

WONDERLAND
a Dance Project by
Tallaght Community School Dance Team

PROJECT EVALUATION 2011



Photograph by Jonathan Stokes

Part of Louise Costelloe's Dance Artist in Residence Programme,
Architecture of Human Encounter, in RUA RED, South Dublin Arts Centre
Funded by the Arts Council's Dance Artist in Residence Scheme, South
Dublin County Council Arts Office and RUA RED

Evaluation and Report by Victoria Durrer



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WONDERLAND, THE PROJECT

In 2011, dancers in the Tallaght Community School (TCS) Dance Team and their choreographer, TCS teacher, Louise Kelly collaborated on a dance piece entitled *Wonderland*. *Wonderland* was inspired by *Architecture of Human Encounter*, a programme of site-specific work created by RUA RED / South Dublin County Council Dance Artist in Residence, Louise Costelloe during 2011 under the Arts Council's Dance Artist in Residence Scheme. During this time, Louise Costelloe was mentored by dancer and choreographer, Fearghus O'Conchuir on developing her practice. In order to share her learning, Louise, in turn, acted as mentor with the TCS Dance Team as part of her programme of public engagement.

In response to Louise Costelloe's work and residency the students and choreographer of the TCS Dance team created *Wonderland* with the site of their school environment in mind. Through their work, the dancers explored their own personal space and its relationship with the world. They determined that their theme of *Wonderland* could be a physical place or the place of the imagination. Both the title and the piece were chosen to inspire the audience to develop their own perspective.

Wonderland was performed in Tallaght Stadium on December 9th to an audience of 42 people. Work developed from the project has received national recognition through its receipt of funds from the National Association of Principals and Deputy Principals' (NAPD) Creative Engagement Programme. TCS teacher and choreographer of the Dance Team for Tallaght Community School applied for funds under the NAPD scheme to work with a filmmaker, Peter Kelly, to develop the *Wonderland* piece as a dance film. The aim of this project has been to further the learning of the students involved as well as to increase awareness of dance as an art form and its potential in other areas of the arts and build the profile of Tallaght Community School's creativity. Findings from the evaluation of this follow-on project appear in a separate report.

Participants

TCS Dance Team:

Over the years the TCS Dance Team have performed at a number of different events from school events to NOISEmoves Festival and Dublin Culture Night. They have appeared in various local and international newspapers and their performance was shown on two news segments on RTÉ for Dublin Culture Night.

TCS Dancers involved in the project were: Roisin Condron, Tori Wong, Ornella Mazono, Olwyn Bell, Sarah Mahon, Angelika Palka, Abiola Busari, Wumi Asaolu, Oyin Adesina, Roxana Feraru, Linda Doyle and Louise Dunne.

TCS Dance Team Choreographer Louise Kelly, BA, MA, HDip (Ed), ALCM (TD), Grad Dip (Dance) is a teacher of English, History, CSPE, SPHE and Drama in Tallaght Community School. She trained from a young age in a variety of dance styles as well as drama and

singing. In 2005 she established the TCS Dance Team as an after school activity for the students of the school. As well as working with the TCS Dance Team as their Director and choreographer, Louise continues to perform in Musical and Dramatic Societies and teachers' dance classes and Zumba classes to adults and children.

Louise Costelloe, a graduate of the MA in Drama Studies, University College Dublin and the LAban Guild's Community Dance Leader Courses in Kildare, is a community dance practitioner, performer and emerging choreographer. Louise spent two years as a Dance Artist in Residence for Wigtownshire in Scotland developing dance programmes for young people and as part of the residence created, performed and showed her first dance film 'Shade' in March 2008. Louise has performed with Nicola Kealy and Janis Claxton Dance.

Louise is interested in working collaboratively across multiple art forms to create dance. Place, identity and local cultures have been key concerns in exploring themes from different environments and have been evident in both her professional and community work. She served as a Dancer in Residence with South Dublin County Council from 2008 – 2011. She recently completed a residency in RUA RED, South Dublin Arts Centre in association with South Dublin County Council (2011) premiering a new work "Fragments of Home". Excerpts from this were performed at the Garter Lane Theatre in Waterford with Animated State Dance Company and at Mamuska in Birr Arts Centre in November 2011.

Project Objectives

Project objectives are detailed below from two different perspectives; first, from that of the Dance Artist in Residence and second from that of the individual teacher involved and the school environment. It was felt that there was much to be gained from each party involved that would benefit not only learning gained by the students, but also the school's relationship with a wider community of the arts and within the locality, and also through professional development for both the teacher / choreographer and the Dance Artist in Residence.

