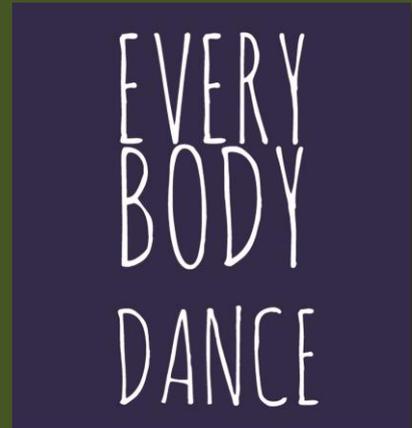


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# BUZZ



## Introduction

**Buzz** is EVERYBODY DANCE's outdoor aerial dance project for summer 2016 and 2017. It's made up of two re-worked former favourites 'Lovely Bugs' and 'The Kingfisher and the Damsel' and in 2016 encompassed School days, Family days, a Tea Dance, a retreat, an outdoor arts festival and a UK tour of residencies.

In 2016 the Buzz project delivered 40 workshop sessions to 637 participants (202 disabled, 435 non-disabled) (333 x under 11yrs, 59 x 11- 18yrs, 247 x 18yrs+) and an estimated audience of all ages x 1790



### Project staff:

- Rachel Freeman – lead artist, project manager
- Eleni Edipidi – performer and workshop leader
- Jess Allen – performer and workshop leader
- Chez Dunford – performer and workshop leader
- Tayla Wood – EVERYBODY DANCE trainee
- Rose Ryan - Dramaturge
- Jean Goubert - Rigger
- Clement Giroux- Assistant rigger
- Margaret Richardson – Costume design
- Sophie Austwick- Marketing support
- Olly Evans – Rig construction

### Project volunteers:

- Dave Provis – marketing and photography
- Trevor Scruton – Rigging
- Issy Probert – workshop support



- Freddy Shortman and Andy Troth – Family day support
- Julia Evans – Farm tours
- Tom Baer – Tea Dance support
- Longlands Care Farm students x 8
- Longlands rigging team x 3
- Wismar rigging team x 4
- Catshill Meadow rigging team x 5
- Gheluvelt Park rigging team x 4
- Em Freeman - photography

Students at Longlands Care Farm supported the farm tours and became part of our audience. A team of volunteers was recruited at each venue to assist with the construction and dismantling of the rig, this provided a useful marketing tool as these people (mostly middle aged men) were inspired to returned to the Buzz events with friends and family.



Critical friends:

David Marshall, Rosie Evans, Joshua Roderick, Steve Wilson, Jo Wilson, Sarah Gardiner, Issy Probert, Todd, Noah, Alfie and Nina,  
Trustees – Richard Hayhow, Elizabeth Cousins, Marie Oldaker, Tom Mence, Bjoern Eser

Participating groups:

Staunton-on-Wye Primary School with Hampton Dene Primary School (Autism unit) and Black Marston Special School, Great Witley Primary School, Chadsgrove Special School with North Bromsgrove High School, Holymount Primary School with Fort Royal Special School, Regency Special School, Malvern Special Families, ECHO Group, Hereford Art College, The Forbury Residential Home.



Buzz Funders:



Buzz 2017 is supported by the Rix Thompson Rothenberg Foundation

## The process



The two performance works for Buzz were in existence, *Lovely Bugs* as a 40 minute finished work created in 2014 and toured in UK and Europe. The *Kingfisher and the Damselfly* was still in its development stage following a period of R&D in 2015. A dramaturge worked alongside the director to unpack the 2015 R&D and reform it into a longer more narrative driven piece.

Two of the original team of three dancers were available for **Buzz** a third dancer was recruited through on line marketing to disability and mainstream dance networks, a shortlist was drawn up and 1:1 interviews held.

Rehearsals were held at Longlands Farm, living and working on site gave an immersive experience to artists and supported the creative process.

Excerpts from project blog

“Running, rigging, aerial yoga, breathing, wobbling, fear, laughter, remembering, climbing, hanging, spinning, slipping, catching. All with the unexpected noises off of low-flying, honking Canada geese, lambs, cattle, quad bikes, riding lessons, ambient birdsong and buzzing.

It feels like we are working hard, with a diversity of material, equipment, use of the rig and all its possibilities. We are making, re-making and remembering lots of material and it feels like there is a strong ‘body’ of the piece already emerging.

New company member Chez’s wonderful enthusiasm for newly-discovered Longlands and the beautiful setting – and the integrity and ‘heart’ in the work – is reminding me not only of how I felt when I was first here but also a strong reminder never to get used to what a privilege it is to be involved with this work.

Both Chez and Eleni have really inspiring level of skill on their aerial (circus) equipment ‘specialisms’ – silks and hoop – and Rachel is making use of that in unexpected ways to mesh into the choreography.”

“This year I’m mostly working with a knee brace to avoid over-bending an inflamed joint (psoriatic arthritis, my often ‘hidden’ disability). It’s a bit bulky and bionic but generally seems to be going well – and the joy, physicality of the work, and working outside, is helping the inflammation to reduce anyway – aside from when the velcro-ness of it insists on getting caught on the rig cross-‘supports’ especially when learning Eleni’s choreography. But this is all the more reason for me to strengthen up and find ways to lift up, out and away from the rig



of it more effectively. It's good to have challenges! Onwards and upwards (aerial pun intentional)..."

