Social Aid and Pleasure Club Portrait | Teacher Guide

6–8 | Louisiana Dance & Movement Lab | character and spatial relationships | 2–4 sessions of 35–60 minutes

Essential question

How can dancers use character and spatial relationships to investigate Second-line club histories, dress and community organization while respecting its cultural context?

Cultural context

Second-line club histories, dress and community organization. Use community-led sources; interpret rather than claim authenticity.

Learning targets

01. Execute and adapt character and spatial relationships while maintaining safety and rhythmic/expressive intentionality.

02. Identify community authorship and context for Second-line club histories, dress and community organization.

03. Develop an original movement score with a recognizable beginning, transformation and ending.

04. Apply peer feedback and document one deliberate revision.

Materials

Open movement space, marked floor pathways, whiteboard, accessible chairs/supports, optional scarves, source-approved listening clip, paper movement score, consent-based recording device.

Differentiation

12–32 count compositional study, rhythm annotations, specific critique language and two contextual sources.

Ten-step teaching sequence

01. Engage: Watch or discuss a credited, age-appropriate example relevant to Second-line club histories, dress and community organization; identify one observed movement and one uncertainty.

02. Investigate: Locate the tradition, historical period, community and purpose; distinguish a living dance from your own new composition. Research: https://hnoc.org/club-narratives

03. Skill Studio: Warm up safely and practice character and spatial relationships in three controlled variations, with seated/low-impact options.

04. Generate: Improvise three original movement phrases (4–8 counts each) exploring changes in energy, level, timing or direction.

05. Plan: Choose an idea, structure its beginning, contrast and ending, and document performer choice, accessible roles and consent.

06. Produce: Create a dance-theatre study of mutual aid using research, abstract gestures and no impersonation of living club members. Rehearse carefully with defined boundaries and artist/performer attribution.

07. Critique: Partners describe one specific observable choice, one cultural-context question and one respectful improvement.

08. Revise: Change a timing, transition, spatial choice or gesture in response to evidence; document before-and-after.

09. Present: Share 30–90 seconds (K–5) or 60–180 seconds (6–12) live or as a recorded/diagrammed score; cite the source and distinguish invented choreography.

10. Reflect: Explain character and spatial relationships, the cultural context, the revision and the next technical goal.

Teacher prompts

01. Who developed or sustains Second-line club histories, dress and community organization?

02. What is observed versus invented in our character and spatial relationships study?

03. How can your dance communicate without copying a sacred or community-specific practice?

04. Which revision improved your movement choices?

Formative checks

Beginning: baseline four-count phrase and question. Middle: three movement trials and a source note. End: performance or movement score with revision evidence.

Safety and cultural care

No unsafe lifts, forced contact or required public performance. Warm up, establish clear floor boundaries and allow mobility adaptations. Cultural material from Black masking, Indigenous or sacred traditions is examined through primary sources, not reenacted without community partnership and permission.

Alignment

Louisiana dance arts strands: Creative Expression, Aesthetic Perception, Historical and Cultural Perspective, Critical Analysis. National Core Arts Standards Dance: Creating, Performing, Responding, Connecting. Exact grade/benchmark codes require local curriculum crosswalk.

Primary and contextual sources

https://doe.louisiana.gov/educators/instructional-support/planning-resources/k-12-arts-resources
https://www.louisianafolklife.org/lfp/main_prog_sugg_for_fieldw.html
https://hnoc.org/club-narratives

RIGHTS & CLASSROOM USE

Studio Fieldnotes | Educational Resource License

Copyright (c) 2026 Killian Williams-Morantine, to the extent legally owned and copyrightable. Other contributors and rights holders retain their rights.

PERMITTED: An individual educator may download, print, and adapt this resource for noncommercial instruction in their own classroom or program, including private distribution to enrolled students and caregivers.
Keep credit, this notice, and source notes with the material.

NOT INCLUDED: Resale, paid redistribution, reposting full resources to **public repositories, presenting this work as your own, or institutional** bulk licensing without separate written authorization.

EXCEPTIONS: This notice does not limit fair use or other rights under law. **Facts, ideas, cultural traditions, and third-party materials are not** claimed as exclusive property. Source media may have separate rights.

VERIFY: Teachers must check local standards, safety, accessibility, **cultural accuracy, and all music or image permissions before use.**

Full terms: killianwilliamsmorantine.com/rights-and-use.html
Image policy: killianwilliamsmorantine.com/image-credits-and-provenance.html
Permission requests: killianwilliamsmorantine.com/contact.html