

teacher resource guide

# schooltime performance series



nai-ni chen  
dance company

*Year of the Golden Rat*

arts  
education  
**njpac**  
discover. create. grow.



## about the performance

Beautiful, enthralling and ethereal are just some of the words used to describe the stage performances of the renowned Nai-Ni Chen Dance Company, one of just a handful of professional Asian American dance companies in the United States. *The New York Times* has described the company's dancers as "endlessly proliferating forces of cosmic energy."

Every year, the dance company stages a thrilling performance of festival dances to celebrate the Chinese New Year at the New Jersey Performing Arts Center. On stage, there will be dancers in beautiful traditional costumes, fan and ribbon dances, and dynamic group performances with colorful dragon and lion costumes.

### About the Chinese New Year

In ancient Chinese tradition, people have used moon sightings to determine the start of the New Year and mark the days of special festivals.

People in China and many other Asian countries herald the new year by attending raucous parades, lighting fireworks, going to festivals, giving gifts, visiting family and friends, and feasting at tables groaning under the weight of special dishes.

As has been done since ancient times, people assign each year with an animal from the Chinese zodiac: the rat, ox, tiger, rabbit, dragon, snake, horse, sheep, monkey, rooster, dog and pig. 2020 is the Year of the Golden Rat. People born on this year are predicted under the Chinese Zodiac to be stable and reliable and have the ability to turn disaster into luck.

### About Nai-Ni Chen and her dance company

Nai-Ni Chen, the choreographer and company leader, originally hails from Taiwan. During her training as a dancer, she studied with some of the most respected Peking Opera and traditional dance masters in her home country, as well as renowned modern dancers in New York.

She has performed on Broadway, won prestigious fellowships, taught master classes across the country and overseas, and has been commissioned to create dances for important institutions.

In 1988, she founded the Nai-Ni Chen Dance Company, which has traveled all over country and has also staged performances in Europe, Asia and the Americas. They regularly appear at many New York and New Jersey venues every year.



Nai-Ni Chen, 2016

## in the spotlight

### An interview with Nai-Ni Chen

#### What do you hope to accomplish with Nai-Ni Chen Dance Company? How is Nai-Ni Chen different from other dance companies?

The mission of the Nai-Ni Chen Dance Company is to create new works that bring together the dynamic spirit of American modern dance with the elegant splendor of Asian art, preserving the excellent tradition of dance in the immigrant Chinese American community, and make an impact in the global dance scene in the US.

As a Choreographer and Artistic Director, I aim to incorporate my cultural heritage into my creative works. Through our education programs, our company brings performances to the general public and to school systems, encouraging mutual understanding among different communities through the power of dance.

#### Do the dancers in your company need to have special dance skills or know techniques and styles that are different from western ballet and modern dance?

Although some dancers join the company with mostly ballet and modern training, they all need to know Chinese dance technique and Tai-Chi. As soon as they enter the company, they receive intensive training in both disciplines as well as my unique modern dance technique which incorporates the use of props and elements drawn out of traditional Chinese martial art. Through the learning process dancers discover unique ways to move their bodies while using the props, and a special way to utilize "Chi"—the internal energy which is central to my modern dance vocabulary.

#### How do you view the connection between the traditions of Chinese dance and modern dance? How does it affect your choreography?

Traditional Chinese dance has a long and rich history, whereas modern dance is relatively young. However, the spirit behind both dance styles grew from the people who lived through those times and cultures. And the freedom of expression and desire to share something beautiful through dance are the same. I find the common ground between these two forms of dance while exploring





## in the spotlight

### An interview with Nai-Ni Chen (cont.)

the uniqueness in each. I spend hours in the studio experimenting with my dancers to create new ideas and movements based on these discoveries. We dig into the old tradition, re-invent new ways to move, and go beyond.

