Star Gazer

A Trek Into Outer Space

Teacher's Guide

What's Included

The Creation of Star Gazer

Who's Who – Biographies

Dos and Don'ts of the Theater

North Carolina State Dance Competencies

Artistic Creation Background Info

How to Talk About a Dance Work

Creation of Star Gazer

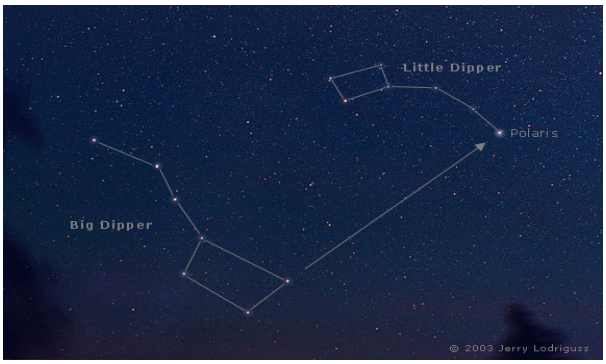
Star Gazer: A Trek Into Outer Space first premiered on April 2014 at the Booth Playhouse. The first version grazed the surface of what Caroline knew the work could be with more knowledge on technology, a budget for costuming and a few more years of development into her unique blend of dance and cirque.

Caroline Calouche & Co. is a repertory company in which past works can be brought back to life and improved. That is one of the many great aspects of dance - the ability to perform the art again and make it better.

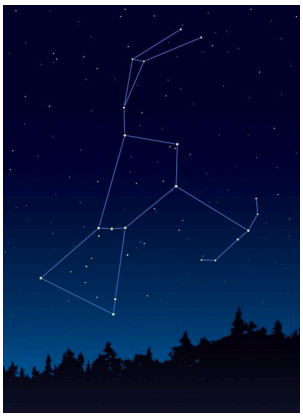
Over 2 years of research and production led to our 2017 Star Gazer production that you are about to see. Below is a scene by scene description with scientific background information on what to look for during the show:

Star Constellations

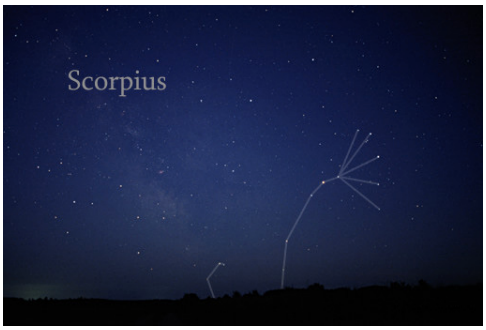
The Big Dipper and Little Dipper | Ursa Major and Minor
English Translation: Big and Little Bears
Where Seen: Mid-Northern sky | latitudes between +90° and -65°
First Documented: 2nd century by the Greek astronomer Ptolemy
# of Stars: 16



Orion
English Translation: The Greek hunter Orion
Where Seen: Southern sky | latitudes between +85° and -75
First Documented: 2nd century by the Greek astronomer Ptolemy
# of Stars: 15

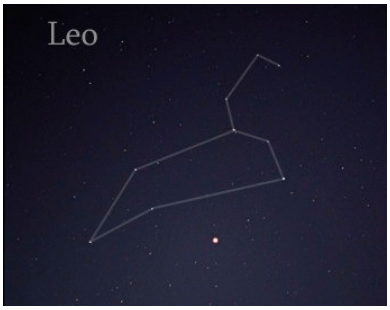


Scorpius
English Translation: Scorpion
Where Seen: Southern sky | latitudes between +40° and -90°
First Documented: 2nd century by the Greek astronomer Ptolemy
# of Stars: 13



Cygnus
English Translation: Latin for Swan
Where Seen: Northern sky | latitudes between +90° and -40°
First Documented: 2nd century by the Greek astronomer Ptolemy
# of Stars: 10

Leo
English Translation: Lion
Where Seen: Northern sky | latitudes between +90° and -65°
First Documented: 2nd century by the Greek astronomer Ptolemy
# of Stars: 5



