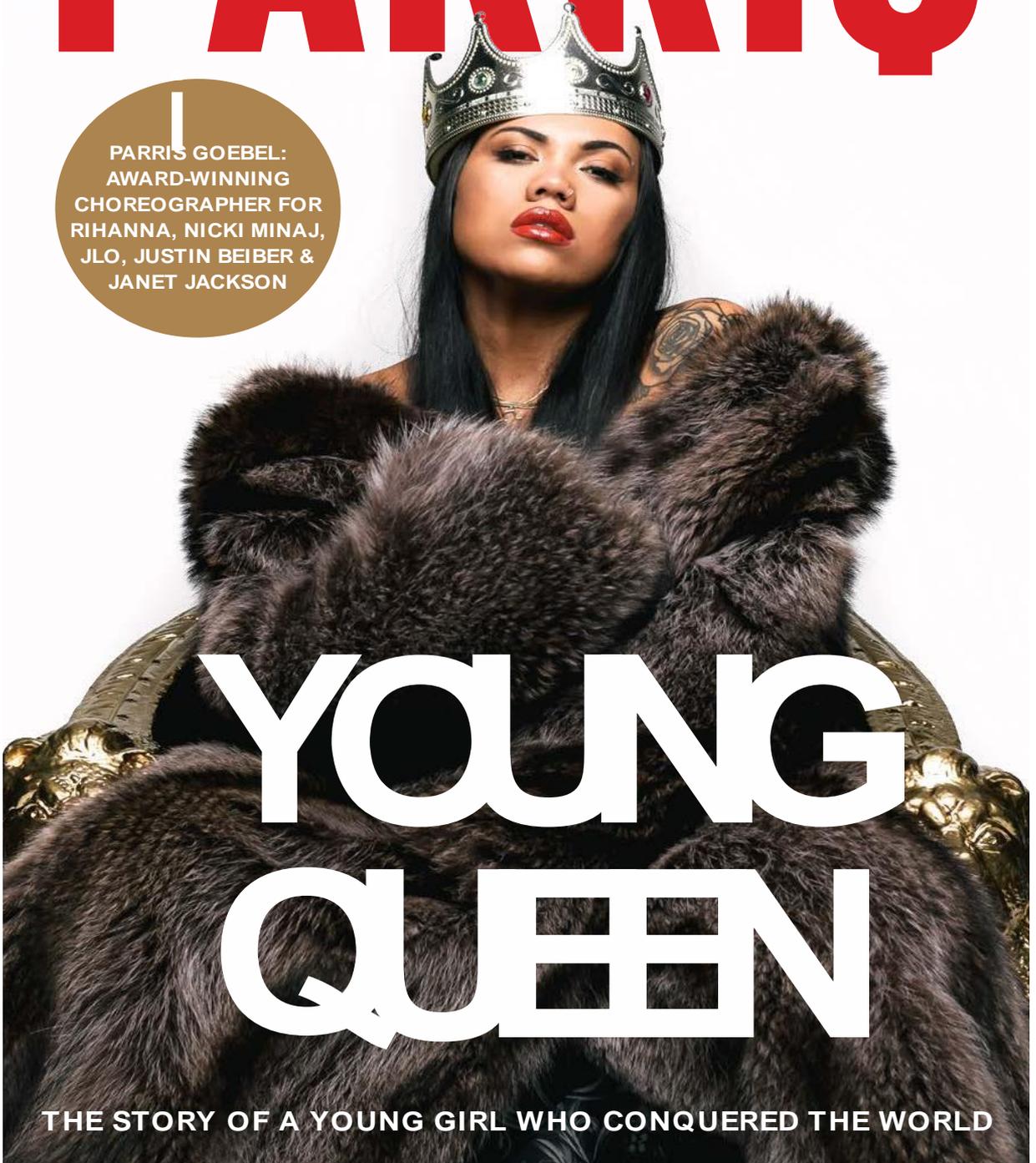


PARRIS

PARRIS GOEBEL:
AWARD-WINNING
CHOREOGRAPHER FOR
RIHANNA, NICKI MINAJ,
JLO, JUSTIN BEIBER &
JANET JACKSON



THE STORY OF A YOUNG GIRL WHO CONQUERED THE WORLD

CLASSROOM DANCE RESOURCE

-Introduction-

Parris - Young Queen takes you on an intimate journey with Parris Goebel (Young New Zealander of the Year 2014) as she reminisces over significant moments throughout her life that have inspired and shaped who she is today. From early childhood years through to adulthood, Parris reminds the reader that anything is possible if you have a dream and are willing to work hard to chase it.