**Why have you chosen to base your company in New Jersey? Is this location particularly important to your work or to the Chinese- American community?**

I lived and worked in New York City prior to moving to New Jersey. I have always enjoyed being with nature. I feel connected with its spirit and energy which inspires me to create new work. To be able to hear the birds and watch little animals running in the back yard is important to me. As a matter of fact, my observations of the changes in nature and the movements and behaviors of animals are reflected in my choreography quite closely. I moved from New York City to New Jersey to find that extra space and freedom. Ever since I started the company here, I became very involved with local Chinese community groups and have received several awards because of our performances and contributions to education in the area.

**Why is it important to celebrate Chinese New Year? How has the celebration changed as Chinese people have moved to the United States and other lands?**

Chinese New Year is the most important celebration for Chinese people all over the world. It is a way to continue our traditions and honor our ancestors. The celebration is not as elaborate here in the US as it is in China, Taiwan and other Asian countries. In some Asian countries, the celebration can last for seven to fifteen days. However, in the US, many Chinese communities still make the festival a significant event, with a big, twelve course banquet, the Lion Dance, Dragon Dance, music, paper cut decorations, and lucky charms of golden nuggets to bring prosperity for the New Year. Many audience members from the New York/New Jersey area come to our performances at NJPAC each year as part of their family tradition to celebrate Chinese New Year.

**Do aspects of the performance change from year to year to reflect a different animal spirit?**

Yes, the program does change from year to year. We try to relate the program to the personality trait of each animal. There are legends and folklore about each animal in the twelve Zodiac cycle that we explore. We also find different approaches to connect to the special year. For example, according to ancient theory, there are five elements in the universe, in addition to the animal signs, that cycle in rotation year after year. They are Metal, Earth, Water, Fire, and Wood.

**What do you hope audience members will take away from the Year of the Rat celebration?**

Most importantly, audience members should have fun and enjoy the time they spend in the theater. It is more than a celebration of the heritage of an ancient country in the East. It is a celebration of life in general. When the performers and audience come together in a gathering like this, it is about sharing the experience of warmth and happiness. I believe my audiences will be mesmerized by the grace and excitement they see on stage. The joy of the experience will not stop by exiting the theater. It should be just the beginning of a desire to explore more.