"I spent lots of time at the top of the rig, trying to work through the (slightly) irrational scariness of walking/dancing round the top of the circle – which will be part of section where Kingfisher is 'chasing' us tasty damselflies and we have to 'run' away – while Eleni and Chez developed their duet on the pick-up bar"

"A busy morning on the ropes and rig, getting our heads round the movement material we've made, and the equipment we're using for each section. For our opening trio the kingfisher will be on her silks and one of the damselflies on her aerial hoop, the other (me) in an aerial harness and static rope. It's fairly easy for me as the equipment behaves consistently but for Chez on silks there is lots of knotting and re-knotting to work out to make the swings and circles possible"



Peer review

"Yesterday afternoon Lovely Bugs was shown to a group of critical friends aged six years+ including WCC Head of Arts, ED trustees, primary school teacher, peers and family. The dancers did a superb job in a well performed and speedy show. Interesting how we speed up with an audience. Now time to reflect on the feedback and get back to the Kingfisher and the Damselflies"

Artists' blog

Two sessions of peer review were held with an invited audience watching the work and gathering to offer comments and questions. The Liz Lerman Critical Response Process was used as a structure for the feedback:

### Lovely Bugs

1 Statements of meaning - What has been meaning for you about what you have just seen? What was stimulating, surprising, evocative, memorable, touching, meaningful, challenging, compelling, delightful, different, unique? What images or moments do you remember?

- That nature is part of our lives and exists in peace, love and sometimes conflict.
- A comment on nature, our created habitats, meetings, friendship and parting.
- "Down came the rain and washed the spider out" And the spider hiding under a ladybird umbrella.
- Bouncing, stretching into the audience, rain, using the web, balances.
- A little boy in the audience "don't come any closer face".
- Web. Bungee. Save bees.
- Spider being rained on! Bee walking away through the buttercups. Bouncy dancing.
- Spiders climbing.
- The Shoo Away.



## The theme

We knew that the subject area worked for our user groups and audiences as they had both been tested in previous years. Our challenge was to rework, develop and adapt the two performance works with a different cast.

“Tiny apples growing ready for autumn  
Bare earth after many feet dancing  
Sun-kissed skin  
Many children chatting, laughing, buzzing  
Staff and parents relaxing  
Ropes busy stretching  
Dancers giving  
Excitement growing”

Artists' Blog

## Lessons learnt

- Adequate devising time is important –four weeks were scheduled in May but devising was restricted to three weeks because of the dances' availability; this proved too short for rehearsals and put additional pressure on all involved. Additional rehearsal time was added into the first two weeks of the delivery of the project.
- The four-week gap between devising and delivery provided a 'rest' for the dancers but caused difficulties in remembering material and finding momentum and required an intensive period of rehearsal to catch up.
- Despite the limitations of rehearsal time it was not felt possible or desirable to limit the project offer as targets had been preset and the project sold in advance.
- Audience participation is an excellent tool that attracts and entertains.



**Breinton Orchard week** - three days of school workshops, a performance day and a family day.

It was excellent working with the Bulmer Foundation who provided support in recruitment and event management, carried kudos and connected us with many new people:

New schools and community groups were engaged and the scale of the project increased with their support. Other benefits included:

- Involving other artists; a digital photographer, stone mason and environment artists contributed to the two performance days.
- Inviting VIP guests (Herefordshire Lord-Lieutenant, Bulmer family)
- Working with the orchard staff
- Collaborating with the Three Counties Traditional Orchard Project
- Press coverage
- Fees and group subsidy
- Feedback and appraisal



Bulmer evaluation with group leaders (**Sharing day**)

Which artists in the orchard did people in your group most appreciate?

Our children particularly enjoyed participating in the aerial dance workshops – they found this particularly challenging but also very exciting and had a tremendous sense of achievement when they successfully used the ropes to swing or to turn upside down. It was also a great exercise in trust!

Were there any particular highlights of the event for people in your group? If so what were they and why were they special?

“The main highlights for our group were the aerial dance workshops, watching the aerial dance performances and singing the anthem. Participating in an event outside in the orchard made everything particularly special too”

“Rope work; they loved the feelings and being able to swing. Our 6 performers all did well”

“Accordion player; bugs on the fences; having a go on the ropes; performance (everyone having a go)”

“They really enjoyed the aerial dance”



## Artists Blog

“I had a moment today of feeling so overwhelmed with love for the group we worked with today. Totally privileged to dance with some young children with severe physical disabilities. To support their process in joy and experiencing flight brought a lump to my throat. THIS IS POWERFUL WORK! And swiftly onto warming up the old back to rehearse our Lovely Bugs Show before the full show tomorrow for all the school we’ve worked with this week. We are ready to share the show, we are exhausted from all our hard work, we are covered in paint from the finishing touches to our costumes!”

“It’s been an amazing week of returning to the work, rehearsing, reconnecting – with each other and a new, outdoor place – and revisiting the magic of sharing the work with children and seeing their own creativity and ingenuity as they flew, crawled, buzzed and otherwise embodied their own lovely bugs.

I’ve spent much of the last couple of years living as artist-in-residence (as the custodians affectionately titled me) in an orchard in east Herefordshire. But dancing and flying above, under and among the apple trees of this traditional orchard at Breinton has been a magical new way of connecting with these special places. There is something very particular about orchards that seems to encourage and nurture a sense of community, and provide a humble-yet-ceremonial setting for art and performance. The best kind of accessible green gallery!