Dance Artist in Residence Perspective:

- Share work and creative resources with other groups
- Facilitate these groups to make work of their own
- Provide groups/choreographers/emerging dancers with professional development and mentoring
- Provide opportunities for as much quality creative work to come out of the Residency as possible—widen scope of the Residency

From School Perspective (Teacher, Students and School Community)

- For the teacher/students to be able to benefit from the above.
- To have a place to showcase work

- To create awareness of dance's contribution to personal development and creativity
- To show how dance can help students gain personally , creatively, socially and academically
- To help dance be acknowledge via performance, have work valued in the school, to build the profile of dance in the school
- For the teacher and students to gain exposure to other choreographers
- For the teacher to feel and be valued as a choreographer: work shown, link with professionals, lifelong learning

Project Timetable

A project timetable is presented below.

From the start, the project made strong links to Louise Costelloe's residency in RUA RED. The project began in September 2011 with a visit to an exhibition entitled *Bodies and Buildings* by Costelloe's mentor, Fearghus O'Conchuir. *Bodies and Buildings* was an exhibition of dance film work created over a number of years by Fearghus. A number of the pieces included work specifically focused on particular sites and the links between movement and particular spaces, either public or private.



Students view work in the *Bodies and Buildings* exhibition

Students visited the exhibition and completed workshops developed by South Dublin County Council's Youth Arts Co-ordinator in partnership with Dance Artist Louise Costelloe. Worksheets, presented in Appendices A and B, were designed to encourage students to spend time looking at and considering the choices in movements (choreography) made for different pieces and what messages came from those movements. It also included considering space, costume and lighting choices.

After visiting and discussing the exhibition, students took part in a site specific workshop led by Dance Artist Louise Costelloe. She encouraged the students to look at the spaces around and within RUA RED, South Dublin Arts Centre, and create choreography in response to human interactions within those spaces. These two activities attempted to reinforce matters relevant within Costelloe's own residency in RUA RED as well as build a strong foundation for the students to return to their school environment and consider their own daily interactions within particular spaces for development of their own choreography with their teacher and choreographer, Louise Kelly.

Over a period of weeks, with the direction of Louise Kelly and the support of Louise Costelloe as mentor, students and teacher examined different architectural spaces

within the school and the human interactions that occur there and why and whether or not these interactions change at different times of the day and with different events/activities on in the school. For instance, students considered the different interactions that occur between students when they are at their lockers versus within the classroom. They also considered the pace at which students travel through the hallways before lunchtime or when school is at or when moving to different classes, for instance.

After creating a series of movement pieces, Louise Kelly, teacher and choreographer, helped direct the students to pull the sections together into a cohesive dance piece for performance. Dance Artist Louise Costelloe visited the group and the teacher at different points during this development to ask questions about choices made regarding movements or music, for example. At such times, students and teacher clearly articulated how their decisions were dependent upon particular sites and the human interactions they feel occur within them.

The piece was then performed to a public audience in a room within Tallaght Stadium. The dancers performed in a professional site-specific setting with lighting and costumes. They had also chosen to perform with a projection of their rehearsals in particular sites on display. Performing the piece there was intended to reinforce learning on how site can affect the interpretation and performance of a dance piece.

Project Timetable

ACTIVITY	DATE	LOCATION	SUPPORTS
PROJECT INTRO: Visit to Fearghus O'Conchuir's Bodies and Buildings exhibition of dance films at RUA RED and site-specific workshop with Louise Costelloe	Sept 9 th 2011	RUA RED	Louise Kelly Louise Costelloe Victoria Durrer
Follow up workshop in the school on developing choreography from the stimulus of site and looking at options for making work from the inspiration of site and architecture		TCS	Louise Kelly Louise Costelloe
Continuing development work of dance with the group	Sept – Dec 2011	TCS	Louise Kelly
Site visit by Evaluator	Oct 2011	TCS	Louise Kelly Victoria Durrer
Observation of and feedback on work by Dance Artist	Oct 2011	TCS	Louise Kelly Louise Costelloe
Observation of and feedback on work by Dance Artist	Nov 2011	TCS	Louise Kelly Louise Costelloe
Observation of and feedback on work by Dance Artist Site visit by Evaluator	Nov 2011	TCS	Louise Kelly Louise Costelloe Victoria Durrer

EVALUATION METHOD

An evaluation of the project was conducted by South Dublin County Council's Youth Arts Coordinator. This individual also served as a broker for the project setting up planning meetings and advising on the agenda.

This evaluation is intended to serve as a document of the work carried out and the learning outcomes achieved by those involved.

