

ANIMAL POP

LEARNING RESOURCE

Contents

About Animal Pop.....	1
What is Animal Pop?.....	1
The <i>Animal Pop</i> workshop.....	1
About the Artists	2
Creator and Choreographer – Jecko Siompo	2
Dancers.....	2
Before the Workshop	3
Discussion Points	3
Activities	3
After the Workshop	5
Follow up Activities.....	5
Other Relevant Links and Resources	5

This Learning Resource has been developed by Adelaide Festival Centre’s centrED Education Coordinator Renee Fort to support your visit to OzAsia Festival and participation in Animal Pop. We value your expertise as teachers who work with your students every day. Please feel free to use and adapt these resources to suit your educational context.

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ABOUT ANIMAL POP

WHAT IS ANIMAL POP?

Animal Pop is the creation of Jakarta-based dancer, choreographer and teacher Jecko Siempo. Blending the rich local dance traditions of his Papuan tribal culture with the street dance styles he encountered in Jakarta and New York, Jecko created a dance style all of his own.

When creating *Animal Pop*, Jecko was inspired by animal movement – which is an influence on many traditional Papuan dance movements. Jecko could also see parallels between the tribal dance styles of his home in Indonesia's province of Papua and modern dance styles, particularly hip-hop. He brought the two together to create *Animal Pop*.

When naming 'Animal Pop', Jecko included the word 'Pop' to represent modern Western cultural elements that influence his *Animal Pop* choreographic style including; ballet, hip-hop street dance, animation and MTV.



THE ANIMAL POP WORKSHOP

In the workshop, dancers will teach students introductory hip-hop and traditional Indonesian dance moves. Following this introduction a piece will be choreographed and practiced as a group so that students can take their performance back to school and continue to rehearse and then perform to their peers. Your whole school will be dancing the 'Ayam' (Chicken), 'Kodok' (Frog), and 'Kangguru' (Kangaroo) in no time!

ABOUT THE ARTISTS

CREATOR AND CHOREOGRAPHER – JECKO SIOMPO

Born in 1975 in Jayapura, Papua, Jakarta-based dancer-choreographer Jack Kurniawan Siompo Pui – better known as Jecko Siompo – is a rising star and leading figure in Indonesia's contemporary dance.

As with the bulk of Indonesian contemporary dance for the past few decades, the rich local dance traditions of his tribal culture is the strongest influence and the main fuel of Siompo's unique multicultural dance vocabulary. Dancing was a constant feature throughout his childhood and adolescent life. Growing up, he lived in various areas in Papua (Irian Jaya): the hinterland Wamena, the coastal Fak-fak (his hometown), and the provincial capital Jayapura, and was exposed to both hinterland or mountainous (pedalaman) and coastal (pesisir) dance forms.



Mastering Javanese, Sumatran and Minang ethnic dance and other contemporary forms as a student at the Jakarta Institute of the Arts, Siompo later immersed himself in ballet and street dance. The further he was away from Papua however, the more he understood its traditions, and Siompo started exploring his own dance culture. In 1999, he picked up hip-hop from b-boys in New York while on an invite to the Bates Dance Festival in Portland (USA), and has incorporated street dance into his choreography ever since. Together with his deep roots in Papuan dance culture, Siompo brings his firm connection with Jakarta's hip-hop subculture into his choreography and dance films.

DANCERS

Jecko Siompo will lead the OzAsia Festival workshops with the following team of dancers:

Soleman Korwa

Yulfan Annur Guluda

Meitha Nindya Sari

Faisal Wijaya Badja

BEFORE THE WORKSHOP

Here you find some suggestions before attending the *Animal Pop* workshop.

DISCUSSION POINTS

Discuss: Why do people dance?

Use this discussion to provoke conversation around the social and cultural influences on the role of dance. The reasons to dance and influence on dancers varies across different cultures.

([ACADAR012](#), [ACADAR019](#))

Discuss: How is dance used to tell stories? What expressive skills and elements of dance do dancers use to communicate meaning?

Gather ideas from the students and record. You can do this as a whole group on a whiteboard/chart paper or in smaller groups on post it notes.