This booklet is a dance supporting resource that will allow classroom teachers the opportunity to unpack the messages within *Parris- Young Queen* and apply them to dance experiences within the classroom.

Themes such as self-esteem, individuality and relationship-building are explored. Each Lesson Plan is also aligned to The New Zealand Curriculum Document with selected Learning Outcomes, Success Criteria and Assessment Criteria identified.

Although lesson plans are associated with a particular achievement level, they can be adapted to suit a range of abilities and ages.

Updates with additional lesson plans will be sent out to schools via email throughout the year. We also ask that if you plan a lesson based on a theme/s from *Parris – Young Queen*, we would love for you to send them in to us so we can add them to our resources and send them out to other classroom teachers throughout the world.

Lesson plans with topics covered within this resource:

Activity 1: Be Your Own Kind of Beautiful

Activity 2: Changing the Game

Activity 3: Emotional Expression

Activity 4: It's all about Relationships

Activity 5: Culture Counts

Activity 6: A personal Journey

- **Creating a responsive dance learning environment** -

Parris has always been an advocate for keeping student's safe in an environment that's conducive to optimum learning. Her studio, *The Palace* is evidence of this where all participants are valued and respected. Dancers understand the importance of fair-mindedness and feel they are able to take risks and give all learning a go without fear of being ridiculed or judged.

Parris believes the following guidelines will ensure learning in your classroom is achieved at its absolute best:

- Develop with student's guidelines/rules for safety during dance experiences.
- Ensure all students understand the importance of treating each other with warmth and respect.
- As a teacher, demonstrate a positive interest and genuine involvement in all students work and progress.
- Take immediate action when bullying or mistreatment is observed.
- Listen to students and give them the opportunity to contribute.
- Ensure there are times set aside weekly for students to de-brief and reflect on their contributions, progress and dance development.
- As teacher's, love what you do and teach with passion. Students will feel this in all your efforts and replicate the same energy and commitment to all learning experiences.

Lastly, a reminder that for many of your dance students, dance is their escape from many of life's trials and tribulations. It allows them the freedom to be themselves without fear of judgement. You as their teacher have such a huge responsibility to ensure your studio or classroom is the safe-haven they need. Your influence on them is possibly larger than you realise so please make sure, that for them, you make every moment count.



Activity 1: Be Your Own Kind of Beautiful

Description:

A common theme throughout *Parris - Young Queen* is the importance of remaining true to yourself, to be unique – 'to be you'. Often when teaching dance, it is difficult to encourage individuality when dancers feel the need to mimic the best dancer in the class or feeling inadequate to share their ideas or movement in fear of being mocked or teased.

This lesson allows for students to individually develop a dance piece of any style depicting one aspect about themselves that they are proud of.

Achievement Objectives:

Level 1. Developing Ideas in Dance: Students will use personal experiences and imagination to express ideas in dance

Level 2. Communicating and Interpreting in Dance: Students will share dance through informal presentation and describe how dance expresses ideas and feelings.

Level 3. Communicating and Interpreting Dance: Students will present dance and respond to their own and others' dance works within their school communities.

Level 4. Developing Ideas in Dance: Students will explore and use choreographic devices to give form to dance ideas.

Learning Intentions:

- Drawing on personal experiences, talk about why dance motivates emotion
- Choreograph a dance piece that portrays personal attributes.
- View a dance performance and describe what the choreographer's purpose is, and how movements are used to convey its meaning.

Materials:

- Internet access
- CD/tape player (optional)
- Audio/visual equipment (optional)

Activities:

- Students to watch a selection of the following video clips of Parris talking about self-belief and the experiences she has had through dance to break through personal struggles:

<https://www.youtube.com/watch?v=wHHSWJ3hRZk> - The 4.30 Show

<https://www.youtube.com/watch?v=RJwcuD1Pb1Q> - Fresh My World

Discussion on key points made in the video clips identifying 5 significant ideas from Parris’s message.

