



Notes in Motion
Dance Theatre

inspiring the next generation
of dance enthusiasts



Mission and History

Notes in Motion engages communities in dynamic dance theatre and inclusive arts education programs. Our professional dance company, Amanda Selwyn Dance Theatre, presents dance theatre productions that engage audiences from start to finish and beckon a response of thought, feeling, and soul. Notes in Motion, a vendor of NYC Department of Education, brings dance education programs to all boroughs of NYC in styles including modern, ballet, tap, jazz, hip hop, Latin, African, and more.

Programs are united by our singular approach to dance education, *The Movement Exchange Method*, which combines technical instruction with creative skill-building and collaborative learning. Our inclusive programs foster self-discovery, risk-taking, and leadership while nurturing community and promoting individual expression and freedom. Notes in Motion provides access to the art form of dance to inspire the next generation of dance appreciators.

Since 2000, Notes in Motion has brought dance programs to over 167 schools and more than 528,394 students in New York City. We have an Education Ensemble of 75 experienced Teaching Artists with advanced degrees and extensive performance and choreography backgrounds in several dance styles and techniques. We have been featured in *Dance Magazine*, *Dance Teacher*, *Dance Enthusiast*, *NYFA's Current: A Magazine for Artists*, *Queens Public TV*, *BronxNet*, *WKTU*, *WGBB*, *Movers and Shakers Podcast*, *Whisper in the Wings Podcast*, *It's in Queens*, *The New Yorker*, *Time Out*, *NY Times*, *Oberon's Grove*, *Dance Informa*, *Dance Talk*, *Jacob's Pillow Pillow Pages*, and more.



Program Description

Since 2000, Notes in Motion has brought dance programs to all 5 boroughs reaching diverse populations from 3K-12th grade. As a vendor of the NYC Department of Education, our programs align with the *Blueprint for Teaching and Learning in Dance*. We create long-lasting partnerships with schools and inspire the greater community of each school with the beauty, magic, and vitality of dance. Each program is customized to the specific needs and population of each school partner.

We work collaboratively with classroom teachers at every stage from program planning and implementation to performance, assessment, and evaluation. Our Teaching Artists guide students through a unique creative process, creating connections with other academic subjects and fostering active learning – students are creators, improvisors, and collaborators.

Programs include

- Residencies during the school day
- After-School Programs
- Out-of-School Time Multi-Cultural Community Dance Events
- Field Trips to Amanda Selwyn Dance Studio
- Assembly Performances by Amanda Selwyn Dance Theatre

All programs focus on specific learning objectives in 3 Program Categories:

- **Technical Dance** - physical skill-building & learning choreography
- **Creative/Choreography** - improvisation & choreography creation
- **Community/Cultural** - Global Dance Styles & School Themes

Dance Styles: African, Latin Social Dance (salsa, merengue, tango, capoeira, flamenco, mambo, cha-cha), Hip-Hop, Break Dancing, Ballet, Jazz, Contemporary, Modern, Ballroom, Folk Dancing (country line, square dance, ritual dance) Indian Dance, Bollywood, K-Pop, Tap, Theater Dance, Gymnastics, Pilates, Yoga, Fitness/Conditioning



Program Components

Planning
Meetings with
Classroom
Teachers

10+ Program
Sessions

360 Degree
Evaluation

Culminating
Performance



Nuts & Bolts

Students are physically active throughout class sessions practicing improvisation exercises, developing technical skills, working in groups, and creating original dance performances. During all dance program sessions, there are opportunities for students to process their learning through class discussion, writing and drawing exercises, and audience feedback sessions. Notes in Motion Teaching Artists provide collaborating classroom teachers with detailed lesson plans and follow-up activities prior to the beginning of all programs.

Notes in Motion Pricing

**DOE Contract #Q1129AG
VENDOR #NOT005633**

Notes in Motion serves: 3K-12th grades, District 75, Multilingual Learners, and Students with Disabilities. We work with your budget to maximize an offering that best suits the needs of your school.

In-School and After-School Programming

Prices per class group based on 45-60 minute program sessions.