Taurus
English Translation: Bull | Connected to the Greek myth of when Zeus turned himself into a bull
Where Seen: Northern sky | latitudes between +90° and -65°
First Documented: 2nd century by the Greek astronomer Ptolemy
# of Stars: 5

Moon

Scientific Information: The Moon is in sync with Earth's rotation causing us to always see the same face of the Moon. The dark spots on the Moon are large valleys that were carved out by lava. The bright spots are the highlands. The Moon is illuminated by the Sun and has different phases as it travels around the Earth. The Moon's gravitational pull produces ocean tides and slight lengthening of days on Earth.

Artistic Creation: The latin word for moon is Luna which is feminine in gender. Therefore, Caroline created a Lady in the Moon versus Man in the Moon for this scene.

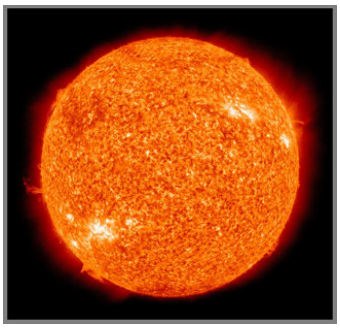
Comet

Scientific Information: A comet is made up of ice and rock that travels through the solar system. When it passes close to the Sun the ice melts and creates it's long tail. Comets roll and spiral through space.

Artistic Creation: Caroline chose a newer circus apparatus called the Tippy Lyra because it can flip on a horizontal access and spin closely resembling the movement of a comet.

Sun

Scientific Information: Our Sun is the star at the center of our solar system made up of hot plasma. Internally, atoms collide and bond to one another during nuclear fusion.



Nuclear Fusion

2 Protons Fuse = Deuterium

A third proton fuses to deuterium to create Helium-3

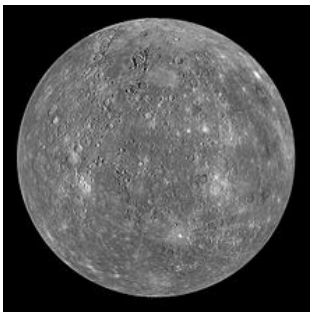
Two Helium-3s fuse to create a Beryllium-6 which is highly unstable and explodes.

Artistic Creation: Watch for the slow moving hot plasma that has delicate solar flares stretching out from the center. Then watch the dancers represent the Sun's nuclear fusion with partnering and explosive movements.

Mercury

Scientific Information: The closest planet to the sun has the fastest orbit of only 88 days in it's year. While it orbits fast it revolves on its axis rather slowly at only 3 full revolutions for every two years or 176 days. The planet is also shrinking due to comets, asteroids and solar flares hitting its surface because it does not have an atmosphere for protection. When it collides with these solar bodies, pieces of Mercury's surface break off.

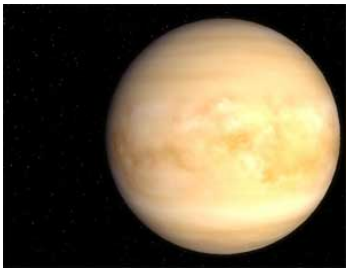
Artistic Creation: Notice the dancer is moving counter-clockwise around the Sun dancers to simulate the directional orbit of Mercury. Also, the Comet reappears to collide into Mercury and so does the solar flares.



Venus

Scientific Information: Venus is the hottest planet in the solar system because it has a sulfuric atmosphere it traps all the sun's heat. The surface of Venus also has many volcanos erupting constantly with rivers of lava. This planet also spins in opposite direction (left) as to all other planets. In the planet's atmosphere there are many swirling tornados that never touch the planet's surface. Venus is the only planet named after a Roman goddess.