- Put on some music and encourage students to listen to the sounds and to move their bodies to the music. Encourage and praise students who are moving in a way that is ‘different’ to others highlighting the movement.
- Students read Chapter 2 – High School Drop out of *Parris - Young Queen* and discuss how Parris was able to rise about feelings of self-doubt to create dance opportunities for herself and others.

Work in small groups to identify each other’s personal strengths and abilities. Create a list and individually select 4-5 attributes to use as motivation for individual choreography.

- In pairs, support each other to choreograph a 1 minute dance piece incorporating the attributes identified in the earlier activity. Consider what each attribute looks like and feels like when deciding on movements.
- Share choreographed dance back to small group where they are to try and identify the purpose of your piece and what movement was used to convey your intended meaning.

Assessment:

Learning Intention: Drawing on personal experiences, talk about why dance motivates emotion									
Success criteria:	Self-assessment			Peer assessment			Teacher assessment		
	😊	😐	😞	😊	😐	😞	😊	😐	😞
Choreograph a dance piece that portrays personal attributes									
Present a dance piece to the class									
View a dance performance and describe what the choreographer’s purpose is, and									

how movements are used to convey its meaning									
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Evaluate (Outcomes to look for):

- Student participation and engagement
- An increased understanding and appreciation of others
- An increased understanding of how dance tells a story and expresses moods and feelings

Notes:



Activity 2: Changing the Game

Description:

Parris's quote in *Parris - Young Queen*, Chapter 4 reads "When I dance, it's like my muscles are burning. My body is screaming. My soul is blazing. And for that moment in time, I am in my ultimate power. I am untouchable. I am on fire". This highlights a significant moment in Parris's life where she felt empowered to be herself and move forward as a choreographer independent of current trends that were considered to be the norm in the dance industry.

This activity acknowledges Parris's individuality and allows for students to feel empowered to be independent of other people's beliefs or views about what dance is.

Achievement Objectives:

Level 3. Developing Practical knowledge in Dance: Students will explore through movement, combine, and contrast the dance elements of body awareness, space, time, energy, and relationships.

Level 4. Developing Practical knowledge in Dance: Students will use elements of dance to share personal movement vocabularies and to explore the vocabularies of others.

Level 5. Developing Ideas in Dance: Students will explore and use choreographic structures to give form to dance ideas.

Level 6. Developing Ideas in Dance: Students will explore and use choreographic processes to give form to dance ideas.

Learning Intentions:

- View dance performances in a range of styles where choreography is unique.
- Describe the choreographer's main thematic idea and how that idea was communicated through the choreography
- work as a team to choreograph a dance piece motivated by a choreographer

Materials:

- Internet access
- Videos of choreographers unique in style and genre
- Audio/visual equipment (optional)

Activities:

- Introduce 5 choreographers who are unique in their dance styles:
 Frederick Ashton: Ballet <https://www.youtube.com/watch?v=AkpICgXfQN0>
 Martha Graham: Contemporary <http://www.marthagraham.org/repertory/>
 Parris Goebel: Hip Hop <https://www.youtube.com/watch?v=bDE-1ZdINWY>
 Bob Fosse: Jazz <https://www.youtube.com/watch?v=mcrZIK3ggbU>
 Dytto: Popping/ locking <https://www.youtube.com/watch?v=JIGHB1mEJL4>
- Split class into 5 groups each taking one choreographer to research finding out 10 interesting facts about them, their style and what makes them unique.
- Students to report back to the class by way of a bus-stop where one student stays at their table (base) to share facts while other group members move around each 'stop' to listen to presentations. Each student takes turns at their own base to be the presenter. Students can ask questions of the presenter about the choreographer.
- Whole class discussion about significant attributes of each choreographer that makes them unique.
- Each group to select 1 other choreographer and compare styles using a Venn Diagram.
- Students to choreograph a dance piece following the style of their chosen choreographer to present to the class.

Assessment:

Learning Intention: Describe the choreographer's main thematic idea and how that idea was communicated through the choreography									
Success criteria:	Self-assessment			Peer assessment			Teacher assessment		
	😊	😐	😞	😊	😐	😞	😊	😐	😞
Identify significant differences between their chosen choreographer and 1 other									
Choreograph a dance piece									

Evaluate (Outcomes to look for):

- Student participation and engagement
- Student understanding of the differences and similarities between choreography and dance styles.