To see the children enter the orchard and become grounded – even as they flew! – has been an affirmation of what the rare combination of outdoor aerial/dance work can achieve. I re-found a quote today: ‘every child is born a naturalist...open to the glories of the stars, the beauty of the flowers, and the mystery of life’.

This week it has been a privilege to witness this.”

“What an incredible start to delivering the BUZZZ project! I am sat sewing the aerial silks fabric which is exciting for our Kingfisher Show whilst mulling over our past 3 days of Buzzz. Yesterday was our first workshops at Breinton Orchard. We had a great day sharing ideas and devising with a group of year 5 and 6’s. Eleni and myself focused on ground work with the children embodying bumble bees and by gosh by jo, there was serious buzzing in our performance! Whilst Rachel and Jess worked with the aerial rig and ropes!

My favorite moment was when the group decided to buzz instead of talk to each other, we got a cacophony of brilliant support to the movement. Then today we worked with a primary school that is focused on supporting children with autism. An incredible day full of laughing and dancing and full power connection between children and their parents, with each other and with nature! I felt really proud of the work we did today. It is a total honor to beee part of this project!

After the children go home we resume our rehearsals of the Lovely Bugs show and Kingfisher show, tonight we had a lot of fun polishing the pathways for a double pick up aerial hanger whereby I get to spin and run and fly. It really is an absolute treat to embody a bird character in the depths of this orchard. Back to sewing! Can’t wait to share the hard work with audience! World premiere of Kingfisher is due soooooon! Watch this space for dates!”

## School days at Longlands

Thirteen different school and community groups participated in Buzzz days plus local people and general public.

Each session was tailor-made to meet their needs and comprised elements of aerial and ground based dance workshops, farm tours, performance and picnics.

Teachers' feedback on the positive benefits or outcomes demonstrated in the session

What do you think were the main benefits of the session to your group of pupils? Could you tick all that apply and rank your choices from 1 downwards in terms of how strongly you felt this benefited your group overall. Please use 1 as maximum benefit and descend in benefit from there. Where you can, please share an example or anecdote with us.



Tick if you think this is a benefit	<p>Positive 'benefits' or outcomes demonstrated in the session</p> <p>Great Witley (year 4/5)</p> <p>Black Marston (year 5 -6 special school)</p> <p>Hampton Dene (LCC - autistic spectrum and mainstream primary)</p> <p>Staunton-on-Wye (year 5/6)</p>
Y	<p>Displayed greater understanding and awareness of disability; challenged stereotypes about disabled or non-disabled young people.</p> <p>Observation/'Anecdote' (this could be about an individual or group of individuals or the group as a whole)</p> <p>One of the younger pupils loved the rope sessions; he found it hard to engage in other activities</p> <p>Children observed that not all 'disabled' children looked different</p>

Y	<p>Displayed improved communication skills, particularly with people participants didn't know and of diverse backgrounds. This includes non-verbal communication skills like touch or eye contact.</p> <p>Observation/'Anecdote' (this could be about an individual or group of individuals or the group as a whole)</p> <p>During the games session, many children worked well together in pairs to produce interesting shapes and ideas, for example the mirroring games – they were able to use non-verbal communication to achieve this.</p> <p>ED staff interacted well with the children and engaged them effectively</p> <p>Two children enjoyed talking to the Queens rep</p>
Y	<p>Demonstrated improved team-working skills compared to the 'norm' – worked with others sensitively to achieve a goal, few tried to 'take over' or disengaged.</p> <p>Observation/'Anecdote' (this could be about an individual or group of individuals or the group as a whole)</p> <p>Lovely opportunity to work cooperatively</p> <p>All joined in the performance</p>
Y	<p>Improvements in confidence. This could be displayed in pupils' movements and body language or by talking to new people and/or interacting with teachers where they might have hesitated in doing this before.</p> <p>Observation/'Anecdote' (this could be about an individual or group of individuals or the group as a whole)</p> <p>One child was quite anxious before coming on the trip and was all smiles by lunchtime – she thoroughly enjoyed herself!</p> <p>All children had a go on the rig, even those who were nervous, and were all buzzing afterwards – a real self-esteem boost.</p> <p>Pupils allowing contact and moving expressively</p> <p>Especially some of you younger pupils (ages 5 - 7)</p>