Photo: Steven Vandervelden



inspired ideas in the classroom

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Teacher Focus		Student Activity	NJ Student Learning Standards
Prepare for the performance	<p>Become familiar with the company's background by visiting their website: <a href="http://nainichen.org">nainichen.org</a>. Explain to students that they will watch a performance that will teach them about the Chinese New Year through dance.</p> <p>Share the NJPAC overview of Nai-Ni Chen Dance Company with the class: <a href="http://njpac.org/events/detail/year-of-the-golden-rat">njpac.org/events/detail/year-of-the-golden-rat</a>. Use the overview to spark curiosity by asking questions about the company and what they expect to see.</p> <p>Ask questions like: What does the term zodiac mean? What is Modern Dance? What type of music do you think will be used? Do you think the production is based in the past, present or future?</p> <p>Have a map (may be virtual) or globe available to share the location of China and Taiwan.</p> <p>Students will also need access to technology to find specific answers for post-activities.</p>	<p><i>Pre-Activity:</i> 5-10 min</p> <p>Read the NJPAC overview of Nai Ni Chen Dance Company performance of <i>The Year of The Rat</i>. Formulate three questions about what you think you will see in the performance.</p> <p>Share your responses with the class or write them down on a poster to be displayed.</p>	<p><b>Social Studies</b> <b>6.2 World History/Global Studies</b></p> <p><b>English Language Arts</b> <b>NJSLSA.SL1.</b> <b>NJSLSA.SL2.</b> <b>NJSLSA.SL3.</b></p> <p><b>Visual and Performing Arts</b> <b>1.3 Performing</b> <b>1.4 Aesthetic Response &amp; Critique</b></p>
Experience the performance	<p>Make sure to take notice of which aspects of the performance students enjoy or may have questions about.</p> <p>Be able to recall key elements of the performance to have students participate in post-activities.</p>	<p>You will watch a special dance performance. Pay close attention to performance elements, such as movement style, props, costumes, art and music. Be ready to participate in post-performance activities.</p>	<p><b>English Language Arts</b> <b>NJSLSA.SL2.</b></p> <p><b>Social Studies</b> <b>6.2 World History/Global Studies</b></p> <p><b>Visual and Performing Arts</b> <b>1.2 History of Arts &amp; Culture</b> <b>1.4 Aesthetic Response &amp; Critique</b></p>
Reflect, respond and read	<p>Have students gather their thoughts about the performance. Be ready to help students recall specific aspects from the performance. Ask questions about movement style, props, costumes, art and music.</p> <p>Allow students to share responses with class. Refer back to pre-show questions as well.</p>	<p><i>Post-Activity:</i> 5-10 min</p> <p>What type of performance did you witness? What did you see that was new, interesting or unexpected? Was the dance performance what you imagined? What type of music did you hear? Have you heard music like this before? How were the costumes, art and props used in the performance? What type of theme or message did the show have?</p>	<p><b>Social Studies</b> <b>6.2 World History/Global Studies</b></p> <p><b>English Language Arts</b> <b>NJSLSA.SL1.</b> <b>NJSLSA.SL2.</b></p> <p><b>Visual and Performing Arts</b> <b>1.2 History of Arts &amp; Culture</b> <b>1.4 Aesthetic Response &amp; Critique</b></p>
Focus	<p>Have students locate China and Taiwan on a map or globe to incorporate geography. Have students find the distance from your location to China and Taiwan in miles and hours flying. Discuss information they didn't know and found interesting. Have students complete the <b>Map of China and Taiwan Activity Sheet</b>.</p> <p>Share information about the Chinese zodiac. Have students look up their zodiac animal and element by choosing the year of their birth. Have students decorate the <b>Birth Fan Activity Sheet</b> with their own personalized birth information. Display fans in the classroom.</p> <p>See link provided: <a href="http://chinahighlights.com/travelguide/chinese-zodiac/">chinahighlights.com/travelguide/chinese-zodiac/</a></p>	<p><i>Post-Activity:</i> 5-10 min, <b>Activity Sheets 1 &amp; 2</b></p> <p>Locate China and Taiwan on a map or globe. What continent does China and Taiwan belong to? Using technology, find the distance between your location with China and Taiwan. How long would it take to fly to China and Taiwan from your location? What's something you learned or found interesting through your discovery? Complete the <b>Map of China and Taiwan Activity Sheet</b>.</p> <p>Decorate your own personalized Chinese Birth Fan. Discover your Chinese zodiac animal and element (wood, earth, fire, water or metal) that represents your birth year and display each item on your fan. Complete the <b>Birth Fan Activity Sheet</b>.</p>	<p><b>Social Studies</b> <b>6.2 World History/Global Studies</b></p> <p><b>Visual and Performing Arts</b> <b>1.1 The Creative Process</b></p>
Originate	<p>Allow the students to imitate some of the movements from the performance by creating a short dance. Students can work in small groups. Allow students to choose at least three movements they remember and arrange them into a short dance phrase. A dance phrase is a short piece of choreography fragment that has a beginning, middle, and an end. Encourage students to incorporate tempo, shape and expression. Students may also use props from around the classroom or their fans. Music is optional.</p> <p>Have each group explain what they will demonstrate before the class.</p> <p>Modification for younger students: Go around the class and have each student execute one dance move that they remember from the performance and explain why they chose it.</p>	<p><i>Post-Activity:</i> 5-10 min</p> <p>Break into small groups. Recall some of your favorite dance moves from the performance. Create a short dance phrase to present before the class.</p> <p>Step 1. Select three or more dance moves to perform.</p> <p>Step 2. Review each step and rehearse, making sure all group members are able to execute.</p> <p>Step 3. Make sure you include style, tempo, shape and expression.</p> <p>Step 4. Keep it short and have fun!</p>	<p><b>Visual and Performing Arts</b> <b>1.1 The Creative Process</b> <b>1.3 Performing</b></p>
Rehearse	<p>Allow students to break into their groups. Walk around and observe students as they re-imagine the movement style and encourage all to participate. Assign a group leader to keep students on task and to report out as an exit ticket.</p>	<p><i>Post-Activity:</i> 5-10 min</p> <p>Break into small groups. Select and rehearse your dance movements. Make sure that you have at least three dance moves that all group members can execute. Be ready to explain what dance movements you chosen and why.</p>	<p><b>Visual and Performing Arts</b> <b>1.1 The Creative Process</b> <b>1.3 Performing</b></p>
Make magic	<p>Arrange the classroom to have a designated performance space.</p> <p>Allow students prep time and set expectations on etiquette and performance dynamics.</p> <p>Invite neighboring classes and/or supportive staff/administration to see the class performance.</p>	<p><i>Post-Activity</i> 10-25 min</p> <p>Perform your dance to the best of your ability. Have fun and be supportive of each other's performance.</p>	<p><b>English Language Arts</b> <b>NJSLSA.SL4.</b></p> <p><b>Visual and Performing Arts</b> <b>1.3 Performing</b> <b>1.4 Aesthetic Response &amp; Critique</b></p>