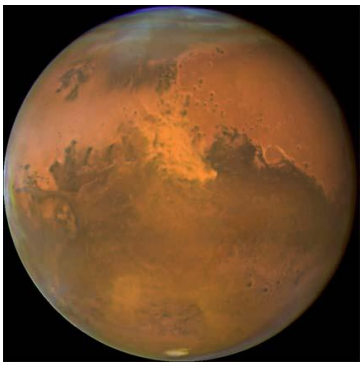
Artistic Creation: The music by Gustav Holst for Venus has a languid feel like on a hot summer's day. To show Venus's opposite revolution to the left, Caroline chose an single point trapeze that can also portray the swirling tornados. And to have some fun with the pop culture of Venus being a strong feminine figure, Caroline embodied the planet into a fictitious woman on Earth.



Mars

Scientific Information: Mars is known as the Red Planet due to its soil that has iron in it. The planet is also known for its tall mountains and low valleys. The dust storms on Mars also block the Sun's rays so much that it can be almost as dark as night.

Artistic Creation: Using partner techniques from dance and circus arts, Caroline re-created a landscape scene to sync with the projection. The dancers then create more mountains and valleys for Stella to explore. The choreography portrays the dust storm with movement that tumbles Stella through the air.



Asteroids

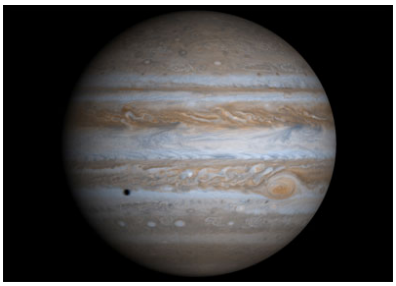
Scientific Information: Between Mars and Jupiter there is an Asteroid Belt that holds the majority of these rocky bodies. The word comes from a Greek word meaning 'starlike'.

Artistic Creation: Caroline grew up playing some of the first video games on Atari (yes, she is that old kids! :-)). One came was called Asteroids, which has continued over the years but with more upgrades to the graphics.

Jupiter

Scientific Information: Galileo Galilei made the first observations of Jupiter in 1610. Jupiter is the largest planet in our solar system. Name for the king of the Ancient Roman gods, it is a gaseous planet that has the fastest spin in the solar system - 10 hours! The orange and white lines depicted in photos are of hydrogen and helium swirling creating storms. Jupiter's Red Eye is the largest storm on Jupiter that has raged for hundreds of years.

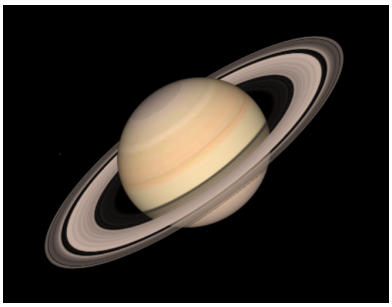
Artistic Creation: The Jupiter scene in Star Gazer is one of the original scenes from 2014. Caroline did add the red silks to the rope and harness apparatus for the dancers to use and to give more of a swirling red atmosphere as if you were inside the Big Red Eye.



Saturn

Scientific Information: First documented in 700 BCE, Saturn is like Jupiter made up of hydrogen and helium making the planet a gaseous planet. The most significant characteristic of Saturn are the 7 rings. The rings are made up of dust, rocks and ice. Coming up at the end of April the Cassini spacecraft will travel between the rings and Saturn to send new information and photos back to Earth. In September 15, 2017, will be Cassini's final mission where it will plunge into Saturn to collect as much data as possible and transmit it back to NASA before burning up. More info: https://saturn.jpl.nasa.gov/mission/grand-finale/overview/

Artistic Creation: Caroline love the roller derby and would probably join the Charlotte league if she had more time and could skate better. She always enjoys adding humor to her dance works. This scene was in true collaboration with the dancers in which Caroline gave them musical markers and ideas for each section. The dancers took it from there.



Uranus

Scientific Information: In 1781, British astronomer William Herschel discovers Uranus. Another gaseous planet, the methane gas gives Uranus its blue color. This planet has a unique axis that is titled almost 90 degrees making it look like it is rolling through space. The planet has 27 moons.

