

• **Toni PIERCE-SANDS** Ms. Pierce-Sands — a Minnesota native — has performed with Minnesota Dance Theatre, Alvin Ailey American Dance Theatre, where she was a featured soloist in such signature pieces as *Revelations* and *Cry*. Toni and husband Uri Sands were honored with the 2005 Sage Cowles "Best Performance" award and were named "2005 Artists of the Year" by the Minneapolis Star Tribune.

• **Dudley WILLIAMS** graduated from the High School of the Performing Arts and also attended The Juilliard School and the Metropolitan Opera Ballet School. He performed with the companies of Martha Graham, Donald McKayle and Talley Beatty. From 1964 to 2004 he performed with the Alvin Ailey American Dance Theater and he currently is a teacher at The Ailey School.

Partners in Technology

• **New Jersey State Department of Education, Office of Educational & Information Technology (OEIT)** (Trenton, NJ). The New Jersey Department of Education's Educational Technology vision is to provide unlimited access for New Jersey's students to people and to the vast array of curriculum and instruction offered in the state.

(<http://www.state.nj.us/education/techno/>)

• **NJEDge.Net**, a non-profit corporation of the New Jersey Presidents' Council, is a broadband statewide network designed to enhance the teaching, research and public service missions of New Jersey's colleges and universities. (<http://www.njedg.net/>)

Staff for TPL

• **Diane ALDIS** (MN Trainer, Interactive Coaching) coordinates statewide professional development programs in dance, theatre and interdisciplinary work at the Perpich Center for Arts Education in Minnesota. For the better part of a decade, she has worked with THE PERFORMANCE LAB™ as interactive coach and producer of interactive dance and theatre exchanges.

• **Deborah DAMAST** (NY Trainer, Interactive Coaching) has been on the faculties of New York City Ballet and the 92nd Street Y. She currently teaches in the Dance Education Program at NYU where she serves as the Artistic Advisor, Adjunct Professor, and Artistic Director of Kaleidoscope Dancers, the resident professional performing company.

• **Rick HAUSER** (Project Co-Director) is Co-Founder and Member of the Board, THE PERFORMANCE LAB™. Collectively, Mr. Hauser's projects have garnered public television's major awards many times over, as well as attracting significant funding for national projects in arts and culture.

Dale SCHMID (Project Co-Director) is the Visual and Performing Arts Coordinator, New Jersey State Department of Education/Office of Academic & Professional Standards, where he is primarily responsible for coordinating the state's standards-based arts education reform efforts.

e. Target Population

Thirty pre-professional dancers, selected by audition according to the criteria listed above.

120 students at six arts academies in three states across America

Internet audience accessing the TPL website (see statistics herein)

f. Promotion and Dissemination

The Interactive Residency will be extensively documented. Partners intend to explore the market potential of a DVD, rich in instruction and historical context. We think the greatest potential is in on-line sales, firmly linked to interactive and on-site residencies by certified Horton/Ailey coaches. NDEO (National Dance Education Organization) may assist in this endeavor.

g. Assessment

Tools will be in place from project outset and will be practical and easy to administer. Assessment of student progress will be conducted regularly, and supported by web studies (text and film). Assessment is a regular component of all TPL activities. See an extensive evaluation section at http://www.theperformancelab.org/section_done/done_evaluation-NEW.htm .

h. Accessibility for Those with Disabilities

Students with disabilities will participate in mainstream activities at participating Minnesota arts academies. In this work, TPL will be advised by VSA arts of Minnesota. As an example of support for those with disabilities, see a stunningly practical, easy-to-implement application at this organization's website — <http://www.vsaartsmn.org/contact.html> . This aspect of the project is a pilot endeavor, and thus will be implemented only in Minnesota schools.

i. Budget

Project costs are underwritten solely by this grant. Neither Ailey nor TPL have resources sufficient to sustain it, if NEA support is not secured. If this project were to be funded at less than the 50% level, we would coach and teach only those elements of Horton Technique that lend themselves readily to a limited time-frame, without demanding levels of mastery sufficient for performance. Our goals would thus address only the introduction of interactive technologies to AAADT, a first exposure of dance students to Horton Technique, and preliminary mastery of Ailey performance techniques. As project partner Njedg underwrites interconnection costs to an extraordinary degree, that portion of the project would remain intact; and we would still be able to reach Tier II students at participating arts academies with a limited web-based curriculum.

The Dancers

Dancer participation will be by audition.

Dancers are expected to show promise (Guidelines, The Ailey School) in the following areas:

- superior talent and potential for a performing career as a dance artist
- good technical training in modern dance and ballet
- musicality
- energy, a willingness to take risks, an openness of mind and the ability to communicate through movement.



c. Schedule: Key Project Dates

Summer 2008

Project Planning and Coach Training in The TPL Model™ for Coaching the Performing Arts (TPL staff)

September-November 2008 (cycle repeats in each of three months, I-III: Horton Technique; IA-III: Performance Coaching)

RESIDENCY I-III (Pierce-Sands and Forsythe)

RESIDENCY IA-III (de Lavallade and Williams)

December 2008

PERFORMANCE WORKSHOPS (de Lavallade, Williams and TPL staff)

January-June 2009

PERFORMANCE, as possible

VIDEOTAPING and EDITING, Horton Movement Phrases (TPL/Ailey staff supervising)

d. Project Partners

Lead Partners

• **THE PERFORMANCE LAB™** (St. Paul, MN) is a 501(c)3 non-profit organization that uses interactive technology in innovative ways to teach and to coach the performing arts. TPL "Interactive Residencies" radically modify traditional "distance" technology and re-cast web tools to bring master teachers and great works of the performing arts into classrooms in schools and arts academies. Founded in 1996, TPL benefits from the extensive experience in media, broadcast technologies, arts programming and evaluation/assessment of its collaborating partners. (<http://www.theperformancelab.org>)