# curriculum standards

## NJ Arts Standards

### 1.1 The Creative Process

All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

### 1.2 History of Arts & Culture

All students will understand the role, development, and influence of the arts throughout history and across cultures.

### 1.3 Performance

All students will synthesize skills, media, methods and technologies that are appropriate to creating, performing and/or presenting works of art in dance, music, theatre and visual art.

### 1.4 Aesthetic Response & Critique

All students will demonstrate and apply an understanding of arts philosophies, judgment and analysis to works of art in dance, music, theatre and visual art.

## National Arts Standards

- 1: Generate and conceptualize artistic ideas and work.
- 5: Develop and refine artistic techniques and work for presentation.
- 6: Convey meaning through the presentation of artistic work.
- 7: Perceive and analyze artistic work.
- 8: Interpret intent and meaning in artistic work.
- 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

## FIND THE STANDARDS

For more detailed information on the standards, visit these websites:

NJ ENGLISH LANGUAGE ARTS  
[state.nj.us/education/cccs/2016/ela](http://state.nj.us/education/cccs/2016/ela)

NJ SOCIAL STUDIES STANDARDS  
[state.nj.us/education/cccs/2014/ss](http://state.nj.us/education/cccs/2014/ss)

NJ WORLD LANGUAGE STANDARDS  
[state.nj.us/education/aps/cccs/wl](http://state.nj.us/education/aps/cccs/wl)

NJ ARTS STANDARDS  
[state.nj.us/education/cccs/2009/1.pdf](http://state.nj.us/education/cccs/2009/1.pdf)

NATIONAL ARTS STANDARDS  
[nationalartsstandards.org](http://nationalartsstandards.org)

# new jersey student learning standards

## English Language Arts

### NJSLSA.SL1.

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

### NJSLSA.SL2.

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

### NJSLSA.SL3.

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

### NJSLSA.SL4.

Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

## Social Studies

### 6.2 - World History/Global Studies

All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

# cultural connections

## Great Inventions from China

The modern world owes so much to China. So many inventions that surround us today can be traced back to China, which has long been a hotbed of innovation and ingenuity since ancient times. In particular, China gave birth to four great inventions: gunpowder, the compass, paper and print making, according to historians.

### Gunpowder

Legend has it that in 600 to 900 C.E. a mysterious Chinese alchemist was trying to make a potion for immortality. He stirred together charcoal, sulfur and a food preservative, potassium nitrate or saltpeter. Unfortunately, he accidentally sent it on fire and BOOM! He made gunpowder.

According to a written account from the mid-9th century C.E., "smoke and flames result, so that [the scientists'] hands and faces have been burnt, and even the whole house where they were working burned down."