Y	<p>Taking risks – challenging themselves to do things they wouldn't normally do; breaking out of normal patterns of behaviour and interaction. Going beyond the 'task', exploring new challenges positively.</p> <p>Observation/'Anecdote' (this could be about an individual or group of individuals or the group as a whole)</p> <p>The games session helped children to look beyond the 'winning and losing' element of games. Although not all the children managed to get beyond this, it was a unique opportunity for many to find positives in 'losing', for example, in grandmother's footsteps. It was also interesting from my perspective to notice which children had the maturity to achieve this.</p> <p>Amazing progress with the harness and swings - watching children who were reluctant relax, enjoy and explore</p> <p>Learning to spin</p> <p>Children picked to perform do not normally come forward to do this</p>
Y	<p>Leadership – taking the lead in helping others in the group, setting a good example to others through their behaviour and engagement in the activities</p> <p>Observation/'Anecdote' (this could be about an individual or group of individuals or the group as a whole)</p> <p>Lots of lovely opportunities to work together to create</p> <p>Mostly staff led</p> <p>The children worked together for ideas but different voices came through leading</p>
Y	<p>Listening skills – acting on instructions, allowing others to speak in the group and responding to them. Listening to the teacher, paying attention, not talking over teachers or other people.</p> <p>Observation/'Anecdote' (this could be about an individual or group of individuals or the group as a whole)</p> <p>Appropriate instructions and lovely activities meant children were engaged and motivated</p> <p>Esp the dance session away from the ropes</p>
Y	<p>Positive behaviour &amp; self-control. Less 'acting out' than seen in other sessions, managed to deal with frustrations more positively than in other situations, listened to and acted on instructions, actively engaged in the session.</p> <p>Observation/'Anecdote' (this could be about an individual or group of individuals or the group as a whole)</p> <p>On the farm tour, one child, who can often find sharing and turn taking difficult, managed to takes turns with seating arrangements without complaining.</p> <p>All pupils engaged. Reduction in negative behaviours due to engagement array of activities and a nice pace</p> <p>Apologies for our one bit of bad language near the Dean!</p>

Two stars and a wish – Teachers' feedback

Star

“Great opportunity to work expressively outside in unique setting”

“pupils experience on the ropes”

“Music selection - very good”

Wish

“the dance could have more of a story that the children can follow and understand”

“a chance for those who didn't perform on the Friday to have a go on the ropes”



**Children's feedback (with equal enthusiasm from boys and girls)**

Star

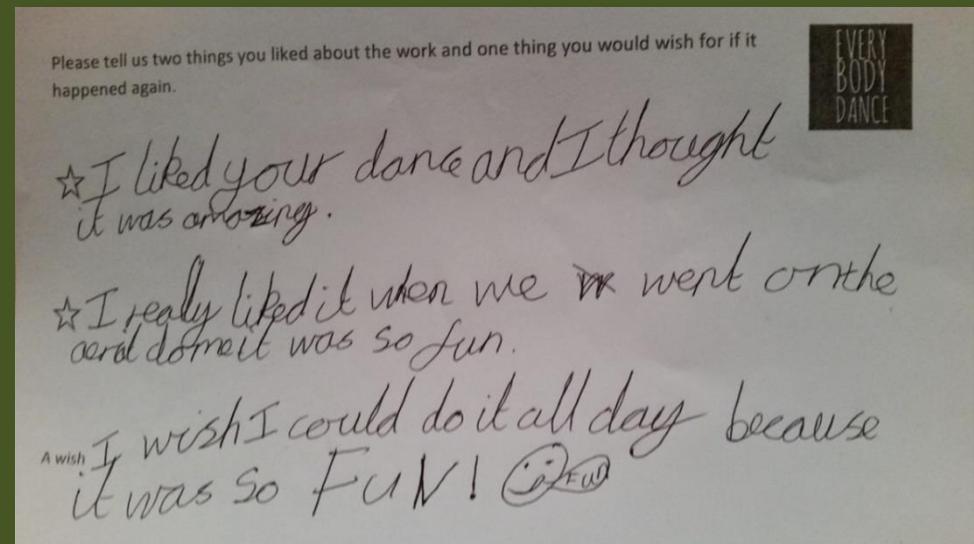
“best day EVER”

“I enjoyed going on the aerial rig because we went upside down and because we weren't touching the ground”

“It was like you were flying”

“the dance performance”

“The aerial dance because it was so, so fun!!!”



“great fun activities”

“performance because it was very imaginative”

“I liked the way you were really friendly and always had a smile on your faces”

“how energetic it was, it kept us all going”

“I liked the sequence we made up on groups”

“the costumes that you wore when you did the performance, they were amazing”

Wish

“to do a bug hunt like last year”

“have lots more time on the rig”