Activity 3: Emotional Expression

Description:

In Chapter 9 of *Parris - Young Queen*, Parris quotes "There is a tonne of heartache, tears and self-doubt along the way, but it's all worth it. It's worth it to live with meaning and purpose and be actively doing what I love and in pursuit of what sets me on fire. It's not just about being happy, but being fulfilled." She goes on to explain the many challenges she's had to face and the range of emotions she's experienced as a result.

This activity allows students the opportunity to embrace their emotions through dance and allow these to motivate expression.

Achievement Objectives:

Level 6. Developing Practical Knowledge in Dance: Develop and demonstrate their dance skills in at least one selected dance genre/style and explore the use of a variety of dance technologies.

Level 6. Developing Ideas in Dance: Select and use choreographic devices, structures, processes and technologies to develop and give form to dance ideas.

Level 6. Communicating and Interpreting in Dance: Describe, explain and respond to the ways in which dance uses elements, devices, structures, the performers, and production technologies to communicate ideas, feelings and experiences.

Learning Intentions:

- Students can identify selected emotions and situations in which these emotions may occur
- Students can create solo and duo still shapes based on emotions
- Students can develop expression in their dancing by performing movement based on emotions, and reactions to emotions
- Students can participate in activities about self-respect

Materials:

- Internet access
- Videos of choreographers unique in style and genre
- Audio/visual equipment (optional)

Activities:

- Students to discuss what emotion looks like and feels like.
- Students to discuss how the body reacts when emotion is expressed.
- Students to select an emotion without sharing it with others and together as a class, move dancing according to that emotion using a range of Dance Elements that relate.
- Freeze Frame each student allowing others the opportunity to guess which emotion they are demonstrating.
- In pairs students are to make up a sixteen-count movement sequence representing an emotion of their choice using locomotor and non-locomotor movement.
- Students rehearse and then join another pair to share their piece receiving and giving feedback. Following feedback, students to modify choreography if needed and prepare to present to the class.
- Following each performance, dancers ask the audience the following questions:
 1. How would you interpret our dance piece?
 2. What emotions were expressed
 3. How were emotions presented?
 4. What was the most memorable moment from the performance?
- Whole class discussion on the importance of allowing emotion to motivate and drive key intentions of a dance piece.

Assessment:

Learning Intention: Students can identify selected emotions and situations in which these emotions may occur									
Success criteria:	Self-assessment			Peer assessment			Teacher assessment		
	😊	😐	😞	😊	😐	😞	😊	😐	😞
Students will create solo and duo still shapes based on emotions									
Students can develop expression in their dancing by performing movement based on emotions, and reactions to emotions									

Evaluate (Outcomes to look for):

- Student participation and engagement
- Students contribute to activities
- Students are able to interpret dance pieces

Notes:



Activity 4: It's All About Relationships!

Description:

You will find in *Parris – Young Queen* the many relationships Parris has developed throughout her career. From working alongside the biggest names in the music industry to mentoring 8 year olds back here in her dance studio, Parris has applied the same work ethic and effort into nurturing their relationship.

This activity acknowledges the importance of building and sustaining relationships through the medium of dance. It allows students the opportunity to develop trust within the classroom environment and beyond.

Achievement Objectives:

Level 2. Developing Practical Knowledge in Dance: Students will identify and explore through movement the dance elements of body awareness, space, time, energy, and relationships.

Level 6. Communicating and Interpreting Dance: Students will apply performance and techniques of partnering to enhance communication through dance.

Level 6. Communicating and Interpreting Dance: Students will interpret and respond to dance as a communication.

Learning Intentions:

- Students are able to identify and develop relationship skills such as trust and dependence as they explore partner and group work through the medium of dance.
- Students are able to identify effective strategies when working in a group
- Students are able to contribute to effective group work.

Materials:

- Internet access
- CD/tape player (optional)
- Audio/visual equipment (optional)

Activities:

- In groups, brainstorm as many different kinds of relationships there are in society today. The lists might include family, husband-wife, work partners etc.
- Explain the types of roles each partner in the relationship has and how important these roles are in keeping the relationship intact.