The inventors immediately saw the significance of gunpowder and quickly put it to use as a military weapon. The Chinese would incorporate the powder into flaming arrows. They would use gunpowder in the first ever cannons and grenades. Eventually, the secret to making gunpowder made its way to Europe, where seemingly invulnerable walled fortifications were powerless against the onslaught of cannons. Gunpowder was used in the first pistols and rifles in the 15th century, further revolutionizing warfare.

No Chinese New Year is complete without setting off fireworks, which also have ties to gunpowder. Historians believe that firecrackers were first invented in 2nd century B.C.E. China. People accidentally invented them when they threw bamboo sticks into cooking fires, with the stalks blowing up due to hot air heating up in the hollow pockets of bamboo stalks. Later, gunpowder was stuffed into bamboo to make the first ever, manmade firecracker.

### The Compass

Before the invention of the compass, people used the position of the sun, stars and other astronomical objects to figure out where they were and to travel to another location. But this posed problems when the skies were cloudy. That's where compasses come in handy.

Someone in China first invented the magnetic compass sometime between 2nd century B.C.E. and 1st century C.E. At the center of the first compasses was a lodestone, an iron ore that was magnetized. It would be tied to a rock and hang in the air until it aligned itself with the Earth's magnetic field. From there, you could figure out where north and south were. The Chinese used the first compasses as tools for divination and feng shui.

The Chinese military started using the compass for navigation sometime in the 11th century C.E. and for ship wayfinding in the 12th century. These early compasses had a piece of magnetized iron sculpted into the shape of a fish and placed in a bowl of water.

Europeans started using the compass soon after and quickly capitalized it for seafaring. People could only sail between October and April before the use of the compass, but now sailors could undertake sea voyages throughout the year, kickstarting the Age of Exploration, the West's conquest of new lands and civilizations.

### Paper and Printmaking

Before the invention of paper and printmaking, people would chisel letters and symbols into stone or imprint them on clay - making them unportable and keeping literacy to the elite few. They also used tree bark, papyrus leaves, silk and leather. Europeans used parchment, treated animal skin, for record keeping. Historians have recorded that a Bible made of parchment required the skin of 250 sheep, again making letter writing inaccessible except to scholars and royalty. In China, people would write on flattened bamboo strips.

The history of paper's invention is shrouded in mystery, but historians have said that the Chinese first used fibers from hemp. They soaked the hemp in water and pounded it into a thick, slurry mixture that could be poured into a mold. The water would drip off and the paper became dry, making it ready for mark making. Besides hemp, people used mulberry, bamboo and other materials to make paper.

Some people have attributed the invention of paper to a Chinese royal court official in the 1st to 2nd century C.E., but archaeological evidence uncovered the first evidence of paper 200 to 300 years before.

Soon after the invention of paper, the Chinese invented printmaking. Early primitive printing involved carving text onto stone. Then workers placed damp paper on the stone's surface, pushing the paper into the carved text. Workers would then brush the whole surface with ink and remove the paper, which now had a black background with white Chinese characters where the ink did not touch.

The Chinese then created woodcuts in the 9th century for printmaking. Artisans would carve reliefs on the wood—meaning the carved Chinese characters on the wood were higher than the rest of the wood block. People would apply ink on the characters, place paper on top, and make a print by rubbing the paper and woodcut blocks together.

# vocabulary

## Traditional Chinese Dance

Traditional Chinese dance is not a monolith but is composed of different styles drawn from various regions, eras and communities in China. There are folk dances from more than 50 ethnic minority groups in China. (Han is the majority ethnicity in China.) Main folk dances that people are most familiar with are lion, dragon and court dances.

## Lion Dance

A traditional dance in Chinese culture in which performers mimic a lion's movements in a stylized lion costume. The lion dance is usually performed during the Chinese New Year and other traditional, cultural and religious festivals.

## Dragon Dance

The Chinese view dragons as symbols of good luck as well as wisdom, power and wealth. In the Dragon Dance, multiple people in costume hold aloft on sticks a long, segmented puppet shaped like a dragon and parade it down the street during Chinese New Year celebrations and other events.