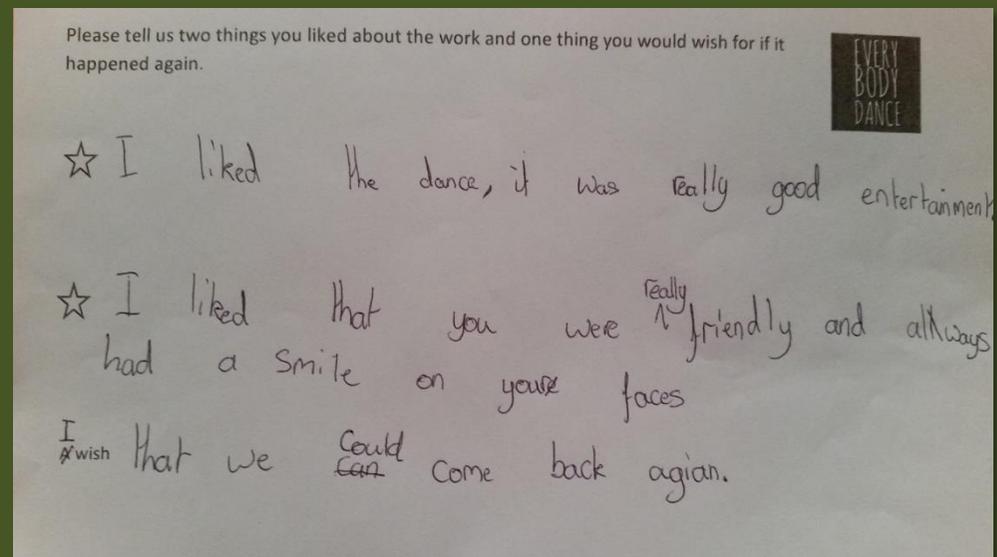
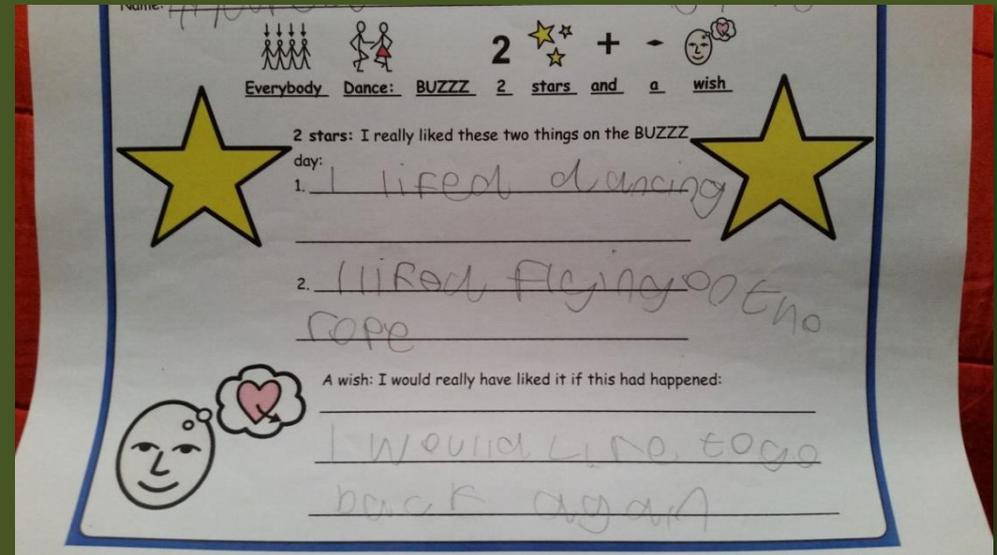
“I wish the performance was longer”

“to go again”

“to do more aerial work because it was really, really fun”

“my wish is to do the aerial dance again”

“I would love it if you could come to our school so then everyone could have a go”



“Well, the fact that I’ve not blogged since last week shows that we have been incredibly busy. Schools workshops, performances every day, 2 venues, hundreds of children, farm tours, re-rehearsing, polishing shows, sharing our workshop games and smiles, swinging, sunshine (sometimes), and full power team work!!

Like working ants

Like busy bees

Like fiery ladybirds

Like spinning spiders

Like hungry Kingfishers and protective damselflies

I am feeling utterly exhausted and entirely fulfilled with our sharings with all the different groups this week! Such a variety of young people and families

Great to help building the rig and understand its structure.

Great to dance under the rain.

Great to be involved in this work at this time!”

Lessons learnt

The dancers’ schedules for the day needed to fit in with the school visit times (9.30 am to 2.30pm) plus give adequate warm up and cool down for performances and breaks. This was not an easy task and required flexibility from the dancers.

Face to face meetings in November/December followed by contact in February/March are effective in recruitment of schools

Flexibility on participant numbers is needed to suit the different needs of schools - class sizes, staff availability etc.

## Family days

Two family days were held at Longlands Farm in collaboration with the Care Farm so that the offer could include aerial dance and farm activities.

Malvern Special Families brought a big group of children and their families who were able to participate in all the activities.

There was a low turnout from the local community but numbers did increase from the previous year with positive feedback and encouragement for future inclusive events.



**EVERY BODY DANCE** presents **BUZZ**

## Family Fun Days

**Aerial Dance Performance** by **EVERYBODY DANCE** with 'have a go' **aerial workshops**. Meet the farm animals and enjoy a picnic in the meadow.

**Saturday 16th July and Friday 22nd July**  
10.30am - 3.30pm  
Open to all ages and abilities  
at Longlands Care Farm, Whitbourne Hall Park,  
WR6 5SG

£10 adults / £5 children

**EVERY BODY DANCE** | **worcestershire county council** | **LONGLANDS CARE FARM** | **LOTTERY FUNDED** | **ARTS COUNCIL ENGLAND**

## Public space days (Gheluvelt Park, Worcester and Catshill Meadow, Bromsgrove)



Schools from the localities came together for a day of dance workshops and performances both of their own devised pieces and the work of EVERYBODY DANCE.

Additional to the invited schools, members of the community, both planned and incidental, joined as audience for the day.

Both events involved groups from special and mainstream education; in fact this proved a strong selling point to the project combined with the use of a local public space close to the schools.

The public space days created the inclusive environment that EVERYBODY DANCE aspires to.



# Tea Dance

EVERYBODY DANCE held its first Tea Dance as part of its Buzzz project at Longlands Farm in July 2016.

Tea Dance is an inter-generational, outdoor, participatory project, comprising farm visits to see livestock and nature, short guided walks around the farm yard and tea dances in a converted barn with supported dance activity and cream teas. Tea Dance involved older people living with dementia, young people excluded from mainstream education, care staff, professional artists, friends and family. It was pro-active in supporting and encouraging social and creative interaction between people of different ages and abilities.

