

MCAD
MUSEUM OF
CONTEMPORARY
ART & DESIGN

DE LA SALLE-
COLLEGE
OF SAINT
BENILDE



**RE-
ENACTMENTS**
STUDY GUIDE
PRE-SCHOOL AND ELEMENTARY

DEMONSTRATIVE FIGURES

ERICK BELTRÀN



Dance is one of the many forms of art, prioritizing the ability of the human body to perform various movements. While dance is primarily a physical activity, as a form of art, its power lies in its ability to express via movements of the body, its capacity to tell stories or visualize certain emotions. Dance becomes a form of communication, and those privy to its language become part of a community.

Apart from the capacity to build certain communities, dance can establish cultures, locations, or even histories. Here, Erick Beltràn gives us a view of the history of the dance called Sarabande, “from its unclear origin in Spain, to its revitalization as sexual Caribbean dance eventually taken as symbol of independence and revolt to its reintroduction to Europe by [the] Scottish (because of this very reason: political charge), to its domestication by French Court (Louis XIV).”

PRE-VISIT

Let the children watch a video showing the Sarabande dance. When done watching, ask the following questions to help the children understand and process what they just saw.

- Is the Sarabande dance a slow or fast dance? What kind of movements did you see?
- How many dancers were there? male dancers? female dancers?
- Do the male and female dancers move differently?
- What clothes did they wear? Did they have accessories?
- Does the dance remind you of anything?

VISIT

- After showing the children the basic symbols in dance notation, group the children into five and assign them an area in the work of Erick Beltran. Have them look into the graphic symbols' attributes and try to understand the dance as recorded in this manner.
- Have them compare the effect of using graphic symbols and words in making the dance/movement come alive for them. Which one do they prefer? Why?
- Work with them on deciphering the dance notations and demonstrate some of the steps.

POST-VISIT

Let children freely dance to the Sarabande music and make their own movements. You can also divide the class into groups, have them make their own choreography with some groups doing the graphic symbols and the other groups translating the graphic symbols into words.

THERE IS NO THERE

SILVANA MANGANO
AND GABRIELLA MANGANO

Silvana and Gabriella Mangano usually use their bodies in their practice but in this piece, they collaborated with actors/dancers. A 10 minute looped video with sound plays in conjunction with a live performance. The gestures are taken from images in newspapers, and the performers' movement within the space helps create the sculptural aspect of the work.



PRE-VISIT

Have a game of charades for 20-30 minutes.

Discuss what pantomime is and the idea that in charades it is a phrase that is acted out.

Group the class into five and give them a week's worth of newspapers. Have them cut out images of people gesturing and the captions accompanying these. Help them prepare a presentation which would have the other groups guess the meaning of the gesture when the image is projected without captions.

VISIT

Performance Schedule

Tuesdays-Saturdays, 11am and 4pm

Sundays, 11am

Watch the performance and have the students list down how many distinct gestures were made. They can choose to focus on the video or on the live performance. Have each student choose a gesture to take note of and have them list the number of times it was repeated. Were there variations in that gesture? Have them compare and contrast the gestures in the video and in the live performance. After listening to their listing of the number of gestures, the number of repetitions (if any), the variations in the gestures and the similarities and differences they noted, discuss the use of gestures in communication, who uses these, when these are used, etc.

State that the gestures in the performance were abstracted from images in newspapers.

Discuss what living newspaper is.

POST-VISIT

Help the students prepare to do a living newspaper.

Divide the class into groups and have them choose an issue or a current event to make into a living newspaper.

INVISIBLE OBJECT

MICHELLE LOPEZ

The title of the work is taken from Alberto Giacometti's *Hands Holding the Void (Invisible Object)*. In front of a two-way mirror and with eyes closed, persons describe — through words and gestures — an object they cannot name or understand that appeared to them in a dream.



PRE-VISIT

Have the students choose their favorite action songs. Make sure these action songs have lyrics with descriptions of objects or places as well as actions that work with these descriptions. Have them perform these action songs. Then play the music and have them perform the song without the words, but with just the gestures. Which version did they find easier to perform? Enjoy performing?

Help them change the lyrics of their favorite action songs by replacing the object or places described with objects they would like to invent and work with them to create the gesture for these. Make sure to keep the rhyme and rhythm for the action song. Let them perform their revised action song.

VISIT

Have them copy the movements done by the persons in the video until they become familiar with these gestures. Have them guess what objects are described by the gestures. Have the group come to a consensus as to what objects are being described and let each one describe these objects one by one with gestures, with their eyes closed and afterwards ask them how they felt making those gestures with eyes closed. Make sure you videotape each one. Compare and contrast the gestures in Michelle Lopez's work with that of the Mangano sisters.

POST-VISIT

Show the video and have them bring out their observations about their own gestures and that of the others. Discuss how the gestures used describe the shape of things. What other characteristics do objects have that may be described through gestures? Discuss how shapes help one see an object. You can also discuss vision/visual perception and have some exercises in improving visual perception.

RE- ENACTMENTS

SUPPORTED BY

Jetstar  **National**
BOOK STORE **BLACK MARIA PICTURES**

SPECIAL THANKS

PERFORMERS

Abbey Batocabe
Natasha Cabrera
Cori Francesca Co
Mia Fortugaleza
Carissa Laurel
Venus Mar
Jezi Matias
Michelangelo Miccolis
Paul Natividad
Amihan Ceres Ruiz
Mita Santiago
Eira Joanne Tangalin
Hayme Zulaybar

INTERNS / VOLUNTEERS

Francine Alviar
Andy Avila
Shannon Balangue
JC Barcelon
Rowshan Begum
Francesca Bernardo
Veronica Bernardo
Rosemarie Calderon
Kristoffer Carillo
Rhoben Chan
Eunice Clemente
Kaye dela Rosa
Kim Eneria
Danni Fernandez
Ava Flores
Julia Francia

David Laboy
Janelle Lai
Gabriel Ligan
Justine Marie Pega Mojica
Julieanne T. Ng
Pauleen Olivan
Agiemar Ordonez
Krissy Parcon
Jessa Pomar
Harrisha Ruelos
Alessa T. Salindato
Erico Sy
Paolo Tiausas
Frances Nicole Villanueva
Emmanuel Zorilla

GRAPHIC DESIGN

Bon Corachea

MUSEUM HOURS

Tuesday to Saturday
Sunday

10.00am - 6.00pm
10.00am - 2.00pm

MUSEUM OF CONTEMPORARY ART AND DESIGN

G/F De La Salle-College of Saint Benilde SDA Campus
Dominga St., Malate, Manila, Philippines

www.mcadmanila.org.ph

 /MCAD.Manila
 @MCADManila