- Single class session with 1 Teaching Artist: \$195 (when booking multiple periods/day)
- Single class session with 2 Teaching Artists: \$390 (when booking multiple periods/day)
- Double class session with 1 Teaching Artist: \$390 (1.5-2 hours)
- Single class session: \$215 (when booking single sessions/day)
- 10 session program: \$1,950 (per class group)
- 20 session program: \$3,900 (per class group)

Community Programs | customized to your community - starts at \$2,500

- 2 hour Round-Robin Multi-Cultural Dance Workshop
- 90-minute Interactive Performance and Workshop 90-minute Interactive Performance and Workshop
- Workshop Series for families with culminating performance
- 2 days of program | 90-minute Workshop + Performance Event 2 days of program
- Amanda Selwyn Dance Theatre Professional Performance + Post Show Artist-Talk

**Prices include planning, teaching artists fees, travel, dance content, materials and supplies, administrative coordination, and vendor's overhead.*

Book a Program TODAY!
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5-Part Class Structure

#1 Warm-Up/Technical Skill Building

The Warm-Up portion of class is a series of repeated exercises building technical skills that expand and are refined from week to week. The warm-up includes dynamic music and a set combination that Teaching Artists model and instruct.

#2 Improvisation/Creative Exploration

The creative exploration part of class focuses on embodying the day's theme through scaffolded guided activities that cultivate and discover movement variations and fundamental dance concepts. Students learn to respond to cues, work with partners, and explore the distinction between improvisation and choreography.

#3 Choreography

In the Choreography part of class, students will learn set choreography as well as, in some programs, learn to compose their own movement phrases. The focus is codifying movement to be repeated and refined. Phrase work includes locomotor and stationary movement. Choreography includes: full body motion, floor patterns, sequencing, rhythm, musicality, dynamics, and expression.

#4 Performance Preparation

This part of class focuses on teaching students the skills needed to prepare them to perform including: understanding stage directions, cues, performance norms, managing emotions, being a supportive audience member, preparing to go on stage, stage presence, and more.

#5 Reflection

Notes in Motion reflection is embedded throughout class -- focusing on the overarching learning objective and the theme of the day. Reflection is broken into three components: Observation, Analysis, and Constructive Criticism. Students learn to describe their movement, recall key vocabulary, express their feelings, understand movement concepts, and learn how to refine their dancing.

Program Goals

Dance Education

Our Education Ensemble provides high quality dance instruction that teaches creative movement fundamentals, promotes self-expression and self-esteem, and builds collaborative learning skills.

Collaboration

Program curricula are designed to best fit the specific needs of each grade level and class group. We prepare classroom teachers to be active program participants in the instruction and dance content.

Integration

Program curriculum is linked to school themes and interdisciplinary topics. In preparation for each program, we share creative teaching tools, classroom rituals, and follow-up activities with classroom teachers.

Community Building

Each program is designed to create opportunities for parents, guardians, and community members to engage with student arts learning, thereby activating and enlivening the life of the entire school.

The Movement Exchange Method

in practice

Individual Leadership & Self Discovery

- Breaking students into different types of groupings and guiding them to make their own discoveries about decision making, problem solving, and conflict resolution
- Teaching students to discover the next step in the creative process for themselves
- Creating various opportunities for independent work and self-reflection
- Giving students appropriate opportunities to guide exercises themselves
- Encouraging students to discover questions themselves

Collaboration & Risk Taking

- Having students share their work at different stages of the artistic process
- Encouraging students to respond verbally as well as through writing, movement, sound, and image

Critical Thinking

- Introducing material in a lively and interactive way – showing not telling
- Asking questions to reinforce key concepts
- Teaching students to respond to their work and the work of their peers with observation, critical feedback, and analysis as best suits the grade level and needs of the students.

Artistic Process & Student-Guided Learning

- Creating dynamic and fun exercises that allow for different types of participation (as choreographer, dancers, musician, note-taker, writer, illustrator, commentator, etc.)
- Eliciting students' responses throughout the flow of the lesson – establishing background information, up an activity, making connections, thinking critically about their own learning, and offering feedback to peers
- Creating clear expectations, boundaries, and guidelines for every individual class period and for the entirety of a residency/workshop
- Using repetition and ritual to foster community and reinforce central concepts and skills

Making Connections

- Delving deeply into every topic from different approaches with follow-up exercises/dialogue
- Presenting material and exercises such that students can easily make connections between topics and themes
- Exploring and engaging the different senses