The thinking behind Tea Dance:

- Bring a diverse range of people together in a positive and supportive environment
- Have the farm animals present throughout the event encouraging and stimulating contact and communication
- Provide entertainment through dance excerpts from ED's 'The Kingfisher and The Damselfly' and 'Lovely Bugs' performances
- Talk and listen to each other
- Dance together
- Share a cream tea
- Test out the Tea Dance concept with future development in mind



We have become increasingly aware of the barriers to inclusion and the need and desire for our inclusive work as we have led projects, gone into places and made contact with people. Tea Dance has allowed us to respond to this knowledge and help people connect with the work.

A belief in dignity and independence in old age, alongside our commitment to inclusion and the facilitation of a sense of belonging, drove this project. We believe all people with dementia should have the opportunity to experience the benefits of contact and connection to young people and nature while participating in exercise which adapts to their level of ability.

The work of Longlands Care Farm (LCF) targets young people from Herefordshire Pupil Referral Units who are judged to be at risk: this project extended the learning and experience of these students.

Tea Dance was managed by ED and took place in the heart of the countryside at LCF on the Whitbourne Hall Estate; LCF is a registered charity providing alternative education provision. It is a

180 acre organic livestock farm and home to a herd of pedigree cattle, flock of Lleyn sheep, ponies and working dogs, pigs and poultry.



Tea Dance took place in the large cattle shed, converted every summer into a dance space with a sprung floor, views and easy access to the farm yard, paddock and animal-holding pens.

Tea Dance offered an immersive experience that reached out to all the senses stimulating visual perception, evoking memories and emotions, making contact with the wider world and providing a rich source of conversation and exchange between participants.

#### Marketing:

- Posters and letters sent to 50 local residential and care homes
- Posters on local village notice boards
- Posters and marketing on ED and local Facebook and website pages
- Face-to-face meetings with six local care homes
- Information sent to Hereford Courtyard  
Creative Ageing project, Worcester University Dementia Studies Department, Droitwich and Leominster Meeting Centres, Alzheimer's Society
- Press releases

#### Feedback:

"Thank you so much for an absolutely fantastic afternoon with you on Wednesday.

Our residents were immediately so relaxed with all of your team and with the animals, and

You are invited to a  
**Tea Dance**  
at  
**Longlands Care Farm**

With dance and entertainment by  
**EVERYBODY DANCE**,  
afternoon tea and a chance to see  
some of our farm animals.

Wednesday 20th & Thursday 21st July, 2pm – 5pm  
£10 / carers free

they seemed happier than they had been. All of our group said how much they enjoyed it and I think it was probably the most fulfilling trip out for our residents that I remember.

Marjorie said she had "thoroughly enjoyed it." Lydia said "it was a total surprise. It was an incredible place." Lydia would like to come back to visit you on a regular basis and I wish this could be possible! Dorothy said "It was very nice." She remembered stroking the two 'tiddler lambs' that had been bottle fed. Cora remembered cuddling the lambs and smiled when she saw a photo of herself with them. Valerie was the most relaxed we have seen her recently, especially whilst dancing and my colleague Helen was so pleased. Pat was also relaxed and found the afternoon "Lovely".

You worked so hard for us! Everything, animals, dancing to watch, opportunities to dance and the afternoon tea was brought to each resident in a personal way. All of you related so sensitively to each individual, engaging each in the best ways for them. The way you presented the animals and sequenced the dancing to watch and to take part in, and the tea gave the afternoon a very balanced and satisfying feel. The aerial dancing was a very special treat for us!

Our residents were able to respond creatively during dancing and were part of a very caring group which they clearly trusted. Thank you very much!"

Emma Curd - The Forbury Residential Home, Leominster

"It was obvious in the first few minutes that a visit to Longlands by The Forbury Residential Home and the opportunity to be in close company of chickens, lambs, cattle, sheep, ponies and dogs was a positive experience for the elders.

Many had grown up or worked on farms and the sight, smell and touch of our animals evoked memories. One spoke of hand-milking cows, another of looking after chickens and collecting eggs. One woman said very little but held a lamb on her lap and buried her face into its neck inhaling the sheep smell for several moments.

For those who are confused by the present the experience seemed to stimulate reconnection with the past.

It was also a worthwhile encounter for the excluded teenagers Longlands works with. Our students supervised the presence and handling of the chickens and livestock. I hope it's an experience to be repeated in the future"



Julia Evans - Longlands ([www.longlandscarefarm.co.uk](http://www.longlandscarefarm.co.uk))

Lessons Learnt:

A three-hour session is too long for the elders, two-and-a-half hours is adequate

Recruitment for the Tea Dance was difficult, barriers of transport and staffing prevented residential homes from signing up but also a lack of experience and confidence in residential home staff proved problematic

Poor uptake from general public could be addressed through local press and media coverage

Regular events – e.g. one per fortnight during June and July

Printed marketing material with images and quotes backed up with face-to-face meetings with activity co-coordinators of care homes is recommended for the future projects

To make use of agencies: Age Concern, Stroke Association, Alzheimer's Society

Connect with Dancefest 'Chance to Dance' groups of over 55s with a view to involving participants in performance and support roles

Staff (artists and support workers) to participant ratios need to be 1:4

Dance demonstrations are an effective tool to participation

Dance performance has a place in the Tea Dance as it gives participants a time to rest and inspires their own creative input

The combination of a farm tour and dance is an unexpected partnership but it works extremely well to create a rich sensory experience

