

## ABOUT DELFOS DANZA CONTEMPORANEA

Delfos Danza Contemporanea is Mexico's premiere contemporary dance company, ranking among the best companies in Latin America, both artistically and as passionate advocates for dance education. Delfos is a performing company and a school built upon the essential elements of creativity, education, dialogue and collaboration. Based in Mazatlán, they have inspired audiences, students and communities with outstanding performances and in-depth residencies for over 20 years. Their performances evoke emotion and introspection, embodied by their physical grace, athleticism and vibrance. Delfos Danza Contemporanea tours throughout the world, creating enduring relationships wherever they go, seeking opportunities for collaboration and exchange.

Delfos Danza Contemporanea was founded in 1992 by Mexican choreographers/dancers Claudia Lavista and Victor Manuel Ruiz in Mexico City. In 1996 they moved to Mazatlán with the vision of creating dynamic new works as well as developing a professional training program for contemporary dancers. The company is a unique collective of artists whose creative vision is characterized by fluid physicality and poetic narratives.

***We are attracted to the edge of our art form and all the possibilities that exist when we push our boundaries. We believe in the power of dance and art, which gives balance to our community, our society and the world in which we live.***

**-Delfos Danza**



## **ABOUT THE PROGRAM**

This performance will feature Delfos in *Cuando los Disfraces se Cuelgan (When the Disguises are Hung Up)*.

This hour long piece is reflection on appearances and the disguises we put on in order to navigate a world that doesn't always want to see our true selves. It explores the loss and rediscovery of the self, using an artistic vocabulary that combines intensely physical dance with multimedia design.

## **THE BIGGER PICTURE: Discussion Topics**

- Is there a difference between a costume and a disguise? What is it?
- Do you think everyone conceals some part of themselves? Why?
- What disguises do you wear in your life?
- For Delfos, “dance is the voice of the body.” What do you think that means? Do you agree?
- Can dance tell a story or present an idea?
- Can a dance make you feel a certain way?
- What does it mean to say “movement has meaning”?
- Can any kind of movement be considered dance? Why or why not?

## **DANCE VOCABULARY**

### **Modern Dance**

A dance form developed in the early 20th century as a reaction to classical ballet. Dancers and choreographers use their own technique, creativity, and body to create new and original movement. This is also known as Contemporary Dance.

### **Movement Vocabulary**

A set of movements or a style of dancing which is specific to, or characteristic of, a choreographer, dancer, or dance company. The dance language used by a particular artist.

### **Phrase**

A short combination of movements. This is the smallest unit of movement in an entire dance. Phrases are put together to create movement sequences.

### **Repertory**

All the works—specific plays, dances, musical pieces, etc.—that a company performs.

### **Score**

An organized set of notations of all of the instrumental or vocal parts of a musical composition. The music a dance is set to, or music created for a dance work.

### **Dynamics**

The variations of energy, intensity or emotional quality in the performance of dance.

## **THE SELF INSIDE: POETRY AND ART ACTIVITY**

**Explore themes of identity, appearance and disguise using different art forms.**

Included at the end of this packet are instructions and materials for a poetry and art activity. Students will be asked to think and write creatively about themselves, and create a ‘secret’ self portrait that hides behind a folded paper frame.

**See Page 4 for Details**

### **Dig Deeper: Videos and Further Reading**

Watch a preview of [Cuando los Disfraces se Cuelgan](#).

[Learn more about Delfos](#), their history and their work.

Read about the company's [artistic directors and choreographers](#).

[Meet Claudia Lavista](#), Delfos co-founder, in a PBS Profile.



### **ACTIVITY**

#### *A Movement Conversation*

In pairs, students improvise a conversation in dance. One dancer begins by creating a short movement, freezing when the movement is complete. The other dancer responds with his or her own movement reply.

This continues back and forth, with movements growing more complex. Movements can be grouped into phrases, and can employ many different dynamics.

Remind students to wait for their partner to freeze completely before responding.