Evaluation Objectives

To assess

- The impact of the project on the teacher's sense of professional development
- The contribution of the project on the Dance Artist's overall residency programme
- The impact of the project on the school administration's perceptions of dance as contributing to the overall educative experience of students
- The impact of the project on students' understanding of concepts around site-specific dance choreography, music
- Students' skill development
- Students' overall enjoyment/experience of taking part

Methodology

The original methodology designed for the programme involved students keeping an online diary, a blog, of the process involved in the work. A tutor was brought on board with the project from outside the school to facilitate a set of students on the Dance Team to establish a blog. Guidelines and directions to assist with development of the blog were provided as part of the evaluation process (See Appendix C).

Two sessions with the tutor were held, one in the school's IT Department and one at County Library, Tallaght. Three to four students who volunteered to maintain the blog attended these sessions.

Maintaining the blog was difficult for a few reasons:

- The blog is run on Wordpress and the school's system blocks this format
- Students did not appear to have ownership or the time to maintain the blog even on a monthly basis.

Other methods of evaluation research were carried out to facilitate the presence of youth voice in the evaluation.

The methods utilised in the evaluation were as follows:

- Observation of the group at 3 sessions
- Initial questionnaires with students
- Mid-point focus group with students prior to performance

- Interviews and questionnaire pre-, mid- and post-project with teacher
- Interviews and questionnaire pre-, mid- and post-project with dance artist



Photograph by Jonathan Stokes

FINDINGS

This section details the impact resulting from the project on students, teacher, dance artist and school.

Overall, the objectives of the project were all achieved. Both artist and teacher felt they had developed professionally as a result of the project. Further, students gained much in the way of learning and personal and social development. The final performance of the piece was not only an important closing point for the project and a chance to celebrate all the work students and teacher had undergone, but also an opportunity to build awareness of Tallaght Community School as a creative school that values dance.

“The use of space and dynamics was different to what I had seen them do before and both [the teacher] and I commented on little moments and flourishes that were in there from the workshops. I felt their piece was a reflection of their personalities and sense of themselves as a group – as well as having a spatial structure inspired by architecture. They had developed this choreography from their earlier work by making solos from the exploration of their kinesphere and developing it into duets and group structures using points of the cube which reflected some of the spaces they were in, yet it contained a flavour of their personal expression and sense of each other as a group, Louise K amplified this with the choice of music and giving feedback. – This was as similar journey to my own piece and I was struck at our parallel journeys. They made the work that they found in front of them and so did I. They started with themselves and a space and their imaginations and so did I. I felt that this is what made the work idiosyncratic and unique.”

Dance Artist

Students gained skills in conceptualising and developing choreography

Students were consulted on how choreography for their piece might develop. This took place by way of the exhibition visit and accompanying workshop and through being asked to consider sites and human interactions that occur within them. Students demonstrated ability to articulate how certain dance movements echoed different architectural forms and social interactions they saw occurring in different spaces.

The project helped the dance group to expand their repertoire and see how they might develop future dance pieces differently. The teacher involved felt that the project provided a situation in which students had the space to experiment with more

techniques, styles and forms. She stated that the project provided an almost “college” environment for project development through the new approaches used.

Students engaged in personal and social development during the project

Team work is often important in group dance performance. For *Wonderland*, students were broken into pairs and groups of three to examine different architectural forms and the types of interactions that occur within them in order to develop movement. These were shared with the wider group and brought together into one dance piece as a cohesive whole, with these smaller performances happening simultaneously. The negotiations of the choreography as well as the types of spaces in which the students might perform required students to listen to and share ideas with one another. Preparation for the final dance performance also required extra rehearsals and commitment from the group. Observation of the students in preparing their dance piece showed the students were very involved and interested in the project. They were patient and respectful of one another and worked well as a team. These skills are important in the personal and social development of individuals and a key aspect of developing a creative dance piece for performance.

The project had strong cross-curricular elements for students

In developing different movements that students and teacher felt would echo a sense of space and place as well as interaction amongst people, students were considering architectural design and the impact of that design on our daily encounters within those spaces. They began to look at the design of choreography, the formation of bodies into shapes to echo what they had uncovered in relation to design. Their work for this project emphasised these design elements over a response to music. Yet, in selecting music to which to perform, students considered what music impact on their choreography and how.

Further, students began sharing these thoughts in the writings for journals in their English subject lessons. Students demonstrated an ability to reflect on their dance work through the written word. They also demonstrated an ability to conceptualise what they were learning within the dance project. While students found it difficult to maintain an online blog about the project, they did take the initiative to reflect in writing about the project through their English classes.

Below is a table of the curriculum links in particular subject areas for the Leaving Certificate covered by this project.

