Project

Georgia 4-H Project Achievement empowers young people with skills for a lifetime. Through a competitive process, students explore their interests, unleash their creativity, share their work, and celebrate their achievements! This guide provides 9th—12th graders with examples for getting started with their project exploration.

Description of Project:

4-H'ers may explore areas of expression using their bodies to convey a message in a performance. Through this project 4-H'ers may:

- develop an appreciation for appropriate use of leisure time
- express originality and creativity through performance
- identify different methods of expression through vocal, dance, and instrumental performances with an emphasis on dance
- acquire an understanding of the roles and responsibilities of those supporting performers during performances
- explore career opportunities in the area of performing arts

Each Performing Arts Dance participant will prepare and present a 4 minute performance that includes a short introduction. Talent acts should include a variation of dance to a music track or song.

Overview:

- ⇒ Choose project
- ⇒ Develop skills in:
 - Project
 - Leadership
 - Service
- ⇒ Prepare portfolio for work completed from January 1—December 31
- ⇒ Prepare performance
- ⇒ Practice
- ⇒ Compete
- ⇒ Reflect

Examples of Project Development Experiences:

- Take dance classes, dance workshops, and camps
- Choose appropriate music based on your preferred genre of dance
- Learn to choreograph dances that could be used for different performances
- Attend professional performances, watch dance shows, or watch online dance videos
- Interview choreographers, trainers, or professional dancers
- Have yourself critiqued by a dance professional - Remember practice makes perfect!
- Participate in your school, community, or church performance groups
- Audition for performing groups, such as Georgia 4-H Clovers & Company or a dance company
- Listen to or read professional critiques of other dancers and performances
- Shadow a dance teacher, choreographer, trainer, or professional dancer

Project Sharing and Helping Examples:

- Form a dance group to perform for other 4-H'ers, your community, or at district or statewide events
- Start a project club for younger 4-H'ers and teach dance techniques. Consider performing at such places as elder care homes, hospitals, local theaters, festivals, music stores, etc.
- Enter talent shows and competitions
- Plan your own 4-H Variety Show, such as Valentine Variety Show, Christmas Clover Jam, etc.
- Teach line dances at festivals, nursing homes, or 4-H events
- Create an easy routine to teach others for a flash mob
- Volunteer to assist teaching classes at your studio
- Post dance videos to social media sites
- Mentor a younger 4-H'er in a Performing Arts project
- Prepare a mini-booth in a local fair to show the benefits of dance

Recommended Resources:

- Georgia4h.org/ProjectAchievement
- eventbrite.com/d/ga--/dance-workshop/
- foxtheatre.org
- socialdance.stanford.edu/Syllabi/Choreography.htm
- atlantaballet.com/tickets-performances
- youtube.com

Considerations in Dance Performance:

- Consider your ability and level of skill to identify the genre of dance that best suits your talents. Identify technical moves that you have perfected and include them in your performance.
- Any song, routine, costume, etc. should be appropriate and comply with the 4-H Code of Conduct.
- Presentation is 25 points of your total score. This includes accurate rhythm, precision and coordination, use of stage, execution of dance steps, and the degree of difficulty.
- Youth should practice an introduction that includes their name, county, length of study, name of selection, and author/choreographer. Use this time to grab your audience's attention!
- Make sure you time yourself—including your introduction, you have total of 4 minutes.
- Ask for critiques from professionals and work on their suggestions, such as point your toes, straighten legs, smile, look up, etc.

At Competition:

Talent acts should include a dance presentation with a variety of steps to a music track or song. Background music is allowed, but singing or playing an instrument in this project is not appropriate.

Performances will be judged on introduction, execution of figures and routine proficiency, presentation, interpretation, technique, stage presence, costume, and time. Acts are limited to 4 minutes total.

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Sources:

Edwards, Bill and Varnadoe, Cheryl. 1998. *Junior/Senior Project Notebook*. "Leisure Education Projects: Performing Arts."

The University of Georgia CAES. 2015. Project Achievement. <http://www.georgia4h.org/projectachievement/>