- In pairs, partners are to come up with a scenario that depicts successful and unsuccessful situations where relationships are either working well or are breaking down; these can be fictional or non-fictional.
- Students are to share their scenarios with another pair identifying what needs to happen for these relationships to work.
- As a class, students brainstorm the values/qualities and skills they have identified in the previous activity that are important and valued in a relationship and necessary for making it work.
- In small groups, students are given a piece of music to choreograph and perform a 2-minute dance routine. Implementing the values and qualities identified earlier, students are to carry out the task without any problems or difficulties. As a class, students are to evaluate how easy/ difficult it was to carry out the task without any problems.
- In the same groups, students are given the same piece of music to choreograph and perform a 2-minute dance routine. Disregarding the values and qualities used earlier to complete the task, students are to carry out the same activity creating as many problems and difficulties they can think of. As a class, students to evaluate how easy/ difficult it was to complete the task with so many problems occurring throughout.
- Teacher led discussion on the importance of working together in all aspects of life inside and outside of the classroom. Students to set goals outlining ways in which they can contribute to group work more effectively.

Assessment:

Learning Intention: Students are able to identify and develop relationship skills such as trust and dependence as they explore partner and group work through the medium of dance.									
Success criteria:	Self-assessment			Peer assessment			Teacher assessment		
	😊	😐	😞	😊	😐	😞	😊	😐	😞
Students are able to identify effective strategies when working in a group									
Students are able to contribute to effective group work.									

Evaluate (Outcomes to look for):

- Student participation and engagement
- An increased understanding and appreciation of different cultures
- An increased understanding of how dance expresses history, tells a story, and expresses moods and feelings
- Students' working together to research and prepare presentations

Notes:



Activity 5: Culture Counts

Description:

Parris has been recognised as a cultural advocate and has endeavoured to ensure each piece she choreographs sustains her Samoan heritage through her very own dance style 'Polyswagg'. In a number of chapters in *Parris - Young Queen*, Parris explains the importance of her culture quoting "I always say that I am Polynesian first and then Kiwi second and my Polynesian side has played a big part in my upbringing. It's funny because a lot of people assume I'm so many different nationalities and haven't even heard of Polynesians so I'm always proud to tell them about us and our culture".

This lesson is one example of how you can implement the practice of making connections to your students' culture through the medium of dance.

Achievement Objectives:

Level 3. Understanding Dance in Context: Students will explore and describe how dance is used for different purposes in a variety of cultures

Learning Intentions:

- Explain how dance is used to express culture and history
- Demonstrate how dance is used to communicate stories, moods, and feelings
- Work together in small groups to research the history of a particular dance genre representative of a country/ culture in NZ.
- Create a presentation about the dance genre researched.

Materials:

- Internet access
- Library access or books about dance from different cultures and time periods
- CD/tape player (optional)
- Audio/visual equipment (optional)
- Materials to create props/scenery/costumes for presentations (optional)

Activities:

- With the help of students, develop a list of various dance genre from different cultures and time periods in New Zealand. You should have one dance style for each small group of students. Write the name of each dance style on a small slip of paper, fold and place them in a bowl for students to draw from. Examples include:
 - Sasa (Samoa)
 - Poi (Maori)
 - Haka (Maori)

- Bharatanatyam (India)
- Bhangra (India)
- Lakalaka (Tonga)
- Ma'ulu'ulu (Tonga)
- Gong Fu Fan Dance (China)
- Dragon Dance (China)
- Meke (Fiji)
-
- In groups students to brainstorm everything they know about that culture and dance styles. Each group to report back to class allowing time for audience to contribute to the list if they have any further ideas.
- Working in same groups, generate 5 questions they would like to find out about their dance style and culture and a list of where they might be able to find the answers to their questions. Also choreographing or learning a dance ready to perform to the class.
- Students start researching within groups checking in with their teacher to update on progress.
- Students prepare for presentation of ideas and practise dance
- Students present findings from research in an interesting way and perform dance. Allow time for questions and answers. Encourage other students to ask questions of presenting groups.

