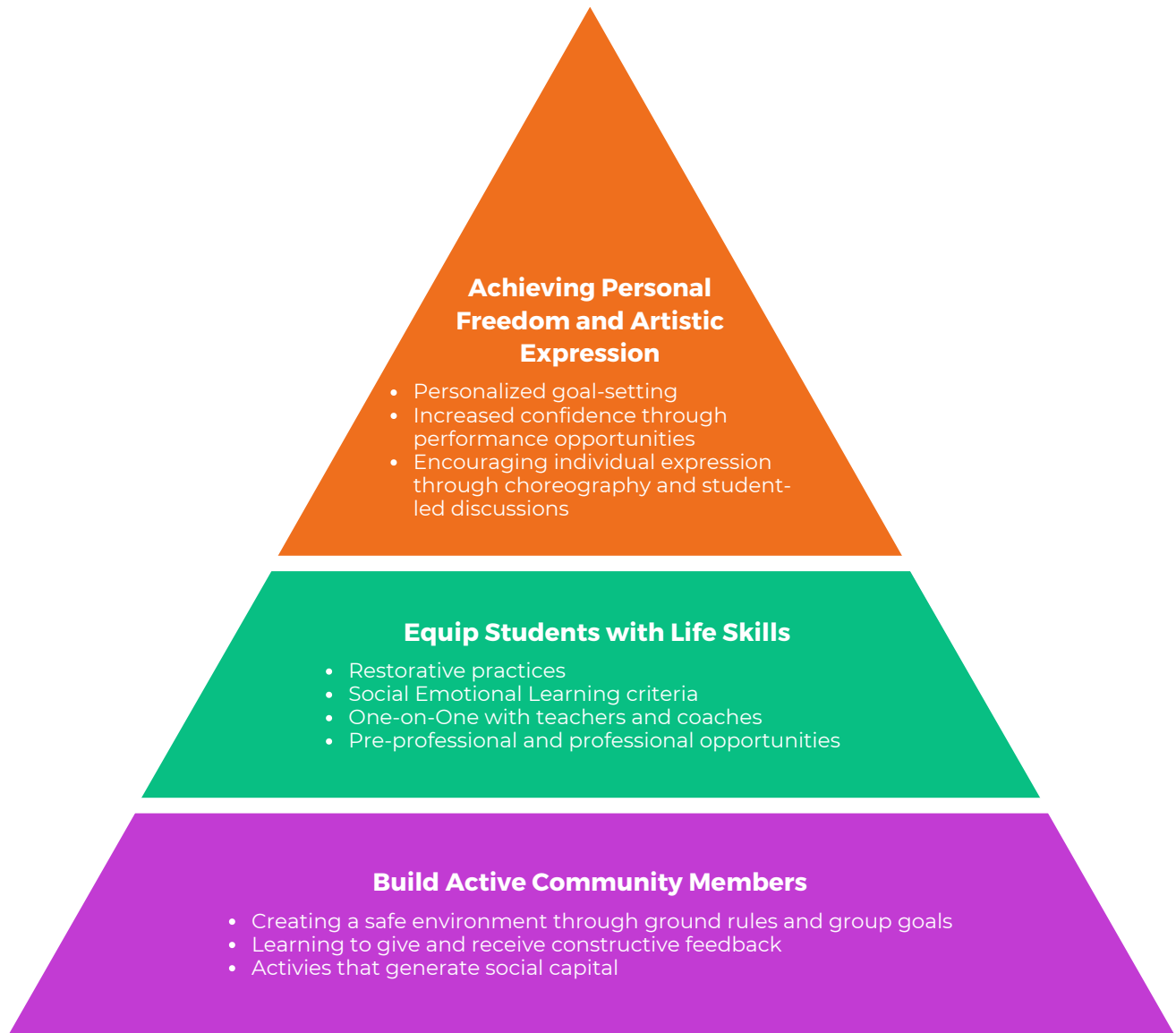




DANCEWAVE CULTURE MODEL

A series of building blocks that outlines the strategy for developing young artist citizens.