Demographics

93,025

Direct Students Served

528,394

Indirect Students Served

White
15%

Asian
20%

Black
20%

Latin
45%

18%

Multi-Language Learners

21%

Students with Disabilities

71%

Economically Disadvantaged

Notes in Motion



Serving All Five NYC Boroughs and Greater Metro Area Grades 3K-12



School Partners

Manhattan

47 The American Sign Language And English Secondary School, Amistad Dual Language School, Brearley School, British International, Creative Steps PreK Program, Earth School, East Village Community School, Lower Manhattan Community Middle School, Manhattan Center for Science and Mathematics, Manhattan Early College School for Advertising, Murry Bergtraum High School, Neighborhood School, Portfolio School, PS 11, PS 15, PS 41, PS 110, PS 134, PS 333, PS 721, School for Media and Communications, STAR Academy, Urban Assembly School for the Performing Arts

Brooklyn

Academy for Young Writers, Brooklyn Community School for Excellence and Equity, Brooklyn Independent School, Brooklyn School for Music and Theatre, Brooklyn Science and Engineering Academy, Cypress Hills Collegiate Prep, District 13 Pre-K Center, East New York Family Academy, East Williamsburg Scholars Academy, Frederick Douglass Academy VII High School, IS 171/ Highland Park Community School, IS 211, Lenox Academy, Liberty Avenue Middle School, Middle School for Art and Philosophy, Middle School of Media, Law and Fine Arts, MS 340 MS 354, MS 484, MS 51, MS 588, MS 763, MS 890, Multicultural High School, PS 24, PS 44, PS 48, PS/IS 66, PS 67, PS 75, PS 81, PS 90, PS 91, PS 92, PS 93, PS 114, PS 124, PS 127, PS 135, PS 152, PS 153, PS 185, PS 203, PS 207, PS 208, PS 214, PS 219, PS 233, PS 235, PS 244, PS 247, PS 272, PS 274, PS 276, PS 279, PS 312, PS 315, PS 375, PS/IS 323, Uncommon Schools Charter High School

Queens

ATLAS High School, Bushwick Leaders' High School, Cambria Heights Academy High School, Child Center of New York at PS 89Q, Children's Lab School, Collaborative Arts Middle School, Corona Arts & Sciences Academy, D27 Pre-K Center, District 27 Pre-K Center, Flushing International High School, IS 5, JHS 189, JHS Russell Sage, Martin Van Buren High School, Newtown High School, P9 @ IS238Q, PS 2, PS 13, PS 15, PS 29, PS 31, PS 36, PS 46, PS 56, PS 60, PS 63, PS 82, PS 91, PS 104, PS 107, PS 109, PS 115, PS 133, PS 139, PS 176, PS 177, PS 177Q @ PS/IS 295Q, PS 182, PS 186, PS 193, PS 197, PS 199, PS/MS 200, PS 209, PS 211, PS 214, PS 223, PS 244, PS 253, PS 290, PS 330, PS 343, PS 361, PS 376, PS 398, Queens School of Inquiry, Queens College School of Math, Science, and Technology, Rockaway Park High School for Environmental Sustainability, Scholar's Academy, WOTM Beacon After-school at PS 361Q, Young Women's Leadership School of Queens

The Bronx

Academy For Personal Leadership and Excellence, Astor Collegiate Academy Bronx Career & College Preparatory High School, Bronx Charter School for the Arts, Bronx School for Continuous Learners, Bronx Theatre High School, Collegiate Institute for Math and Science, IS 190, Learning Through Play Pre-K, One World Middle School, PS 9, PS 18, PS 28, PS/MS 31, PS 35, PS 41, PS 53, PS 73, PS 78, PS 83, PS 111, PS 112, PS 126, PS 140, PS 163, PS 167 at PS 214 Emolior Academy, PS 277, PS 310, PS 340, Riverdale Country School, South Bronx Academy for Applied Media

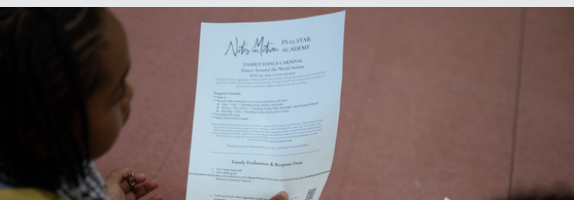
Staten Island/Long Island

IS 49, PS 26, PS 56, PS 65; Long Island High School for the Arts

Program Assessment

Our programs are assessed through a 360-degree approach which includes:

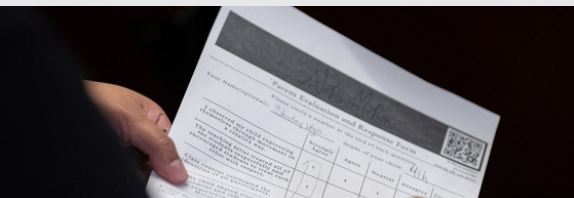
- Surveys from parents, teachers, school leaders and students Interviews with students
- Journal writing, word walls, video/photo documentation, drawings application/showcasing skills learned
- Interactive culminating events with the entire school community



Student Surveys and Class Reflection



Classroom Teacher Surveys and Evaluation Meetings



Parent/Guardian Surveys

Teaching Artist Training and Evaluation

Professional Development

Notes in Motion Teaching Artists meet for professional development sessions 3-4 times per year. We believe as educators we should always be growing alongside our students: learning through collaboration, the sharing of our experiences in the classroom, and practicing our craft.

+

Observation and Documentation

The Notes in Motion Director of Education regularly observes teaching artists in the classroom and meets with them to discuss their progress. Teaching Artists complete a journal log for each session reflecting on their time in the classroom, documenting the work of the students, success of the curriculum, and challenges encountered along the way.

School Year 2024-2025 Family Reflections

My child loves to dance and I have been unable to afford classes at this time. This is a great way for her to stay connected to the art and enjoy herself.

- PS 78 Bronx, Parent



Notes in Motion's Dance program had a very emotional/outstanding growth in my daughter's daily activities. She has become more active, playful, and very interactive w/ other people.

- PS 135 Brooklyn, Parent

The impact that Notes in Motion programs have had on my child is magical. My child is less shy to interact, dance, perform, and sing in front of crowds. She is absorbing it all like a sponge and enjoying every minute of it.

Notes in Motion programs have helped my child become more confident and social.

-PS 330 Queens, Parent

My child learned a lot about patience, working in teams, and tolerating change. He grew in his ability to move and control his body and developed strong relationships with his peers and teachers.

- The Neighborhood School Manhattan, Parent

The Notes in Motion dance program has turned our living room into a dance studio. Our daughter showed so much excitement for this program and it has given her one more thing to look forward to. I definitely recommend this program continue for many years to come."

- PS 63 STAR Academy Manhattan. Parent



School Year 2024-2025

Classroom Teacher Reflections

"Our students have expressed that their dance classes are therapy for them!" - Cambria Heights Academy Queens, Classroom Teacher

The students made connections with dance class and their own experiences. They connected their culture and how they represent their cultural dances. They were reminded how each culture is different however, many are connected on so many aspects of life. - PS 63 Queens, Classroom Teacher



The residency had a significant impact on our students, both artistically and academically. It introduced them to new styles of music and movement, while also deepening their understanding of core theater concepts such as formations, timing, collaboration, and performance. The experience of working together toward a shared goal—culminating in an onstage performance—enhanced their ability to focus, communicate, and take creative risks. It was both joyful and educational, leaving students with a stronger sense of confidence and community. - The Children's Lab School Queens, Theatre Teacher



"The students experiences in dance fostered a sense of community within our participating students. Notes in Motion helped them to work on skills that are necessary for learning successfully in all subject areas. Some of these skills include: collaboration, creativity, communication, expanding their cultural awareness and building character. - PS 114 Brooklyn, Classroom Teacher

"Students enjoyed the program very much. They looked forward to the practice every Monday. During the performance, we all could observe and enjoy the result of the hard work of Ms. Raven and the students." - PS 2 Queens, Classroom Teacher

"The Notes in Motion program has proven to be a meaningful and impactful addition to our school. By improving attendance, boosting confidence, enhancing social-emotional growth, and providing opportunities for creative expression, it has become an essential element of our students' development, particularly for Students with Disabilities and Multi Language Learners. - PS/MS 31 Bronx, Principal

