

Red Rocks Community College

The Red Rocks Dance Ensemble



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The Red Rocks Dance Ensemble, established in 2014, is a student based dance company focused on community outreach through the arts. It allows Red Rocks Students to explore the creative process from start to finish in a hands on manner.

"The RRCC Dance Ensemble Arts Outreach program is perfectly suited to my long term professional mission. I have always dreamed of revolutionizing the world through dance, as a source of communication and inspiration."

Kelsey Kiernan

"Watching the students moving through such an intimate and intense process is very humbling. It is a constant reminder to me of the importance of nurturing the artistic voice in all students!" Danielle Heller, Dance Ensemble

Program Coordinator

The Red Rocks Arts Outreach performance season runs from the beginning of February to the end of April. All performances and workshops are presented on Fridays during school hours.

Please visit us on-line for more information. www.rrcc.edu

Facilitating Faculty



Danielle Heller - Program Coordinator

Danielle received her undergraduate degree and K-12 Teaching License from Colorado State University in 1993, followed by her Masters of Education from Capella University in 2010. She taught in the public school system for several years before purchasing Peak Academy of Dance in 1999. Her involvement in the Colorado Dance Industry has been diverse and has ranged from managing her own studio for the past 16 years to chairing the committee that passed dance licensure for the state. Currently she is the artistic director of Peak Academy of Dance, the co-artistic director of The Rhythm Tree Tap Company, the Vice President of the Colorado Dance Education Organization, and teaches part time at

Red Rocks Community College. Danielle believes that advocacy is the key to moving dance forward as a force for change.

Doug Tapia - Composer/Music Designer



Doug Tapia is a musician, composer, producer, and recording engineer with over 22 years of professional experience. Doug was educated at the University of Northern Colorado where he played piano in the award winning Lab I jazz band, as well as nationally recognized vocal groups and small combos. While pursuing his piano performance degree, Doug began working as a live sound engineer, and studio recording assistant, a side job that eventually would become the main focus of his work. Doug has worked in a number of roles in a variety of musical setting with a vast array of musicians playing diverse musical styles: he has toured with bands in North America, Europe, and West Africa, he has produced albums spanning the spec-

trum from spoken word and jazz to electronica, pop, and reggae, he's mixed sound for a number of documentary films, written music for film and stage, and has been a writing and production collaborator for a number of respected artists. Doug's guiding principle throughout all his work is to always serve the musical arrangement with taste, appropriateness, and authenticity, regardless of style.

The Dragon Adventure Performance

The Dragon Adventure Performance: The Dragon Adventure targets Elementary Students grades K-5 in the Jefferson County School District. The running time is approximately 40-45 minutes.

Performance Description: Hunter, a young boy about to turn 11, fears that no one will attend his birthday because he doesn't know how to make friends. The night before his birthday he embarks on a mystical journey with his imaginary dragon playmate Celestine. The journey takes him around the world to each continent and allows him to fill his "Friend-Maker Back Pack" with qualities that will allow him to become the great friend, who he seeks to be. Upon waking up he is no longer afraid to attend his birthday party because he now has all the tools he needs to be a good friend.

Performance Objective: Interpersonal Communication Skill Exploration. What qualities and skills are necessary in developing and maintaining healthy relationships?

Performing needs to be supplied by the cooperating school: sound system equipped for CD or MP3 Player, microphone for large spaces, cleared and safe performance space (preferably 30X30).

The Dragon Adventure Workshops

The Dragon Adventure Workshop Selection: Schools are encouraged to choose from one of the following workshops to round out the performance experience. These are interactive workshops taught by the performers and each takes approximately 20-30 minutes.

Workshop One

Dancing Around the World: This workshop will broaden students view of the dynamics of dance and make them more knowledgeable dancers or observers of the art form. Students will be divided into 7 different groups and assigned a starting continent station. At each station students will focus on a specific choreographic technique and apply the technique to create their own original choreography. Using animals of the assigned continent as inspiration students will be encouraged to think outside of the box to develop their own expression through different movements. Students will rotate through each continent until they have learned all of the choreographic tools or until time permits. Upon completion of all the stations, students will reflect upon what was learned and contemplate the dynamics of dance.

Learning Objective for Dancing Around the World: To learn and apply choreographic techniques using continents and animals from those continents as underlying themes.

Workshop Two

Mirror Mirror Off the Wall: This workshop will allow students to apply the idea of listening through their entire bodies and will strengthen their non-verbal communication. Students will be divided into two circles, an inner circle and an outer circle. They will stand across from a partner in the opposite circle. The inside student will be the movement leader for the first task and the outside student will be the movement follower. As the tasks change the leadership changes. The tasks will include such activities as moving with different parts of your body, body level changes (standing, kneeling, sitting), dynamic changes (slow vs. fast, soft vs. hard), etc... The tasks will become progressively more challenging as students rotate around the circle and experience movement with different partners. Progress will be indicated by how seamlessly leadership can change between partners.