More advanced students can explore using different spatial relationships between partners. Try near, far, behind, below, or around. Experiment using interconnected movements.

### **You're the Critic: Performance Review**

Put yourself in the shoes of a dance critic. In 2-3 short paragraphs, review your visit to Royce Hall to see Delfos Danza. Here are some things to think about when writing your review:

- **What words would you use to describe this performance?**
- **Did you experience or learn something new?**
- **Was there a theme or idea in the work? What was it?**
- **How did the performance make you feel?**
- **What was your favorite piece or moment? Why?**
- **How did the set, lighting design, and costumes contribute to the performance?**
- **Would you recommend this performance to a friend? Why or why not?**

If you need some more help, look in the newspaper for dance reviews in the Arts section. Read a few to see how they are structured, what is included and what is not.

**We'd love to hear your feedback—send us your review!**

# The Self Inside: Poetry and Art Activity

Delfos Danza's *Cuando los Disfraces se Cuelgan (When the Disguises Are Hung Up)* is a reflection on appearances and the disguises we put on in order to navigate a world that doesn't always want to see our true selves.

In this activity, students will be asked to think and write creatively about themselves, and create a 'secret' self portrait that hides behind a folded paper frame. Attached are instructions and templates you can print and copy for your students.

## **Each Student will need:**

- **Attached Brainstorming worksheet with Portrait template** (copy on white paper)
- **Attached Frame Template** (copy on colored paper)
- **One additional sheet of blank paper**, white or color, any size 8.5"x11" or larger

## **Other Materials:**

- Scissors
- Gluestick (or tape)
- Crayons, Markers, Colored Pencils, Chalk, or Pastels
- Scratch Paper

## **DIRECTIONS** (See photos of each step on next page)

### **Discuss the ideas of disguise and identity with your students.**

- Can we know a person's true identity just by looking at them?
- Is there a difference between the way others see us and the way we see ourselves?
- Does everyone feel the need to hide or obscure some part of their personality, history, or lifestyle?
- What kinds of masks or disguises do we use in everyday life?

Distribute materials and have students **complete the Brainstorm section**. If there's time, ask volunteers to share.

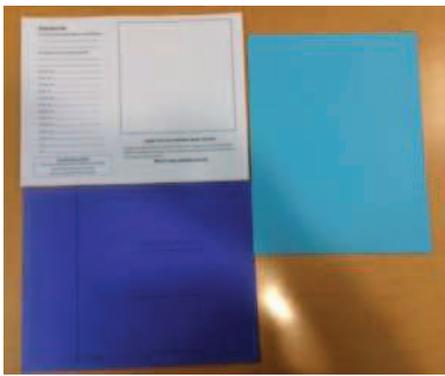
Students will then use these collected ideas to **create a *Self Inside* poem**. It can be any length or in any format. This can be done on scratch paper or in a notebook/journal. The poem can be titled *The Self Inside*, or students can choose their own title.

Once they've written their poems, students can **begin their self portraits**, using their poems and the "Inside I am..." sections of their brainstorm as inspiration. Remind students to use the whole space—it's only 6"x6".

When the poems and portraits are finished, each student will:

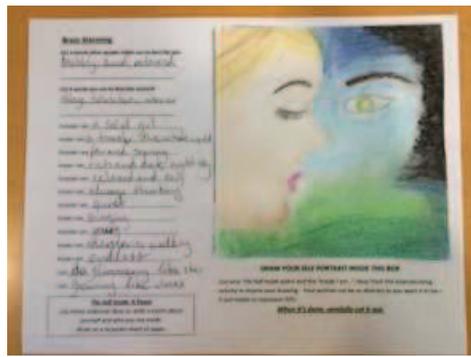
- 1. Cut out their portrait**
- 2. Make the paper frame** using the attached template.
- 3. Mount the portrait inside the frame** with a glue stick or tape.
- 4. Attach the frame and portrait** to the remaining sheet of blank paper.
- 5. Add Poetry** Creatively fill the blank space around the frame with their *Self Inside* poem. This can be selected lines/phrases or the whole poem.
- 6. Decorate.** Add patterns, colors or other decorations as desired.