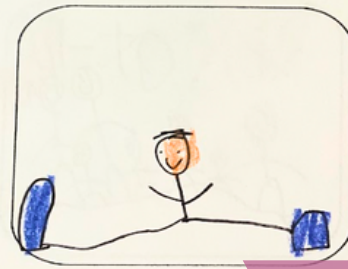
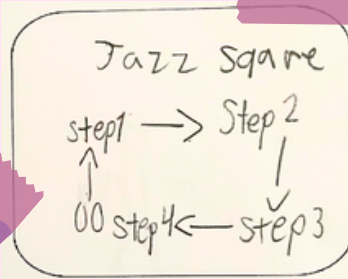
School Year 2024-2025

Student Reflections

"I loved the new experience. It really helped me break out of my comfort zone. The dances were fun to learn and enjoyable. When learning the Chorus Line and all the Jazz, I wasn't exactly confident about myself, but as time come by, I started to become more"

- PS 78 Bronx, Student

What are your favorite things you learned in dance class?



I Love it So much
wen im sad
i dance it helps me.

-PS 53 Bronx, Student

When you dance,
how do you feel?

What other skills did dance teach you (ex: leadership, collaboration,

Dance taught me time management, multi tasking, and perseverance.

- Urban Assembly School for the Performing Arts, Student

4. Notes in Motion makes me feel:

Confident because im able to learn different styles of dance which makes me feel proud.

-Cypress Hills Collegiate Prep, Brooklyn, Student



Education Ensemble



Laura Ardner



Arianna Ballabio



Angélica Barbosa



Rohan Bhargava



Ashmita Biswas



Isabella Bower



Meena Chen



Lydia Crozier



CJ Donohoe



Rosetta Fair



Emanuele Fiore



Maggie Fischer



Rachel Gary



Kathryn Green



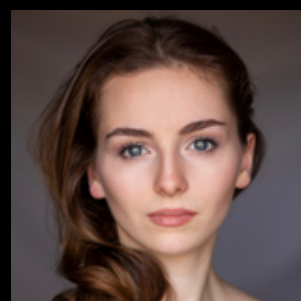
Faride Henaine Gutierrez



Isaac Kerr



Madeline Kuhlke



Micah McKee



Samantha McLoughlin



Jessica McRoberts

Education Ensemble



Elyse Mertz



Dan Mitra



Rosie Jo Neddy



Elya Osmanova



Vera Paganin



Kiara Paige



Chauncie Parchment



Makayla Peterson



Rebekah Pryce



Krystal Renée



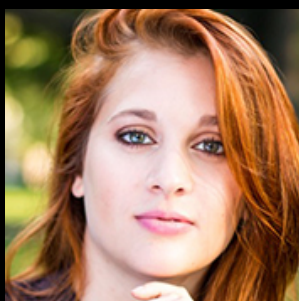
Katie Rolph



Erke Roosen



Emily Schwartz



AJ Sharp



Liza Shevelchinsky



Yang Sun



Nayanika Vyas



Azriel Wallace



Cecilia Whalen



Danae Williams

Notes in Motion Team



Amanda Selwyn
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Alana Marie Urda
Director of Education
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Milan Agnew
Marketing Director



Angelica Barbosa
Lead Teaching Artist/
Education Assistant



Janet Cesarotti
Development/
Program Associate



Alex DiCastro
Executive Assistant



Kathryn Green
Archive and Social
Media Coordinator



Isaac Kerr
Lead Teaching Artist/
Company Dancer



Ashley McQueen
Studio Manager/
Company Dancer



Elizabeth Mineau
Program Assistant



Katie Rolph
Education Assistant



Erke Roosen
After-School Site Director

DanceTeacher



BAILEY RANDOLPH. PHOTO BY NIR AIRELI, COURTESY RANDOLPH.

How Bailey Randolph Uses Music to Get K–12 Students Excited to Dance



BY JENNIFER HEIMLICH

July 29, 2024

Dance teachers can sometimes be treated a bit like DJs. “People always want fresh music from you,” says teaching artist [Bailey Randolph](#). She feels pressure to always keep an ear out for new songs—and she’s happy to oblige. Whether she’s watching TV, riding on the subway, or just walking down the street, the [Shazam](#) app (which can name songs just by listening to them) is always at the ready on her phone in case she hears something that might get her students pumped to dance.

Randolph even looks up tracks she doesn’t necessarily love herself because she knows that not all of her students will share her own preferences. “When I’m picking music for teaching, I try to not latch on to only the things that I like,” she says. “I try to be open to everything.”