Learning Objective for Mirror Mirror off the Wall: To engage the students in a community oriented activity that will broaden their interpretation of listening.

Workshop Three

Caring Continents Description: There will be three individual workshops separated by grade levels. In each workshop two unique gifts will be explored.

Kindergarten and First Grade Patience and Listening (Asia and Europe): The objective of this workshop is to teach the children patience and listening by playing a game similar to Simon says. The game is going to be called Pandas and Palaces; Palaces for Europe and Pandas for Asia. First, students will be assigned to a side of the room, either the Panda (Asia) or the Palace (Europe) side. When the instructor calls out either “Panda” or “Palace” they must run to that side of the room. Once they are on the correct side of the room, the instructor will give them fun pantomime/dance activities that relate to one of the continents. Some of these will include:

“Be a happy panda” where they dance like bears.

“The queen is coming” which they must freeze until the instructor tells them “as you were”.

“Pandas drinking tea” where they face a partner and pretend to drink tea.

“Climb a tree” where they pretend to climb trees.

Students who do not complete the correct activity when it is called out will be asked to sit down and wait, just like in the game Simon says. By the end of the game only a handful of students will be standing and they will be announced as the completers!

Second and Third Grade Helping and Generosity (North and South America): The objective of this workshop is to teach the children about helping and generosity through participating in an obstacle course/s. The course/s will be very simple so the students do not hurt themselves. First, the instructor will split the students up into pairs or small groups. Next, one student will be blindfolded and the other student's will act as a helper to lead the blindfolded student through the simple obstacle course. The instructor will explain and model for the children how the process will work. The instructor will show them how to help the blindfolded student, by using verbal communication and gentle touch. After they have had the exercise explained and modeled to them, they will line up in groups and start through the course/s. When everyone has finished the activity, the instructor will lead them in a discussion about the importance of helping others and ask about what they have learned through their experience.

Fourth and Fifth Grade Confidence and Acceptance (Africa and Australia): The objective of this game will be to teach children about confidence and acceptance through a movement and improvisational game. Students will be split up into groups of 10-15 and asked to stand in a circle. The instructor will model the expected behavior by demonstrate the activity by saying their name and showing a movement that they like. They will then ask the students to repeat the name and the movement. The students standing to the right of the instructor will then be asked to start the process. Each students will state their name and show their moves and the rest of the students will repeat the name and the movement. Each student will take their turn in a counter clockwise rotation until each student has gone. At the end the instructor will ask who can remember all the names and all the movements. Students are encouraged to demonstrate what they can remember. If time permits you can create a short dance will the choreography. The instructors will wrap up the process by asking students what their favorite move was or whose move they liked the best.

Learning Objective for Caring Continents: The students will demonstrate a deeper understanding of the gifts from each continent through dance activities which support the development of these qualities: patience, listening, generosity, helping, confidence and acceptance.



The Cast



Hunter (young boy)

Ted Story is in his final year at Red Rocks Community College, and is in love with dance! Starting at a young age, Ted has always adored theatre and entertaining people in any way possible. During high school, Ted engaged in the musicals such as Kiss me Kate and Bells are Ringing. He also played Algernon in The Importance of Being Earnest in his fall play! After High School, Ted was struggling with what he wanted to do with his life, but finally came to the conclusion that he needed to be on stage. He attended a summer dance Intensive at Colorado Mesa University this past summer, and fell in love with dance even more! His

future goals are to have a firm grounding in the entertainment industry, and above all, be happy!



Celestine, Hunter's Dragon Guide, Dragon of Wisdom, Antarctic

Grace Medaugh: Before partaking in the RRCC Dance Ensemble, Grace danced professionally with Oklahoma City Ballet and Colorado Ballet. While at OKC Ballet, she performed various soloist and principle roles including Katrina Van Tassel in The Legend of Sleepy Hollow, The Sugar Plum Fairy in the Nutcracker, and the opening solo in Robert Mills original work Pushing Pennies. While at Colorado Ballet, Grace had the privilege of performing with the company in Swan Lake and the Nutcracker. Prior to dancing with these companies, she trained at International Ballet School with Vaganova Ballet School

Graduate German Zamuel and Mark Carlson. While in ballet school, Grace achieved such awards as first place at The Denver Ballet Guild Competition, first place in regional Youth American Grand Prix, and summer intensive scholarships to San Francisco Ballet school and Washington Ballet school. Grace looks forward to making the transition from performer to teacher and is currently working on her undergraduate degree in biology.