Subject Area and Links of Project to Skills and Competencies

Subject Area	Range of skills and competencies which should be developed by students for Leaving Cert	Area from project involved
English	Students should encounter a range of texts composed for the dominant purpose of communicating information, e.g. reports, records, memos, bulletins, abstracts, media accounts, documentary films.	Visit and discussion of exhibition of dance films, journal reflections on project for English class
Art	Observation History and Appreciation of Art	practical observation and examination of designed spaces and their features Visit to an exhibition of contemporary art and creation of new work in response to its themes
Geography	To develop a knowledge and understanding of a selection of contrasting physical and human (social, economic, and cultural) environments and of the relationships that exist between them. To promote an awareness of the spatial, structural, and temporal patterns of environmental phenomena, both physical and human, at a variety of scales, and to realise that these patterns can change with time.	practical observation and examination of designed spaces and their features and how people interact within them

Students developed learning in Key Skills during the project

During the project, students exhibited skills developed in ways that reflect the key skills framework developed by the National Council for Curriculum and Assessment (NCCA). These skills are: information processing, communicating, being personally effective, working with others, and critical and creative thinking. The table below details the elements and learning outcomes presented by the NCCA and how this dance project 'hit' those areas.

Key Skill	Element	Learning Outcomes	How the project 'hit' this skill
Information processing	Accessing information from a range of sources	recognise the wide range of information sources that is available both within their schools, at home and beyond	Through viewing, interpreting and discussing dance film work on exhibition
	Recording, organising, summarising and integrating information	use systematic observational and note-taking techniques identify main ideas in a text using both prior knowledge and clues within the text (e.g., headings and sub-headings, paragraphing, conclusions) create summaries of information in their own words	Through completing worksheets and discussing answers regarding the exhibition Through observing and commenting on different choreographic developments for dance piece Through examining descriptions of artworks on exhibition, reflecting personally on their own viewpoints and sharing through group discussion Through discussion of choreographic decisions with outside evaluator and Dance Artist mentor
Critical and creative thinking	Examining patterns and relationships and classifying and ordering information	explain the relationships between wholes and parts systematically examine similarities and differences as the basis for comparing and contrasting	Through writing reflective summaries about the project in English subject journals
	Identifying and analysing problems and decisions, exploring options and alternatives, solving problems and evaluating outcomes	recognise that problem solving and decision making can be approached systematically predict the likely consequences of options and alternatives and systematically examine the pros and cons of each	In developing and performing their dance piece
		recognise the impact of real-world constraints	In developing a dance piece to be performed in a non-traditional performance space (i.e. not a theatre stage), the group adjusted viewpoints of what a public performance 'should' be and adjusted to constraints of this
		evaluate outcomes of solutions and decisions both in the short and long term	Through discussion of choreographic decisions with outside evaluator and Dance Artist mentor

Key Skill	Element	Learning Outcomes	How the project 'hit' this skill
Critical and Creative thinking (cont.)	Thinking imaginatively, actively seeking out new points of view, problems and/or solutions, being innovative and taking risks	<p>recognise that different mind-sets are associated with different forms of thinking (e.g., letting ideas flow, building up associations, suspending judgment in order to produce ideas, are often associated with creative thinking)</p> <p>be willing to take risks and to learn from mistakes and failures</p> <p>be persistent in following through ideas in terms of products and/or actions</p>	<p>Developing choreography based on site and interaction, adjusting that from developmental phase to public performance</p> <p>Through developing a dance piece in a form outside the usual repertoire</p> <p>Through development of dance piece to performance</p>
Communicating	Analysing and interpreting texts and other forms of communication	<p>analyse texts from several perspectives (e.g., intended audience, genre, viewpoint of the author, cultural/historical viewpoint)</p> <p>identify and explain their own personal responses to text and other forms of communication</p>	<p>Through using and making decisions about the type of video projection to show during their final dance performance</p> <p>Through selection of music for dance after choreography was developed</p> <p>Through discussion at exhibition</p>
	Expressing opinions, speculating, discussing, reasoning and engaging in debate and argument	<p>recognise the importance of speculation and argument as forms of dialogue for learning and for leisure</p> <p>be sufficiently open-minded and curious to engage in speculation and argument</p>	<p>Exhibited by way of evaluation process and in team work involved in dance development</p>