## Court Dance

Special dances that were staged for a royal audience, usually depicting the Chinese military in all its splendor or legendary stories. Movements would be based on martial art forms or Confucian principals. Court dance reached its peak in the Tang Dynasty, 7th to 10th century C.E.

## Peking Opera

A style of performance with roots deep in Chinese culture and history. A Peking Opera-style performance has singing, acting, martial arts and music. It is known for its rich costumes and flamboyant makeup. It has been recognized by UNESCO on the "Representative List of the Intangible Cultural Heritage of Humanity."

## Choreography

The art or practice of designing combinations and sequences of movements of physical bodies, usually associated with dance. The person who creates the steps, combinations and patterns of a ballet or dance performance is called a choreographer.

## Zodiac

Defined by Merriam-Webster Dictionary to be a cyclical course. In Western astrology, it's an area of sky where people study the positions of planets, the Sun and Moon and their apparent influence on people's lives and personalities. In the Chinese zodiac, which operates on a 12-year cycle, each year is represented

by a different animal: the rat, ox, tiger, rabbit, dragon, snake, horse, sheep, monkey, rooster, dog and pig.

## Tai Chi

A Chinese form of exercise that has gentle movements and a meditative quality. It was originally a martial art form. People who practice Tai Chi believe it cultivates the "qi" or life energy to flow throughout one's body.

## Feng shui

An ancient Chinese system used to align buildings or arrange the interior of spaces and/or objects so that harmony and energy flow are enhanced. For example, feng shui practitioners believe if you position furniture or other items in your home or office in a certain way, money and luck will come.

## Confucianism

A way of life formulated by the philosopher Confucius in 6th and 5th century B.C.E. It's closely identified with Asian cultures, especially China. It is a philosophy or world view that places emphasis on filial connections, social harmony, social rituals, and compassion.

## Chinese characters

Composed of written symbols that represent a word or phrase for use in the Chinese language. There are more than 80,000 characters but most are not used. To read and write Chinese today, people only need to know a few thousand characters. Considered the oldest continuous written language, Chinese characters are also used in Japanese and Korean languages.

## B.C.E. and C.E.

B.C.E. means "Before Common Era," meaning any date prior to the year 1 C.E. (Common Era). BC (Before Christ) means the same thing as BCE. AD (Anno Domini, which is Latin for "in the year of the Lord,") means the same as CE.



# resources

## Websites

Nai-Ni Chen Dance Company Official Website

[nainichen.org](http://nainichen.org)

Spotlight on Nai-Ni Chen: Not Alone: A Modern Dance Performance at Aljira

[aljirablog.tumblr.com/post/100252879993](http://aljirablog.tumblr.com/post/100252879993)

Celebrating on Chinese New Year's Day

[thoughtco.com/chinese-new-years-day-687469](http://thoughtco.com/chinese-new-years-day-687469)

About the Chinese Zodiac

[travelchinaguide.com/intro/social\\_customs/zodiac](http://travelchinaguide.com/intro/social_customs/zodiac)

Chinese Folk Dances

[chinahighlights.com/travelguide/culture/dance](http://chinahighlights.com/travelguide/culture/dance)

The Invention of Gunpowder: A History

[thoughtco.com/invention-of-gunpowder-195160](http://thoughtco.com/invention-of-gunpowder-195160)  
[livescience.com/7476-gunpowder-changed-world.html](http://livescience.com/7476-gunpowder-changed-world.html)

Facts and History of the Compass

[historyofcompass.com](http://historyofcompass.com)  
[historyofcompass.com/compass-history/history-of-the-magnetic-compass/](http://historyofcompass.com/compass-history/history-of-the-magnetic-compass/)

The Invention of Paper

[thoughtco.com/invention-of-paper-195265](http://thoughtco.com/invention-of-paper-195265)

Printmaking

[washingtonprintmakers.com/wp-content/uploads/2015/03/PrintmakingIntroduction.pdf](http://washingtonprintmakers.com/wp-content/uploads/2015/03/PrintmakingIntroduction.pdf)