Assessment:

Learning Intention: Students will explain how dance is used to express culture and history									
Success criteria:	Self-assessment			Peer assessment			Teacher assessment		
	😊	😐	☹️	😊	😐	☹️	😊	😐	☹️
Work together in small groups to research the history of a particular dance genre representative of a country/ culture in NZ.									
Create a presentation about the dance genre researched.									
Present a dance to the class									

Evaluate (Outcomes to look for):

- Student participation and engagement
- An increased understanding and appreciation of different cultures
- An increased understanding of how dance expresses history, tells a story, and expresses moods and feelings
- Students' working together to research and prepare presentations

Notes:



Activity 6: ¹A Personal Journey

Description:

Every experience Parris has shared in *Parris - Young Queen* depicts a significant time in her life. She allows us to be a part of her highs, lows and everything in between. Chapter 3 is no exception, with a number of milestones and bucket-list goals being ticked off. This activity allows dance students the opportunity to identify their own important moments and life-changing experiences that have influenced who they are today and their aspirations for the future.

Achievement Objectives:

Level 5. Developing Practical Knowledge in Dance: Explore & use selected vocabularies, practices and technologies in dance

Level 5. Developing Ideas in Dance: Explore & use choreographic structures to give form to dance ideas

Level 5. Communicating and Interpreting in Dance: Present, interpret, & respond to dance as communication

Learning Intentions:

- Identify key people, events, choices and memorabilia that represent important moments in their life, and use these as stimuli for dance ideas, and to explore these through movement.
- Explore and use choreographic devices and structures (as identified by teacher) to develop a solo dance.
- Present and respond to own dance and the dances of others

Materials:

- Internet access
- Props – both teacher and students to provide
- Audio/visual equipment (optional)¹

Activities:

- Students to brainstorm significant aspects of their own life, selecting 2–3 key life-shaping experiences, and record.

¹ Influenced by the unit plan developed in The Arts Online 'Personal Journey' dance unit plan. www.tki.org.nz/r/arts/artspd/implementation/journey/

- Using a prop, students are to improvise movement ideas to communicate these experiences, i.e. an umbrella depicting shelter from a sad experience and using it to shape and structure the meaning of the dance piece.
- Students are to select, develop, and refine 1-2 movement motifs based on these selected experiences/themes sharing these with a partner and reflecting on the effectiveness of movement selection and portrayal of their idea.
- Students to video each other's motifs using them as a discussion point when unpacking how each theme/experience is represented and portrayed.
- Students to decide on costuming remembering that the prop needs to be the focus of the performance.
- Students to rehearse, continuing to build and refine the dance into a more coherent and tightly choreographed piece in preparation for solo performance.
- Students to rehearse choreographed piece in front of each other.

Assessment:

Learning Intention: Identify key experiences that represent important moments in their life, and use these as stimuli for dance ideas, and to explore these through movement.									
Success criteria:	Self-assessment			Peer assessment			Teacher assessment		
	😊	😐	😞	😊	😐	😞	😊	😐	😞
Students will use a prop to stimulate an idea									
Students will explore a life experience through movement									
Students will respond to their own and others dance pieces									

Evaluate (Outcomes to look for):

- Student participation and engagement
- Students contribute to activities
- Students are able to respond to their own and others work

References:

Ministry of Education. (2007). The New Zealand Curriculum. Wellington Learning Media

Goebel, P. (2018). Parris – Young Queen. Mary Egan Publishing.

Turner, M.. (2005). <http://www.artsonline.tki.org.nz/Planning-tools/Teacher-Resource-Exchange/Conflict-and-Relationships>. (adapted lesson to suit)

The Arts Online 'Personal Journey' dance unit plan.
www.tki.org.nz/r/arts/artspd/implementation/journey/. (adapted lesson to suit)

Youtube video clips:

The 4.30 Show: <https://www.youtube.com/watch?v=wHHSWJ3hRZk>

Fresh My World: <https://www.youtube.com/watch?v=RJwcuD1Pb1Q>

Frederick Ashton: Ballet <https://www.youtube.com/watch?v=AkpICgXfQNO>

Martha Graham: Contemporary <http://www.marthagraham.org/repertory/>

Parris Goebel: Hip Hop <https://www.youtube.com/watch?v=bDE-1ZdINWY>

Bob Fosse: Jazz <https://www.youtube.com/watch?v=mcrZIK3gqbU>

Dytto: Popping/ locking <https://www.youtube.com/watch?v=JIGHB1mEJL4>