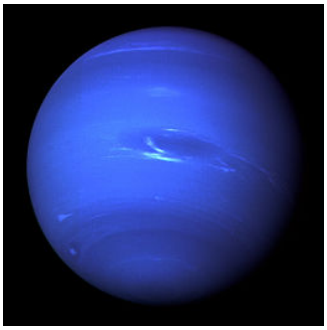
Artistic Creation: The circus apparatus called the Walking Globe was originally part of the 2014 version of Star Gazer. The Walking Globe is made of a hard plastic in which a

person can take small steps standing on top of it to walk/roll across the floor. For our 2017 version we added the yoga ball and 27 silver moons for bouncing and juggling.

Neptune

Scientific Information: Using mathematical calculations astronomers discovered Neptune in 1846 and in 1989 Voyager 2 was the first space craft to send back photos. Name for the Roman god of the sea, Neptune is the windiest planet and like Uranus, the methane in the atmosphere gives it a blue color. Its atmosphere stretches deep into the planet but it does have a core of ice and water. The planet orbits the Sun every 165 years.

Artistic Creation: To represent the windy atmosphere of Neptune, the floor movement patterns sway and swirl to resemble the many cyclones on the planet. And the aerial apparatus called the Spanish Web, allows for the cyclone image to take to the air.



Who's Who

Caroline Calouche & Co.
Founded in 2005, Caroline Calouche & Co. evolved from years of independent choreography and performance in the U.S. and Europe. Caroline Calouche gathered a small group of 3 dancers to debut the contemporary dance company with Risk in her hometown of Gastonia, North Carolina. Since the initial performance, CC&Co. has performed throughout the southeastern United States.

In 2006, Caroline Calouche began her explorations of blending contemporary dance with aerial dance in harness and fabric. The company's reputation for providing innovative, entertaining and edgy work was pushed to another level with the inclusion of aerial dance quickly followed by other circus arts disciplines such as juggling, partner acrobatics and Cyr Wheel. With the increase of performances and touring, CC&Co. continues to connect to their home community along with the communities that they visit with their community engagement programs for all ages, ethnicities and demographics.

Caroline Calouche & Co. was formed with the mission of creating an arts organization dedicated to producing and promoting contemporary dance choreography in conjunction with multi-disciplinary artistic collaborations. The goal is to build cross-cultural dialogs with dance as a means to unite and educate the global community through an exchange of philosophies and methods. The company is a non-profit organization recognized under the IRS tax law of 501(c)(3).

Caroline Calouche, Artistic and Executive Director and Dancer
Caroline's dancing roots began in the small town of Gastonia, North Carolina (12 miles outside Charlotte) and branched out Texas Christian University for two BFA degrees in Ballet and Modern Dance. From there she studied in Europe in Rome, Brussels and then completed a postgraduate program in choreography at the Salzburg Experimental Academy of Dance.

Finally home sick, Caroline returned to her hometown and saw that Charlotte had a stronger arts scene then when she left for college. So she founded the contemporary dance and aerial company Caroline Calouche & Co. in 2006. She is known for blending contemporary dance with aerial arts as well as merging ballet, partner acrobatics and contact improvisation to create her own style in floor partnering.

She has created over 70 choreographic works for the professional stage. Notable works are 'Carmina Burana', 'Lingua', 'Star Gazer' and 'Clara's Trip'. She continues to push herself physically as a performer and mentally as a choreographer.

Many people have inspired her along the way in the dance and circus field. Some influential teachers are Li-Chou Cheng, Elizabeth Gillaspy, Mary Cochran, Susan Douglas Roberts, Kerry Kreiman, Susan Quinn, Joao da Silva, Andrew Harwood, Libby Farr, Keren Levi, Elsie and Serenity Smith, Molly Graves, Susan Murphy, Nancy Smith, Nicole Merman, Christine van Loo, Aimee Hancock, Amanda Lynch, Rodleigh Stevens and Tanya Burka.

Caroline is also certified in the BASI Pilates Method, Gyrokinesis and Nimble Arts Silks Foundation Level 1. She has taught as an adjunct professor at the Dance Departments in the University of North Carolina at Charlotte and Winthrop University.