Key Skill	Element	Learning Outcomes	How the project 'hit' this skill
Communicating (cont.)	Engaging in dialogue, listening attentively and eliciting opinions, views and emotions	<p>listen attentively to what others have to say</p> <p>elicit opinions, views and emotions from others through the appropriate use of questioning and responding strategies</p> <p>respond perceptively to contributions made by others</p>	<p>Through discussion of work during exhibition—students didn't always like what they had viewed but were able to articulate this through critical examination and be open to what others have to say</p> <p>Through discussion about choreography as it developed</p>
	Composing and performing in a variety of different ways	<p>identify a range of genres, their purposes and styles</p> <p>compose in a variety of genres, showing the capacity to plan, draft and revise</p> <p>express meaning and emotions through a range of performances (e.g., visual art, drama, music, design and graphics)</p>	Use of video projection and creation of dance for performance
	Presenting using a variety of media	<p>identify the main purpose of a communication and relate its form and nature to the purpose</p> <p>identify the main purpose of a communication and relate its form and nature to the purpose</p> <p>explain and justify choices</p>	<p>Through discussion about choreography as it developed</p> <p>Through consideration of choice to include video projections during performance</p> <p>Through gaining an understanding of costume and lighting choices</p>

Key Skill	Element	Learning Outcomes	How the project 'hit' this skill
Working with others	Working with others in a variety of contexts with different goals and purposes	<p>recognise that working with others is an intrinsic part of home, school, work and leisure</p> <p>recognise the need to respond flexibly in different contexts</p>	Through continuing to work together as a dance team on the development and performance of a dance piece
	Identifying, evaluating, achieving collective goals	<p>work in pairs and larger groups to plan the work of the group</p> <p>co-operate with other members of the group to identify collective goals</p> <p>co-operate with group members to identify how different roles can contribute to the overall goals</p> <p>communicate ideas and needs within the group</p>	Choreography was developed through pair work and wider group work. The final piece reflects both aspects with small paired performances happening simultaneously. Group exhibited an understanding of how that affects the audience's interpretation of the piece
	Identifying responsibilities in a group and establishing practices associated with different roles in a group	<p>help to break tasks down into parts as a way of sharing the work of the group</p> <p>take on the responsibilities of the role whether as a team member or a team leader</p> <p>recognise how his/her role blends with the responsibilities of others in the group</p> <p>express views about how the work of the group is progressing</p>	Choreography was developed through pair work and wider group work. The final piece reflects both aspects with small paired performances happening simultaneously. Group exhibited an understanding of how that affects the audience's interpretation of the piece

Key Skill	Element	Learning Outcomes	How the project 'hit' this skill
Working with others (cont.)	Developing good relationships with others and a sense of well-being in the group	<p>listen carefully to other points of view</p> <p>develop empathy and see alternative perspectives</p> <p>express emotion in appropriate ways</p> <p>help others to feel included in the group</p> <p>help motivate the group to persist in the face of difficulties</p> <p>celebrate the achievements of the group</p>	<p>Through discussing work viewed at the exhibition</p> <p>Through discussing and helping make decisions about choreography</p>
	Checking progress, reviewing the work of the group, and personally reflecting on one's own contribution	<p>keep to deadlines and agreed plans</p> <p>monitor progress in the group against agreed plans</p> <p>participate in evaluating the outcomes against the collective goals</p> <p>reflect on their own contribution to the group and identify strengths and weaknesses</p> <p>identify ways of further improving their skills in working with others</p>	<p>Through discussing work viewed at the exhibition</p> <p>Through discussing and helping make decisions about choreography</p> <p>Through seeing the project through to a final performance</p>

Key Skill	Element	Learning Outcomes	How the project 'hit' this skill
Being personally effective	Being able to appraise oneself, evaluate one's own performance, receive and respond to feedback	<p>identify their own aspirations and what they would like to achieve</p> <p>set time aside to take stock of current achievements and, with the help of others, to engage in an honest appraisal of their strengths and weaknesses</p> <p>show the resilience to receive and make sense of feedback</p> <p>identify areas for action and move on</p>	<p>Through writing about the project in reflective diaries for English class</p> <p>Through participating actively in the evaluation process with an outside evaluator</p>
	Being able to assert oneself as a person and to become more confident	celebrate their achievements	Pride expressed at public performance

Students' overall enjoyment/experience of taking part

Students enjoyed developing dance in a different way and working with a professional artist. They were highly committed to having a chance to perform the piece publicly. The Dance Artist working with the group felt that they exhibited a great amount of creativity in developing their piece, using a methodology to explore and try new movements out—never discarding them—but coming back to ideas later in choreographic development.



Students discuss work from the *Bodies and Buildings* exhibition

The project had an impact on the teacher's sense of professional development

TCS teacher and choreographer of the TCS dance team has a strong background and education in dance. She explained that the project opened a “door” for her by providing a new opportunity for her to apply the skills she already has in dance. She had not previously developed a dance piece with the Dance Team in this way. Kelly was able to show her own choreographic skills and use space in different ways than previously, refreshing and reinforcing her skills. Being familiar with the techniques that the dance mentor, Louise Costelloe, was using for her own training, the TCS Dance Team choreographer and teacher felt the project encouraged her to try out new dance styles and choreography techniques with the group.