Make sure each student writes their name and school somewhere on the back of their artwork.

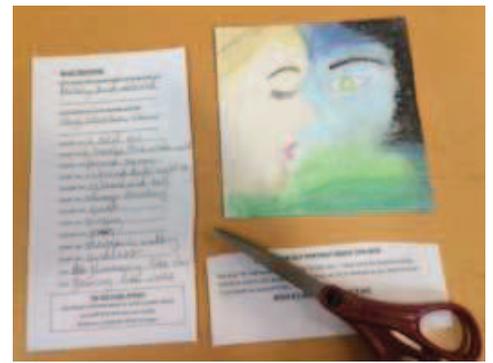


**Materials**

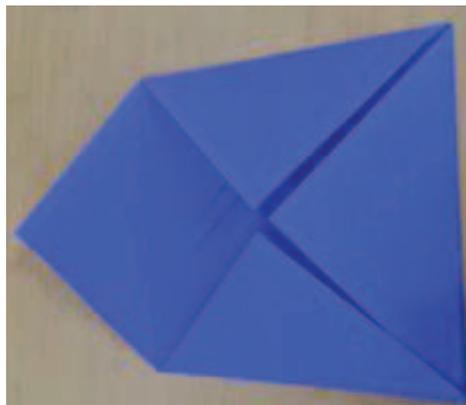
- Brainstorm & Portrait Worksheet
- Frame Template (shown on dark blue)
- Blank paper (bright blue)



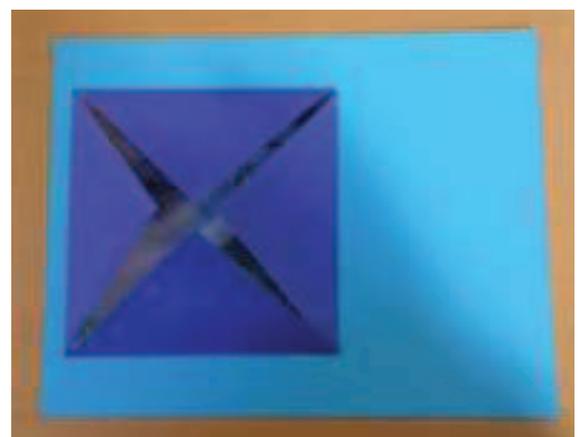
Completed brainstorming activity with self portrait. The final *Self Inside* poem is written on a separate sheet or in a notebook (not shown).



Carefully cut out the finished portrait.



**PAPER FRAME:** Cut along solid line to make a square. Fold corners into center and crease along dotted lines. Unfold.



**ASSEMBLY:** Glue portrait inside of frame. Fold flaps over portrait. Glue frame to blank paper. The frame can be centered on the sheet, off to one side, at an angle—students should choose where to place it.



**ADD POEM**

Creatively fill the blank space around the frame with the *Self Inside* poem. This can be selected lines/phrases or the whole poem. Use the flaps of the frame, too.

**DECORATE**

Add colors or patterns



## **Brain Storming**

List 5 words other people might use to describe you

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List 5 words you use to describe yourself