Dancewave is a pioneer organization in the field of dance education, valuing dance as a vehicle for personal and communal transformation. Since 1995, Dancewave has advocated for the importance of youth empowerment, whole person development, and a community dance experience accessible to all. Since its inception, Dancewave has promoted a culture model that strives to subvert oppressive systems ingrained throughout the dance community and world at large.

Dancewave's Culture Model is grounded in restorative practices and social and emotional learning (SEL). Through dance, we teach participatory learning and decision-making, empathy and self-expression; helping people to understand themselves in relationship to others and larger systems, and to become more active members of their community.

As innovators in the field, we've developed a curriculum to better support our participants and to bolster the connection between dance and social justice movements throughout all programming, including the following:



**ARTS
EDUCATOR
TRAINING**



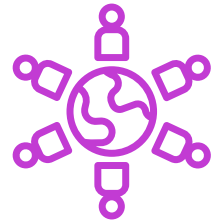
**RESTORATIVE
PRACTICES**



**SOCIAL
EMOTIONAL
LEARNING**



**INTERNSHIP
PROGRAM**



**RIGOROUS
TRAINING**

ARTS EDUCATOR TRAINING

At Dancewave we believe that the best way to ensure our culture model translates to the classroom is by training young teaching artists to actively engage in our community and to uphold anti-oppressive culturally responsive standards in teaching. Dancewave's Arts Educator Training creates a space where educators can share in an evolving conversation about embodied learning through dance, the arts, and holistic approaches to community building in the classroom. Our training combines decades of teaching experience with our field research from leading hundreds of dance residencies in New York City public schools, community and senior centers over the past 25 years. We hope to ignite a passion within educators to make real social change through experiential learning and dance for students of all ages.

Grounded in proven effective practices designed to cultivate young artist citizens, AET uses the Dancewave Culture Model to explore holistic and effective approaches to whole-person development in diverse educational settings:

- Supporting Students' Individuality and Ownership of Learning
- Cultivating Leadership, Artistic Expression, and Wellness
- Facilitating Effective/Affirmative Feedback
- Integrating Restorative Practices
- Measuring Success through SEL Metrics

RESTORATIVE PRACTICES

The Dancewave Culture Model uses restorative practices in place of punitive disciplining to “restore” the group and to bring the student back to good standing with his/her/their community. Our goal with this methodology is to address the behavior, find a solution, and repair the relationship between the student and the rest of the community. We believe that relationship building is at the core of our philosophy, helping students create strong and meaningful relationships to thrive, between both individuals and communities. Punitive discipline has been shown as an ineffective way to correct behavior and hurts the relationship between student and teacher. Restorative practices account for why someone may be acting out and take a holistic approach to restoring the conflict and creating a caring and supportive culture where students can grow and evolve.

Dancewave facilitates the following restorative practices throughout the year:



ORIENTATION



CIRCLES



ONE-ON-ONES



REGROUPS

ORIENTATION — At the beginning of the year, all members have a gathering to get to know each other and what is expected of them. There is an agreement developed by and agreed to by all members.

CIRCLES — Are essentially mini Regroups at the beginning/end of every class or rehearsal. These always happen in a circle and are a quick check in with the dancers. Circles build social capital. With this, students begin to understand that their actions impact the group and that they are part of a collective whole.

ONE-ON-ONES — These are individual meetings that can happen twice a year to go over the expectations set forth in the beginning and update the student on their progress.

REGROUPS — These activities happen frequently throughout the year to help maintain consistency and general community health. These meetings are longer in length (more than 10 minutes) and are a chance for students to reconnect, restore, and check in with their peers and teachers in a fun, safe, supportive way.

- An integral part of the Company program, Dancewave Regroups are meetings in which students, teaching artists and coaches cultivate a supportive community. Regroups generate dialogue about topics central to youth development, helping students to work through them alongside their dance practice.
- Addressing the vital conversations happening in our current social climate, DCI & DCII students participate in an Equity, Advocacy and Wellness ReGroup series integrating dance and activism. Regroup sessions encourage Dancers to use this time for personal development, reflection and relationship building.