The project had impact on the Dance Artist's professional development

The Dance Artist explained that the work carried out with the TCS Dance Team, “challenged” her “to assess” and apply the learning she had gained through her own mentoring process with Fearghus O Conchuir. Costelloe was involved in selecting and suggesting a venue for a public performance of the piece, *Wonderland*, developed by TCS. She felt it important to also share her own work at this event. She explained that through teaching and mentoring the teacher and choreographer of TCS Dance Team, she felt “encouraged...to present the material of [her] own work and theirs in a non traditional dance space” in ways that reaffirmed the aims of her own residency and that of the TCS Dance project.

The project contributed to the Dance Artist's overall residency programme in RUA RED and built awareness of RUA RED.

The teacher felt visiting the exhibition and seeing other styles of presenting dance was an important aspect of the project. In fact, in the subsequent dance film project developed by TCS Dance Team, the exhibition has been a reference point. Working with Louise Costelloe in both RUA RED and their own school environment helped students make a connection about their own creation of dance to a wider and professional artistic context.

The performance of both Costelloe's work and *Wonderland* attracted an audience of 42 people to see the development of work created by way of the Dance Artist in Residency Scheme in RUA RED, funded by the Arts Council. Further, the attendance of and discussions between 12 young people and 1 teacher to the Bodies and Building's exhibition showed the potential impact of educational programming for RUA RED's exhibitions.

Providing a link between a professional artist's residency and a school-based project not only raised awareness of the residency, but demonstrates the potential impact on community outreach and audience development such projects may have for residencies and arts centres. The project also increased the creative output from the residency.

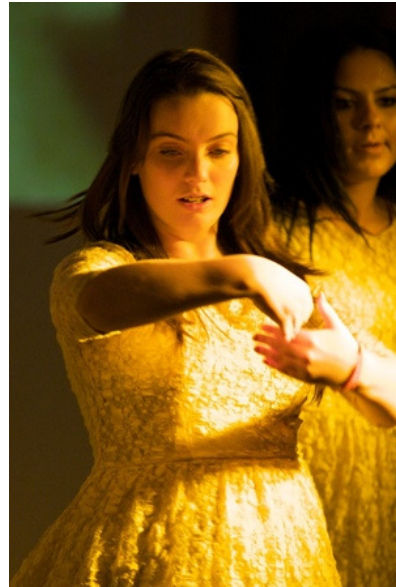
Assessment of project impact on the school administration's perceptions of dance as contributing to the overall educative experience of students

The public performance of *Wonderland* contributed to building awareness of the dance programme within Tallaght Community School. However, due to changeover in school administration, this aspect of the evaluation was not fully investigated. Further research into this area will be conducted for the dance film project which follows on from *Wonderland*.

CONCLUSION

As part of Tallaght Community Schools' after school activities with TCS Dance Team, *Wonderland* was a project that impacted on the learning of students, artist and teacher involved.

The work carried out was in large part dependent upon the outside commitment of students and teacher. TCS Dance team work is carried out beyond the teacher's and students' timetable of school work. At times, teachers and students had to postpone rehearsals and workshops for administrative school requirements. Having the support and encouragement of an outside artist was an important aspect of this commitment. There was a strong rapport between both the teacher and the dance artist working on the project. This rapport was based on agreed objectives and roles for the project, centered on the ability to take creative risks, but stay focused on learning goals for students. The teacher involved, as well as the students, saw the value of the project and had the motivation and initiative to commit to it.



Photograph by Jonathan Stokes

Learning was gained and/or reinforced in both Key Skills and Curriculum subject areas during the project. This finding affirms many existing studies on the place of creative, cultural and arts activities within the curriculum and for the whole development of a young person.

The links made to outside resources, such as the gallery space at RUA RED added value to the project. Seeing and discussing professional artwork prior to embarking on creating their own gave students a starting point to which they could return as they developed their own ideas.

In this particular project, the outside artist served as a mentor, rather than a collaborative partner. This relationship was beneficial to both artist and teacher as it helped to reinforce and reinvigorate their own areas of work.

The impact of the project can also be seen in the award of funding from the Creative Engagement programme managed by the NAPD for a dance film project through which both students and teacher will continue the learning achieved in *Wonderland* in a different medium.