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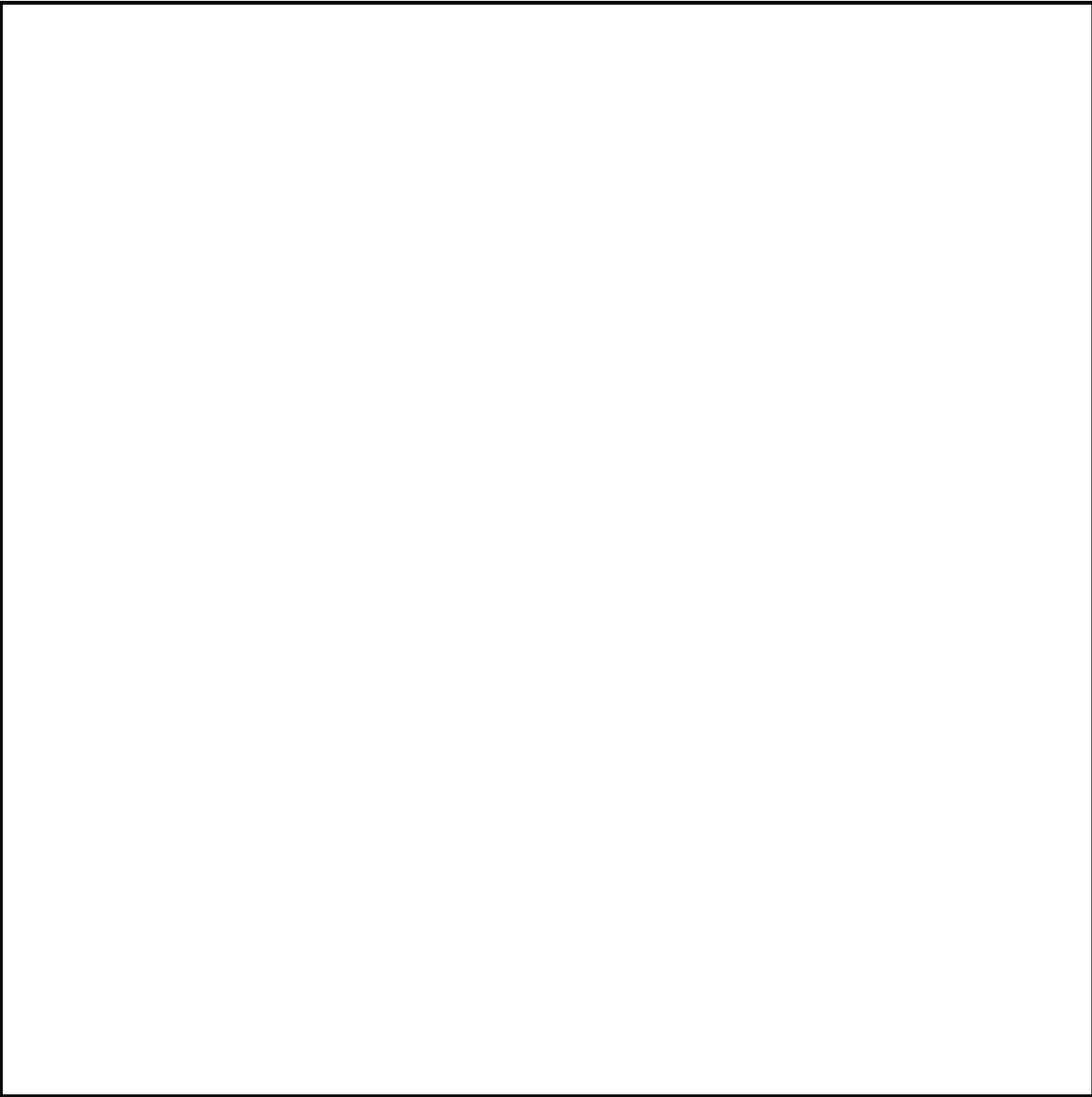
Outside I am \_\_\_\_\_

Inside I am \_\_\_\_\_

Inside I am \_\_\_\_\_

I am \_\_\_\_\_

I am \_\_\_\_\_



### **DRAW YOUR SELF PORTRAIT INSIDE THIS BOX**

Use your *The Self Inside* poem and the “Inside I am...” ideas from the brainstorming activity to inspire your drawing. Your portrait can be as abstract as you want it to be—it just needs to represent YOU.

**When it's done, carefully cut it out.**

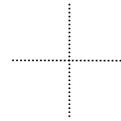
#### **The Self Inside: A Poem**

Use these collected ideas to write a poem about yourself and who you are inside.

Work on a separate sheet of paper.

**CUT on solid line to make 8.5 x 8.5 square**

**FOLD CORNERS in to center, CREASE along dotted lines**



**Unfold corners and ATTACH your self portrait here**