The inclusion of animals provides a good pathway in for Longlands students to get involved in Tea Dance. There is great potential to involve primary school children in future Tea Dance projects

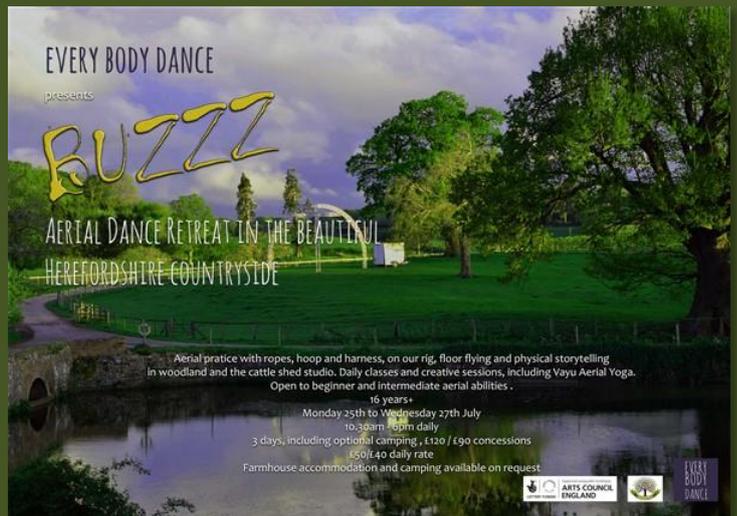


# Aerial Dance Retreat

Open to people aged 16years +, disabled and non-disabled, beginner to advanced- learner level.

Nine people registered on the retreat - 7 female/2 male, 4 disabled/5 non-disabled with a mix of experience in dance and aerial techniques.

As a team of four we were able to offer a range of activities and respond to requests for additional learning (e.g. bungee work). The retreat menu included:



“A fun **aerial hoop** workshop with Eleni Edipidi that explores individual movement whilst strengthening and stretching the body. We will focus on finding different ways to come up and down the equipment, create individual movement material in the air, learn basic shapes and moves, create playful partner work.”

“**Flying on the floor** led by Jess Allan: fundamentals of contact technique for lifting and dancing with a partner. From hands-on bodywork exercises, we will work softly through techniques for sharing and shifting weight, learning how the body’s 'ledges and edges' can be used to invert, counterbalance and lift with ease. This practice can support aerial work by honing proprioceptive awareness and understanding how to work with the resistance of the equipment, and the forces of physics! “

## “Physical Storytelling with ChezTheatre

The body. You have one. As a group we have many. We will explore ways into making, discovering and uncovering the stories we hold in our bones, muscle, fascia and skin. Using hands on massage technique in pairs and individually we will identify the regions of our body map that feel juicy, chatty, blocked and brilliant. Using a playful approach to creating performance we will use clown games and improvisation to connect body and voice, learn physical tricks to hold audience, and develop ensemble support.”



“**Rope and Harness** work led by Rachel Freeman is a wonderful safe supported technique that allows the body to work differently with gravity. We work at different heights sometimes very close to the ground or at the top of the rig, spinning, reaching, circling, inverting. Using a range of techniques -

single rope, shared rope, counterweight etc. we will create solo, duet and ensemble choreography and explore this fun and accessible aerial dance form.”

“**Vayu Aerial Yoga** led by Rachel Freeman is a practice that was developed to create space mentally and physically, by opening up the body through various postures using our custom designed yoga swing.

The Vayu Swing is a support system and tool used to facilitate and understand alignment while creating space within the body. Through specific articulation of movement we incorporate strength and the lengthening of the muscles isometrically to create core strength and balance.”



Also on the menu, walking and ‘running’ around the Whitbourne Estate and wild swimming in the lake.

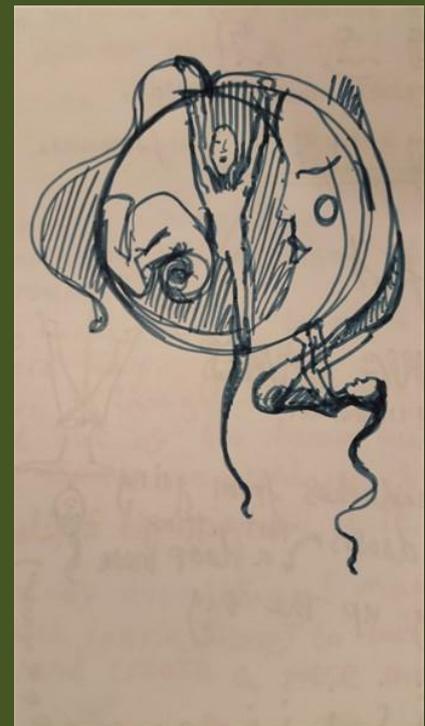
Participant evaluation - written, drawn and scribed

### Surprise

- Contact
- The yoga was a bit new
- I’m amazed at how much pain I can take and still do the skill
- Birthday cake
- Flying from the top of the rig and climbing the leg
- How quickly muscle builds
- I’m surprised how flexible and strong I still am after 2 years off
- My physical ability

### Delight

- Pig
- Grainne tickling my tummy
- Seeing all the skills people can do
- Everyone clapping and cheering when J & A ran off scene
- 4 people on a hoop!
- Watching a bit of the performance
- Seeing the delight on people’s faces when they did something they didn’t think they could do
- Singing by the fireside, gravity on the leg of the rig, rolling across the floor