SOCIAL EMOTIONAL LEARNING

Dancewave has always believed that dance is more than just physical movement and promotes foundational development in young people, in particular, strengthening Social Emotional Learning. Social and emotional learning (SEL) is the process of developing skills young people need to be self reflective and community oriented. SEL helps students engage with larger systems, build and maintain relationships and develop resiliency. SEL helps promote better mental health, social functioning, and a greater sense of overall well-being.



ACADEMIC SELF-EFFICACY — A young person’s motivation and perceived mastery over school performance and their general sense of belief in their potential to attain academic success.

POSITIVE IDENTITY — An internal sense of self-worth and self-efficacy that is important for young people to feel empowered to make decisions for themselves and develop resilience in the face of challenges.

SOCIAL SKILLS — The ability of a young person to take others’ perspectives into account, develop a sense of caring and empathy.

CONTRIBUTION — Positive engagement with family, community and society that are key to developing a young person’s positive purpose as well as positive societal movement.

SELF-MANAGEMENT — The ability of a young person to regulate their emotions and behavior, take positive risks, and persist through life’s challenges.

SOCIAL CAPITAL — The positive bonds young people have with other people and institutions such as schools, community centers, and youth-serving organizations.

KEY EXPERIENCES — Everything that young people see, think, hear, do and feel is fuel for SEL, but a few key types of experiences are especially effective at boosting SEL growth. We use advanced analytics to predict which of those experiences will best promote growth in each group of young people in your program.

GOAL MANAGEMENT — Plan activities give young people the chance to practice setting goals, breaking them down into smaller tasks, develop plans of action, and adjust them as necessary.

PEER-TO-PEER ENGAGEMENT — Encourage young people to work with and learn about others with differing backgrounds and perspectives. Promote teamwork, group cohesion, and problem solving.

INTEREST EXPLORATION — Provide opportunities for young people to explore potential interests, try new things, broaden their horizons, and take risks in a safe space.

PRIORITIZING YOUTH — Build meaningful relationships by prioritizing young people: set high expectations for them and invite them to share their unique experiences and passions with the program.

Race & Dance Curriculum

Dancewave's Race & Dance Curriculum allows NYC Public Schools to customize a 5, 8, or 16-week residency with a Dancewave staff and Teaching Artist to fit their particular needs, tying in with the Department of Education STEAM and social-emotional learning standards. Dancewave's new Race & Dance Curriculum is a discussion- and movement-based framework

designed to support 5th grade students from all backgrounds to:

- celebrate cultural diversity
- confront racial bias
- process feelings about their identity
- activate against racism and hatred
- heal from past experiences with racism

Our curriculum creates a through line spanning from African Diasporic dance forms to TikTok dance trends, engaging students in identifying the origins of social dances in America while making it fun for students and relevant to their own lives.

INTERNSHIP PROGRAM

At Dancewave we believe that internships open doors and help those newer to the arts sector gain hands on experience and expertise in the field. We make sure that interns are prepared and mentored throughout the internship process and uplift their skills, voice and creativity. Interns are treated as valuable members of our team and pathways for sustained employment are often developed throughout the program. We look for internship partnerships where interns are compensated for their labor and supported both educationally and professionally.



RIGOROUS TRAINING

Our unique company model promotes rigorous training with artistic integrity, individual mentoring and leadership development in a focused and supportive environment. Our company program creates a safe and supportive environment that exposes young dancers to the exciting work of cutting edge and master artists currently making an impact in the dance world. New works often reflect a social or racial justice theme, and companies have an opportunity to engage with the artists throughout the rehearsal process. By exposing young dancers to a variety of styles and techniques, our students develop a sophisticated eye for movement and impressive versatility. The artistic roster at Dancewave reflects a broad range of inspiring modern artists who teach our dancers and help connect them with the greater NYC dance community and professional opportunities. In addition, every company has 1-2 coaches who are present at each rehearsal throughout the year to help direct dancers achieve targeted learning goals and ensure that they are supported through the process.