## Videos

Nai-Ni Chen Dance Company demo

[youtu.be/lxGaPU19FaA](https://youtu.be/lxGaPU19FaA)

Auditions for Nai-Ni Chen Dance Company

[youtu.be/skzcAgtSStU](https://youtu.be/skzcAgtSStU)

Nai-Ni Chen Dance Company presents

"Year of the Rooster"

<https://youtu.be/YUztYtF17QU>

Nai-Ni Chen Dance Company: *Song of the Phoenix*

[youtu.be/hop81BHvn\\_A](https://youtu.be/hop81BHvn_A)

New York Dance Up Close: Nai-Ni Chen Dance

Company on Singular Movement

[youtu.be/cHQEtSuw6co](https://youtu.be/cHQEtSuw6co)

Bamboo Rap demo - Nai-Ni Chen Dance Company

[youtu.be/HeLsgbJ3OiQ](https://youtu.be/HeLsgbJ3OiQ)

Chinese royal court dance

[youtu.be/angxsBoDoEA](https://youtu.be/angxsBoDoEA)

*Court Dance*

[youtu.be/CkqAGnbapXo](https://youtu.be/CkqAGnbapXo)

Beijing residents celebrate Chinese New Year with fireworks displays

[theguardian.com/world/video/2015/feb/19/beijing-celebrates-chinese-new-year-fireworks-displays-video](http://theguardian.com/world/video/2015/feb/19/beijing-celebrates-chinese-new-year-fireworks-displays-video)

## Books

*The Cambridge Illustrated History of China*

Patricia Buckley Ebrey

Cambridge University Press (2010)

[buy here](#)

*China: A History*

John Keay

Basic Books (2011)

[buy here](#)

*The Silk Roads: A New History of the World*

Peter Frankopan

Vintage (2017)

[buy here](#)

*China A to Z: Everything You Need to Know to Understand Chinese Customs and Culture*

May-Lee Chai and Winberg Chai

Plume (2014)

[buy here](#)

*Chinese Dance: In the Vast Land and Beyond*

Shih-Ming Li Chang and Lynn E. Frederiksen

Wesleyan (2016)

[buy here](#)

# njpac staff

(partial listing)

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# the arts in your school

**In-School Residencies:** Drama + Social Studies. Dance + Math. It all adds up in NJPAC's In-School Residencies in which professional teaching artists partner with educators to bring the arts into the classroom. Each 7- to 10-week program culminates in a student performance or an interactive family workshop. All programs address state and national standards. NJPAC is the regional provider in New Jersey for international arts programs like the NJ Wolf Trap Program and Dancing Classrooms Global.

**Assemblies:** NJPAC presents engaging school assembly programs that are presented by professional artists that invite students into the enchanting world of live performance. NJPAC's assembly series promotes cultural awareness and invigorates learning by presenting works that are connected to your school's curriculum.

**Professional Development:** NJPAC Professional Development engages classroom teachers, arts specialists and teaching artists as integrated teams that combine arts pedagogy, content, classroom management and social behavioral strategies to ignite and inspire arts-rich classrooms. Working as a team empowers teachers to share practice and strategy. Our goal is to inspire artistic and intellectual capacities in students, building competence and confidence in both students and teachers.

# study the arts at njpac

**Saturday Programs:** NJPAC's Saturday programs are geared towards students at every level—from those who dream of starring on Broadway to those who are still learning their scales. Students work with professional artists to build technique and develop their own creative style in film, contemporary modern dance, hip hop, jazz, musical theater and symphonic band.

**Summer Programs:** Want to begin to explore the arts? Or immerse yourself in the study of one genre? Then join us at NJPAC next summer in one of seven programs that spark the creativity in every child through the study of music, dance and theater.

**For more information or to schedule an appointment, please call our education sales team at 973.353.7058 or email [artseducation@njpac.org](mailto:artseducation@njpac.org). Visit [njpac.org/education](http://njpac.org/education)**

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