She is the founder and director of the Charlotte Dance Festival. She believes in continuous learning and experiencing the world will help not only develop you as an artist but as a person too. Caroline has a photographic memory and loves sushi.

Performer Bios

- Will update when artists are hired

Production Artist Bios

Jennifer Wynn O'Kelly (Designer, 9th season) Credits from classics to experimental include; Rooms, Carmina Burana, AESTUO-Dogma Engine, Clara's Trip, A Goddess Tale, A Midsummer Night's Dream, Bus Stop, Dracula, Nutcracker, Misterioso, A Christmas Carol for Caroline Calouche & Co., CPCC Summer Theatre, Blowing Rock Stage, NC Shakes, Alban Elved Dance Co., Clarence Brown Theatre, and Triad Stage. She earned her MFA from UNCSA, is an IATSE member and operates a prop and soft goods shop; Muse Scenic in Winston-Salem, NC.

Dos and Don'ts of the Theater

Arrival

When you arrive, an usher will greet you at the door and help you to your seats. Teachers and chaperones should sit with their students. Please make sure your students stay together and not congregate in the lobby or bathrooms.

During the Performance

Before the show begins, the lights in the audience will dim. This is a signal that the performance is about to start and that the lights will completely go out soon after that.

During the performance, CC&Co. wants everyone to feel at home. You are welcome to respond appropriately and maturely to the work that is being performed. However, this is not a sports game, party or concert. Let's have a good time but be respectful of everyone in the room.

No food, drinks or chewing gum is allowed in the theater.

Cell phones, ipods, cameras and videos are not allowed. No photos or videotaping is allowed at all.

All school rules apply during the performance.

Question and Answer Session

Students will have the opportunity to ask the artists questions immediately following the performance. Questions only pertaining to the dance work, dancers' training and career are pertinent.

After the Performance

You will be able to meet the artists in the lobby for photos and to ask them your questions.

Common Core State Standards

SL1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. By viewing our Lecture/Demonstrations students learn how to create and develop their own structured and detailed narratives.

SL3 - Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Our Lecture/Demonstrations help students analyze ideas and sequences through the dances that are presented.

SL5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Lecture/Demonstrations teach students how to evaluate information figuratively and decipher nuances through the use of dance.

North Carolina Essential Standards

K.R.1 - Use a variety of thinking skills to analyze and evaluate dance. Through the use of structured Lecture/Demonstration students develop the capacity to analyze dance intellectually and evaluate meaning.

K.C.1 – Understand cultural, historical, and interdisciplinary connections with dance. Our Lecture/Demonstrations shows how dance can portray social and historical events as well as they will learn how dance developed over time. This encourages students to see the relationship between dance and other disciplines and studies.

4.CP.1 – Use choreographic principles, structures, and processes to create dances that communicate ideas, experiences, feelings, and images. Lecture/Demonstrations prepare students to choreograph by presenting the material in a way that allows them to understand the structure and principles used when choreographing a dance.

How to Talk About a Dance and Circus Show

Question and Answer Session

During the Question and Answer session at the end of the performance, students will need to think of 1-2 questions to ask. There will not be time for all questions to be asked, so we hope that the students can type their questions to be emailed to us. We will reply to their questions.

Below is a chart of terms in which the students can use to form their questions:

Proper Term	**Incorrect Term**
Professional Dance Performance, dance work, piece	Routine, recital, dance, act
Contemporary Dancers	Ballerinas, 'the people', ballet dancer, girls and boys
Aerial Dancers	Flying lady
Choreographer	Dance Director
Theater	Auditorium
Aerial Silks, Fabric or Tissu (French word for fabric)	Curtains, Ribbons

Response Papers

When writing a response paper, below are some questions that can aid the students.

- Who performed, where was the performance?
- Who were the dancers?
- What was the overall theme of the dance work?
- What relationships between the dancers/characters were developed?
- How did the aerial apparatus support the theme or scene?
- What emotions did the dance work evoke in you?