([ACADAR012](#), [ACADAR019](#))

ACTIVITIES

Move Around The Space In Role

- Set clear parameters for movement around the space (drama room/dance studio/gym)
- Assign students as members of Group A or Group B
- Ask students to make their way around the space, not in circles, but covering as much of the empty space as possible.
- Ask students to use their body to embody particular roles/characteristics as you instruct them: e.g. *move like a monkey, become a mammal as you cover the space* ([ACSSU111](#)), *move around the space with joy/determination/courage*
- Call on students to freeze in a pose that embodies their role; have Group A unfreeze and examine Group B's freeze. What about their facial expression and posture helps communicate their role? You can also have the frozen group 'come to life' whilst the other group continues to analyse their movement and how it helps express their role.
- Swap groups for the next role.

([ACADAM009](#), [ACADAR012](#), [ACADAR019](#))

Watch, Respond, Create – Animal Movement

Watch animal movement videos as a stimulus:

- BBC Worldwide – Kangaroos: <https://www.youtube.com/watch?v=4DZnx1mGyq4>
- Wildlife Walk – Australian Wood Duck <https://youtu.be/eMA6YwgP5Bo>
- mdbamedia Emus (start at 1:58) - <https://www.youtube.com/watch?v=L4l8LYR4e1o>

Discuss: How do kangaroos/emus/ducks move? What are some key movement characteristics they demonstrate, not only when travelling, but when stationary?

Explore these movements as a whole group and then have students break into smaller groups (3-4) and give them animals at random – (for more advanced groups you can mix their animals up within their small group, but for beginners have them all work together on the one animal's movement) and have them choreograph a short movement sequence (8 count is ideal) inspired by that animal.

Have the groups share their choreography. You may then like to build on this by having students perform all their sequences at once and then continuing to choreograph a larger work as a group. Exploring using the whole space, levels, timing, relationships between animals/dancers, making movement abstract etc.

([ACADAM009](#) [ACADAM013](#))

Watch and Respond – *Animal Pop*

Research Hip Hop and Street Dance

Watch *Animal Pop Dance Challenge:* <https://youtu.be/ehAKMyc9fss>
Animal Pop Dance Battle League: <https://youtu.be/IazoGcz76Y0?t=53s>

Discuss:

- Which animals are featured? How can you identify them?
- How do the dancers use their body to communicate meaning? What movements/gestures/techniques do they use to convey meaning?
- What elements of Hip Hop or Street Dance can you see in the videos?

Move:

Using the videos as inspiration, have students use create new choreography inspired by the shapes used in *Animal Pop*.

AFTER THE WORKSHOP

FOLLOW UP ACTIVITIES

Practise, Practise, Practise!

- Practise the routine choreographed by Jecko and perform it to another class, or at assembly.
- Practise and refine the technical and expressive skills students learnt in the workshop to create new work.

OTHER RELEVANT LINKS AND RESOURCES

The below resources from Bangarra Dance Theatre and Indigenous Hip Hop Projects provide opportunities to continue the exploration of animal influence on dance, incorporating Aboriginal histories and cultures.

Bangarra Dance Theatre Australia's 'Mutton Bird' Education Resource

Includes video excerpt, before and after viewing activities and next steps.

www.bangarra.com.au/youth-outreach/education/resources/mutton-bird

Bangarra Dance Theatre Australia's 'Moth' Education Resource

Includes video excerpt, before and after viewing activities and next steps.

<https://www.bangarra.com.au/youth-outreach/education/resources/moth>

Indigenous Hip Hop Projects

Indigenous Hip Hop Projects (IHHP) is a unique team of talented artists in all elements of hip hop, media, entertainment and performing arts, who have been working extensively in Indigenous communities around Australia since 2005.¹

This video from their Warmun "Land of the Eagle" project features community members using dance/movement to represent animals significant in the Warmun Community Dreaming.

<https://www.youtube.com/watch?v=VEkswaAyGkY>

¹Indigenous Hip Hop Projects, *Home*, 2017 <www.indigenoushipop.com>