The Cast



Moki, Native American Dragon of Sharing, North America

Gabby Hall has had a passion for dance over the last eight years. She started out taking theater classes in high school and exploring the performing arts. She was then introduced to dance through theater and fell in love. She started taking more training in dance and continued to try new dance forms and break out of her comfort zone to explore new movement. She started dance through a studio and worked her way up to their performance company. She fell away from dance for a while to spend more time with family and friends. She

would watch performances and feel a longing for wanting more. She knew she had to dance again. She registered at Red Rocks Community College and started to dance again. She is working on majoring in Dance, and is also the Dance Club president. Gabby wants to continue to learn and perform and teach dance in her future.

Alkaia, Dragon of Family/Helping, South American



Tabor Menhennett is a college student currently attending Metropolitan State University of Denver for Elementary Education and Recreation. She also is working on a Dance Education Endorsement through Red Rocks Community College. Tabor is a Colorado native and originally from Canon City. Tabor graduated high school with honors and has a true love of learning. During her younger years Tabor was active in many sports including soccer, track, and dance. She started dancing at age 4 and has continued her passion for it by teaching it to children at Anita McCoy Dance Studio. Her love for children start-

ed when she would volunteer in her mother's Special Education classroom at Penrose Middle School. This passion grew as she grew and inspired her to go to into a career in education. After Tabor completed her first teaching practicum at Bear Creek K-8 she continued volunteering there for the next year. Tabor is very driven and enthusiastic about her career. Currently she is also starting her own business of renting out cabins for cross country ski trips. Tabor Menhennett gains motivation from nature, children, and her family.

The Cast



Bjorkey, Dragon of Listening, Europe

Stacey Gibbs has spent most of her adult life studying liberal and performing arts. She is trained in directing, costume construction, script writing and multiple dance forms including modern, ballet, and jazz. From 2009-2010 she apprenticed Ascential Dance Theater, directed by Jennifer Fagen Archer. In 2011 she became a character artist for Danse Etoile directed by Marie-Jose Payannet. She trained with their company until 2013. Her favorite roll thus far was playing a Hobo in Danse Etoile's The Christmas Carol. Don Atwood reviewed this performance and stated in World Dance Review, "Stacey Gibb's Hobo is both poignant and funny." She is

excited to be a part of the RRCC Dance Ensemble and believes in it's vision of sharing dance with young minds.

Haoule, Dragon of Confidence, Africa



Marilynn Toth, a Colorado Native has been trained in all styles including Hip-Hop, Jazz and Modern since the age of three. In high school she was on Chaparral's Poms team and competed with Starstruck Academy of Dance. After high school graduation she continued her training at Colorado School of Dance and Streetside Studios. In 2012 she enrolled into the dance program at RRCC. She has trained with Misha Gabriel, Tasha Hamilton and Gary Kendall. Marilyn began teaching dance in 2010 when she went to work for Webby, a company that specialized in young students dance education. From 2013 to 2014 she was the head JV coach for the Poms Team at Castle View High School. Currently she is teaching movement exploration to young students at Scale Gym. Her performance career has

spanned a wide variety of different outlets, from concert dance to competition, from flash-mobs to professional productions. Her favorite roll was that of a supernatural in the spring production, "The Thorn." Marilyn is excited to be a part of the RRCC Dance Ensemble and looks forward to sharing her teaching expertise with young students.

The Cast



Yume, Dragon of Patience, Asia

Kelsey Kiernan is an aspiring professional dancer and passionate advocate for the art of dance. She graduated as an advanced student of ballet, jazz, modern, tap and hip-hop in the “repertory ensemble” from her main studio Murphy Repertory Dance Company in 2009, and Directly after pursued fundraising over 14,000 dollars to travel the world for a year with the popular community service, and performing youth program Up With People. From 2010 to 2012 Kelsey attended community college and apprenticed for two Professional Dance Companies in Colorado: In

Asencial Dance Theater of Colorado, Kelsey

was professionally trained in many different dance genres. After leaving ADTC, Kelsey became an administrative intern for Cleo Parker Robinson Dance. Kelsey’s full scholarship allowed her to attend professional company classes in all technical genres and assist the education director for the summer dance intensive, where famous educators, such as, Mecca Maydun, Rennie Harris and Miles Meyer taught classes. Currently, Kelsey is working with low income children as a dance educator for Dance Exploration, whose mission is to bring dance to all children who want to learn how to dance.

Gura, Dragon of Acceptance, Australia



Paige Mearsha found the love of dance at the age of three. She attended Rocky Mountain School of Dance; she danced there for five year. At Rocky Mountain she danced in the Christmas show for four years. She has been practicing every style of dance since she started dancing. One of her dance teachers, Jeffry Williams, had left Rocky Mountain to open up his own dance studio. Jeffry Williams had taught the choreography for Disney and worked in Vegas. Paige plans to soon make the switch over from being a student to becoming a teachers and choreographer.

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