APPENDIX A: *BODIES AND BUILDINGS*, EXHIBITION WORKSHEET

1. If you know the name of the dance piece, please write it down:
2. Describe the space where the dance is happening. Some things to think about - is it bright, dark, crowded, empty, inside/outside. What else is in this space? What else can you think of?
3. What feeling does the space give? Happy, sad, gloomy, funny etc? What makes you think that?
4. How many dancers are there? What are they wearing?
5. Describe the dance movement. What kind of actions do you see, e.g. kicking, turning, arm movements, stepping jumping, stillness. How are they performing it e.g. fast/slow, strong/light, the rhythm of it etc?
6. What feeling does the movement give? Is it funny, serious, sad, and happy? Why do you think that?
7. What do you think about this dance happening in this space? Why might the dancer/choreographer have put them together?
8. Does this give you any ideas about your own dances?

APPENDIX B: COMMENTS FROM TCS GROUP ON FEARGHUS O'CONCHUIR'S *BODIES AND BUILDINGS* EXHIBITION

If you know the name of the dance piece, please write it down:	Describe the space where the dance is happening. Some things to think about - is it bright, dark, crowded, empty, inside/outside. What else is in this space? What else can you think of?	What feeling does the space give? Happy, sad, gloomy, funny etc? What makes you think that?	How many dancers are there? What are they wearing?	Describe the dance movement. What kind of actions do you see, e.g. kicking, turning, arm movements, stepping jumping, stillness. How are they performing it e.g. fast/slow, strong/light, the rhythm of it etc.	What feeling does the movement give? Is it funny, serious, sad, happy? Why do you think that?	What do you think about this dance happening in this space? Why might the dancer/choreographer have put them together?	Does this give you any ideas about your own dances?
3 + 1	It's an empty place outside. It is abandoned. It is a walled garden	Sad, gloomy, upsetting. It makes me think about loneliness	Three. The two boys are wearing trousers, jeans; the other one is wearing kind of army trousers. The women are wearing jeans	Kicking, dragging, pursuing, throwing	Serious, sad. It makes me think because the woman seems lonely as if she is looking back on something		
Sweet spot	Cold, dull, brick walls, wooden door, lot of space	This place make me feel you can go and it will be quiet	8. they are wearing cardigan, jumper, and black trousers, blouses	There linking their hands, slow motion	I think it happy because they seem to enjoy it		
Dublin City	Dublin	Happy because of the way they are jumping	Three	Kicking, jumping, twirling	Sad	To say what it is like to be in a space	Yes it does
Sweet Spot	Crowded room with old people in it. It is small and bright	I think it is a calm place, because old people are there doing a slow clam relaxed dance	They were up to 20. fleeces, shirts, cardigans				
Contemporary Dance	Beijing Olympic site	The feeling of freedom! Dancing with no worries	There are 2 dancers. No tops, bottoms (shorts), kaki in colour	Turning, leg movements, stillness, pleas, light, outlined, jumping,	Happy, life filled	It's filled with life and freedom	
Beijing Olympic Site	Tonight, empty, outside	Cheerful, full of energy	2. only trousers, shorts,	Sliding, balancing, twirling	Energetic and peaceful	They put the dance together that had a lot of space needed for it	Some might be twirling, lying down

If you know the name of the dance piece, please write it down:	Describe the space where the dance is happening. Some things to think about - is it bright, dark, crowded, empty, inside/outside. What else is in this space? What else can you think of?	What feeling does the space give? Happy, sad, gloomy, funny etc? What makes you think that?	How many dancers are there? What are they wearing?	Describe the dance movement. What kind of actions do you see, e.g. kicking, turning, arm movements, stepping jumping, stillness. How are they performing it e.g. fast/slow, strong/light, the rhythm of it etc.	What feeling does the movement give? Is it funny, serious, sad, happy? Why do you think that?	What do you think about this dance happening in this space? Why might the dancer/choreographer have put them together?	Does this give you any ideas about your own dances?
Sweet Spot	It's a small place with crowded people, expressing their lives through dance	Happy feeling. It makes me feel that because they're smiling	20. they are wearing sweaters and casual clothes, colorful clothes	They use their hands a lot and moving fast not slow	It makes me feel awww [sic]. Happy and smile	To express how they feel	
Shanghai 2007	The dance is happening in a bright space outside with buildings surrounding the dance is performed on a field	It gives off a feeling of isolation, sadness and loneliness, I think this because the place is empty and although it is surrounded by building, it gives off an empty atmosphere	There is only 1 dancer, he is wearing a top and jeans	The dance is a slow, sad dance. The dancer is using hand movements, stillness and turning to describe his emotions	It gives off a sad feeling because of the music and the place and atmosphere		
3 + 1	They are dancing in a field	Happy because I know that the boys are happy when they dance	4. they are wearing t shirts, trousers and jackets	I see turning and passion in the dance		To give the effect of being sad and lonely	
Sweet Spot	It has brick walls and a big wooden door. It's bright inside and has a lot of space	This space gives me a welcoming feeling	There are about seven dancers I think. They are wearing what looks like their own clothes.	They are using a lot of hand movements and are dancing very slow	It makes me feel happy because they're smiling and look happy	I think they wanted a simple place. I don't know maybe because they can still dance even at their age	
3 + 1	The space where the dance is happening is somewhere outside. It is bright, empty, in an abandoned field	It makes me feel sad	There are four dancers. They are wearing dark clothes with gloves	They are performing the dance really strong and fast with kicking, turning, arm movements.	Serious, sad	They might want to 'say' a story through dancing. My opinion is...it is a strong, sad story	