More importantly, Randolph wants to make sure she’s branching out from her own culture to find tunes that reflect the genres she’s teaching. For instance, she’s recently been teaching Afrobeats classes in New York City public schools through choreographer Amanda Selwyn Dance Theatre/Notes in Motion, so she searches specifically for African artists to play. “I like highlighting African artists because then students want to go and look them up,” she explains. “I feel like that’s really important to lead students to be more inquisitive about artists.”

The music Randolph chooses for K–12 students is also somewhat different from what she’d play at a private dance studio. “When I used to teach at a studio, I would look for music that had rising and falling and different accents,” she says, adding that she’d look for tracks with layers that would help her teach the students how to “paint the music” with their bodies. But with public school students, she focuses more on getting them to accent the beat and move with their whole bodies, so she gravitates to upbeat songs with strong, clear musical dynamics.



PHOTO BY DANICA PAULOS, COURTESY RANDOLPH.

That doesn’t mean she ignores musicality, though. She might instruct her students to focus on one particular instrument at a time, or closely listen to a certain accent in the rhythm. “It really helps young students in kindergarten through fifth grade to latch on to something,” she explains. Other times, Randolph might have them clap out the rhythm, then put that rhythm into a particular body part, like the shoulders or rib cage. Or she’ll ask them to try to dance the “opposite” of the rhythm. “Usually I get running around or just shakes,” she admits, with a laugh.

Music isn’t only reserved for dancing in her classroom, though. If she sees students are getting overstimulated at any point, she’ll turn to a dedicated meditation playlist she’s made, and choose a song that will help the room calm down with a mid-class meditation moment. Other times, she’ll set a welcoming vibe before class with a popular, up-tempo song that the kids know in order to provide something familiar, so that dance class doesn’t feel intimidating.

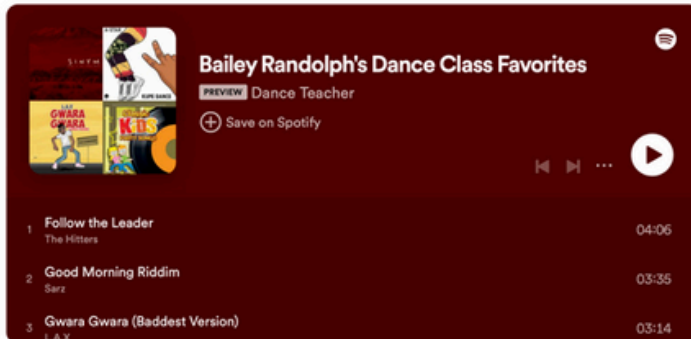
And when it’s time to dance, she turns on something upbeat that makes her students want to move. “I always pick something that makes the kids feel energized,” she says. “This is their time to dance in school!”



PHOTO BY NIR AIRELI, COURTESY RANDOLPH.

Go-To Songs for Class

Here, Randolph shares some of her favorite tracks in a Spotify playlist she made specifically for DanceTeacher+. They span from soca songs for Afrobeats classes to rhythmic music she likes for contemporary. But all are kid-friendly, often largely instrumental, and any that do have lyrics focus on positive messages.



“Follow the Leader,” by The Hitters

“This is my best warm-up song for young kids because it has instructions in it, like hands up, down, and then move left to right. And I’ve incorporated isolations into that instead of just doing a march. I can acknowledge the popularity of the song, but also put in some core values of Afrobeats, which is emphasis on isolating a body part to a beat and dancing within your community.”

“Asew,” by Bisa Kdei and Mic Flammez

“There’s not a lot of lyrics to this song. It’s more instrumental, which is good for working in schools because sometimes there’s a lot of explicit lyrics or a message that you don’t want. I use this a lot for my Afrobeats classes; I like that it’s very clearly an African song. It’s got a consistent beat, but there are also notable breaks in the music—those are always good times to change up the choreography. And it’s always a big hit because the beat is just contagious and happy.”

“It Runs Through Me” and “Disco Yes,” by Tom Misch

“I love Tom Misch’s stuff because, first of all, there’s no curse words that I have to blur out. He also uses lovely rhythms. His music almost pulls on Afrobeat culture and Black culture the way that there’s a constant drum line through it. It’s bright, but also calm.”



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Dance Theatre

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