### Memorable moment

- On top of the rig
- Doing a performance (sharing my own piece)
- The rig was amazing, going up to the top and coming down on my own
- Chair game
- Feeling immensely calm and at peace lying in the hammock with the lavender smell
- PLAYING GAMES being in the air
- Hanging upside down on the rig and seeing the wonderful countryside around me
- Contact improvisation in a cattle shed



### Frustration

- Took so long on the rig, so tiring
- I wanted to do more partner work and learn to do more new moves of my own
- Some of the skills and seeing most people doing it with ease
- Hoop class could be outside
- Getting on the hoop, it's hard. Tiredness as I just can't keep going, need more strength
- Getting headaches from going upside down, not getting a hoop made
- My hands hurting too much to do more hoop
- Tractor noise in workshop space

### Scary moment

- Someone looking like they were going to fall off the hoop
- Not really thinking I was going to die upside down in yoga!!!
- Sound of the horses at night and first time camping
- Sharing skills
- Stuck on the hoop 😊 😞
- Climbing the rig
- When I thought I was going to fall out of the hoop but Jess and Eleni caught me, phew!
- Watching R & T falling out of the barn door

### Favorite bit

- Bungee, cat and mouse game
- More participants
- Abigail (sister) being on the camp (for the first time)
- Making people laugh and managing a hoop skill called Gazzal on my own



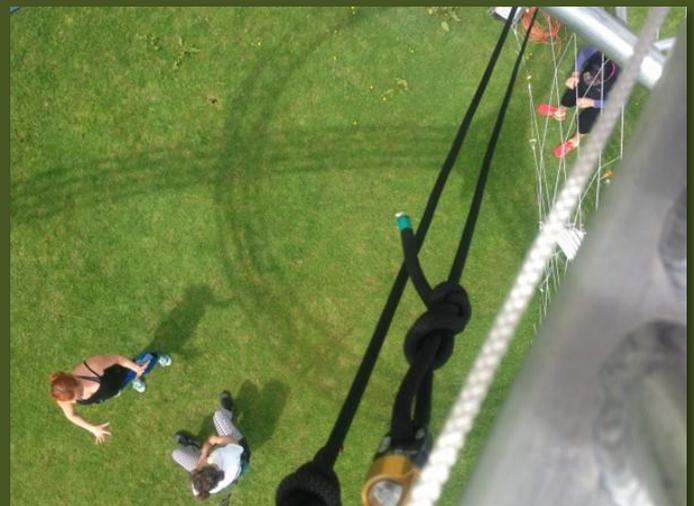
- Top of the rig flying and leaning and fanny wrap! Weeeeeeeee!!!
- Bungeeeeeeeeeesss
- Aerial on the rig, all of it
- Group warm-ups & yoga, sharing some performance games

#### Wish for the future

- To bring a hot water bottle and not to be so tired
- To work with a new partner, my best friend Grainne
- More people on the camp, silk skills as well as hoop and rope
- More of the same as a great combo of dance, performance and aerial. It would be nice to work towards a group performance
- Perhaps on a weekend?
- More of everything! Maybe a day of each (aerial hoop) to build and work on each and create a piece maybe?
- Communal cooking, longer then we can draw the disciplines together

#### General comments

- I feel in my body
- I feel bruised, stiff, relaxed, accomplished
- Proud that I have worked hard and I like doing that
- Proud of myself for doing and trying everything, even things I wasn't sure about
- I love the environment, I feel grounded
- I love meeting new people
- I love the nature and sunsets
- The flowers on the table made it feel special sharing, welcoming space for us
- I feel admiration for people trying and doing
- Generous practice
- Support of each other to achieve the best you could in a natural environment



“It was inspiring through the skills we explored as well as the group of people we collaborated with. I thought there was a wonderful balance to the activities. You could flexibly engage ensuring it met your own individual aims. It was particularly great for me to do contact work again, it’s been such a long time and it has re-ignited my enjoyment of it and I will certainly be exploring it more with my dancers in Apt. I also loved the aerial yoga (particularly the relaxation and lavender!)”

Sarah Gardener NSC

#### Lessons Learnt:

A five day event would allow for increased learning, an afternoon of free to explore the area, the time to create performance pieces for a group sharing.

Spanning a weekend would allow more participation for those with Monday to Friday jobs.

More activities could take place outdoors as this proved a real highlight for participants and artists.

Word of mouth from 2016 participants needs to be exploited for 2017.



## 2017 plans

Four one-week residencies of the Buzzz project in other regions, tailor made to suit local needs:

- Glasgow hosted by Waterbaby and Isobel Mair Special School, 15<sup>th</sup> to 20<sup>th</sup> May.
- Gloucestershire hosted by National Star College and Apt dance, 3rd to 7th July.
- South East Dance, Brighton TBC.
- South West TBC.

Compiled by Rachel Freeman October 2016

Images by Dave Provis, Em Freeman, Chez Dunford, Sarah Gardener, Eleni Edipidi, Jess Allen, Ruby Freeman

EVERYBODY DANCE  
Longlands Barn, Whitbourne Hall Park, WR6 5SG  
rfeverybodydance@gmail.com  
07870429528  
www.everybodydance.org.uk

Charity Number 1147421