APPENDIX C: TCS DANCE PROJECT BLOG

What's a Blog?

A blog is a web log, or an online public diary or journal that is written for others to read.

- You can create blogs for personal reasons, educational and informational reasons, business and corporate reasons...whatever!
- Blogs can help you get your ideas and thoughts across.
- They can be added to and updated at any time if there's a computer and Internet access.
- They can be viewed by many people on the Internet, which is great! But make sure you and your dance group is ok with what's up there.
- Blogs are a chance to share your thoughts and experiences about what your group will be doing during this new dance project!
- The blog will also help you to have a space to collect ideas for the dance that you will make.
- It will be a really fun record to look back on all that you did together for the project.
- It will be a great way for Ms. Kelly and Ms. Costelloe to know how you feel about how the project is going.

Below are some ideas for Blog Topics to get you going.

We hope that someone will volunteer every week to post some new information up.

Who we are:

- Take photos of people in your group dancing
- Ask some opinions about why they like to dance? How do they feel when they dance? Where do they dance?
- What's your dance group's name? What school do you go to? Who is in the group?

What our blog is about:

- Post up what the blog will tell people
- What is the project you will do?
- Who will you do it with?
- Why are you doing this project? What are you looking forward to? What do you think will be challenging? Why?

What we like:

- Search on youtube for music your group likes. Why do you like it? Do you like to listen to it or dance to it, or both? Why?

- What kinds of dance moves do you like? Can you make some videos? Why do you like these moves?
- Are there any performances you've seen or dancers or dance groups who have websites that you like? Share them and tell us what you like about them.

Visit to *Bodies and Buildings* exhibition

- What did your group think about the exhibition?
- What did your group seem to like the best? The least? Why?
- What does the exhibition tell us about WHERE people might perform dance? Is this different from what you have learned before? What do you think you will be doing on this new dance project? Does that relate to the exhibition at all? How? How might what you will do be different?
- What about film and dance—is that new to you? What do you think about filming dance?

What kinds of sites do you find are interesting around your school for dance?

- Take some photos of them?
- Why do these places seem interesting?
- What types of everyday interactions or activities happen in these spaces? Are these spaces where people eat lunch, talk, gather before class? Classrooms, halls, libraries?
- What type of dance moves might you use in these spaces for dance? Can you video or do photos of some and post them up?

Are there other places outside your school that you think would be interesting for dance? Tell us about those and tell us why? You could even try something out and video it!

What did you do in dance group today?

- Post up some photos, videos of what happened in dance today.
- What did people like, not like? Why?
- What movements, ideas do you all have for next time?

Visit with Louise:

- When Louise visits the group, post up info on what happened:
 - What did you all discuss?
 - What of your dance did you show her?
 - What ideas do you have?
 - Any photos/videos you can share?
 - Did she tell you about any performances/dances of interest or even music that you might be able to link to on the web?

What have you learned about site specific dance?

- What is it? What does site-specific mean?
- Have you done anything like this before?
- What do you think of this style of dance?

The choreography you prepared:

- How did you work with your teacher to prepare choreography? Were all the ideas from your teacher? Were all the ideas from your group?
- How was Louise Costelloe involved?
- Where did your ideas come from? What inspired you?
- What parts of the school building did you consider in your dance? Show some photos of this place.
- What aspects of school did you include in the dance (like lining up to on chicken fillet day)? Why did you decide to include it?

The music you chose

- What music did you select?
- Did you chose the music first or the movement first? How come?
 - Does this make a difference when developing choreography?
 - Is this a new process for you?

The performance!

- How do you feel about the performance you did?
- Had you ever performed in Tallaght Stadium before?
- What did you think of the venue?
- How did it feel to do a site-specific dance about your school in a different venue? Does it make a difference?
- How did your performance interact with the audience? Did dancers move between audience members, for example?
- If you were to perform the piece again in a different venue, where might you like to do this?

What do you want to do next?