TPL continues its seven-year partnership with

• **New Jersey State Department of Education/Office of Academic & Professional Standards** (Trenton, NJ). Incorporated in 1945, NJ/DOE is home to a pioneering Teachers' Union that celebrated its 150th anniversary in 2004. In the twenty-first century, NJ/DOE has positioned itself as a leader in Standards-based education and an advocate of the arts-infused curriculum. (<http://www.nj.gov/education/aps/>)

TPL also partners with

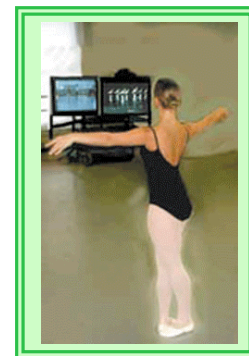
• **Alvin Ailey American Dance Theater (AAADT)**. Founded in 1958, AAADT is regarded as one of the premier modern dance companies in the world, annually reaching nearly **250,000 audience members** across the globe. *The New York Times* noted that "the Ailey's phenomenal popularity is unmatched by any other company in the world." (<http://www.alvinailey.org/>)

• **The Ailey School** is the official school of the Alvin Ailey American Dance Theater. Founded in 1969, The School offers students of all ages more than 300 classes weekly, including: Horton, Graham-based modern, classical ballet, jazz, tap, and repertory. The Ailey School also offers a Bachelor of Fine Arts Degree in Dance in conjunction with Fordham University's College at Lincoln Center. (http://www.theaileyschool.edu/school_page.php?p=mainandv=17)

Artistic Partners

• **Carmen DE LAVALLADE** has enjoyed a long and distinguished career in dance, working with such internationally renowned choreographers as her mentor, Lester Horton; John Butler; Alvin Ailey; Agnes DeMille; Jack Cole and Geoffrey Holder, her husband. Ms. de Lavallade is the recipient of an honorary Doctor of Fine Arts degree from the Boston Conservatory of Music and the Dance Magazine Award.

• **Ana Marie FORSYTHE**, Horton Department Chairperson —The Ailey School — is an expert in the Lester Horton Technique and has co-authored the only book documenting this important American modern dance technique. She has been Co-Director of the Ailey/Fordham BFA Program since 2002.



ATTACHMENT 2 DETAILS OF THE PROJECT (NARRATIVE)

a. Major Project Activities



Ailey® 3 Generations

THE PERFORMANCE LAB™ (TPL), in collaboration with The Alvin Ailey School (Alvin Ailey American Dance Theater) and project partners will mount a twelve-week Interactive Residency based on Horton Technique for pre-professional dancers from three states (New York, New Jersey, Minnesota).

Ailey dance artists/instructors Ana-Marie Forsythe and Toni Pierce-Sands (trained as TPL Interactive Coaches) will team-teach and coach Horton Technique in a series of Interactive Exchanges originating simultaneously at the Ailey Studios (New York City) and at an interactive studio in the Hennepin Center for the Arts (Minneapolis, MN) using radically modified distance videoconferencing technology (The TPL Model™). Dancers in an interactive studio at the Southern New Jersey Academy of the Performing Arts (Sewell, NJ) will also participate in this multi-point Interactive Residency. The Reconstruction of an Ailey masterwork (such as *Reflections in D*) will precede performance coaching in the Interactive Residency. In the fourth week of each of three months, Dudley Williams and Carmen de Lavallade will hone performance skills of the young dancers based on the lessons of their colleagues. The cycle will conclude with an on-site intensive workshop with Williams or colleagues leading to workshop performance of the Ailey masterwork. When feasible, this performance will be integrated into programs at Ailey Camp, free summer camps across America that bolster kids' self esteem through the discipline of dance.

b. Goals (Outcomes)

We will:

1. introduce practical teaching tools of interactive technology to a major American dance company (Alvin Ailey American Dance Theater);
2. train four of AAADT's master teachers and assistant coaches in three cities across America how to use technology to teach Horton Technique (The TPL Model™);

Using The TPL Model™ for coaching the performing arts, we will:

3. introduce thirty promising pre-professional dancers to fundamentals of Horton Technique;
4. coach participating dancers in performance skills integral to Ailey® choreography;
5. teach a portion of an Ailey® masterwork to participating dancers.

Additionally, we will:

6. using interactive web-based tools, introduce students at six participating arts academies to the historical context of Ailey's work and how Horton Technique exemplifies this body of work.

The Network

We aim to contribute to the understanding of the Ailey legacy for a wide group of students, not just those selected by audition (and thereby somewhat privileged). These "TIER II" students (see following) would observe the progress of the project through streaming clips and other web posts. The quality of their experience should be no less "full" than that of the dancers being coached, but it is of a different nature, emphasizing historical context and the development of critical vocabulary.

There are thus two "tiers" of interactive participation, made possible by the technical expertise of NJedge, a pioneering Internet2 network, with enormous "streaming" server capability:

- TIER I thirty dancers selected by audition who will learn the basics of Horton Technique and rudiments of Ailey choreography and performance technique; and
- TIER II Students (app. 120 students) at six arts academies in three states who will participate via the Internet, and for whom a curriculum centered on cultural context and appreciation will be devised. These classrooms may view streaming classes live or have self-paced access to streaming archived and/or edited movement phrases under the direction of their instructors (for instance, the Arts High School [Newark, NJ] and the St. Paul Conservatory for Performing Artists [MN]). On-site visits by TPL staff will supplement web-based content.