



2025-26 Educator Resource Guide

Flamenco Vivo Carlota Santana

Friday, May 1, 2026 – 12:30 p.m.



With a variety of options allowing your students to discover new art forms and topics, this season’s Amcor Education Series has a show for everyone.

Thank you for allowing your Fox Cities Performing Arts Center to partner with you to provide your students with engaging educational arts experiences.

For questions, contact the education sales team at (920) 730-3786 or educationsales@foxcitiespac.com

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Thank you to our partners for making this performance possible!

Education Series Title Partner



Education Series Co-Partners



Community Partner



A note from Amcor, Series Title Partner:

At Amcor, we make the packaging you use every day on your food and beverages, healthcare products, personal care items and more! As a global leader in packaging design and material science, Amcor is proud to sponsor programs in STEM education and the arts in the communities where we have operations. We are thrilled to support the Fox Cities Performing Arts Center and their efforts to provide enriching educational programming for young people in our area. Enjoy the show!

Welcome to the Fox Cities Performing Arts Center!

When entering the Fox Cities Performing Arts Center, remember to **show respect for others and your environment** so everyone can fully enjoy and participate in the experience.

- During the performance, the performers can see and hear you, so give them your full attention. Unlike a video, we can not rewind and replay a scene if we miss it.
- **Applause** is the best way to express how much you enjoyed the performance! For other Theater Expectations tips, visit foxcitiespac.com.
- **Important things to remember:**
 - Student backpacks, gum, drinks and food are not allowed in the theater.
 - Cell phones should be turned off and stowed.
 - Note that recording or taking photos in the theater is strictly prohibited; however, photos may be taken in the lobby.
 - It's a long way down – please do not drop items off balconies.

Be prepared to arrive early

- You should plan on arriving to the Center 20 minutes before the show. Allow for travel time, parking and trips to the restroom.



Health and Safety

- The Center has created a touchless experience with the Evolv Express Security System. Upon entry, all bags entering the building are subject to search and prohibited items will not be allowed.
- Teachers and chaperones are discouraged from bringing bags, however, necessary backpacks or bags may be searched and tagged before being allowed in the theater.
- We ask the students leave their backpacks at school for Amcor Education Series performances. However, if students do bring them, they are subject to search and will need to be checked at the registration table in the lobby upon entry.
- Please see our complete list of policies at foxcitiespac.com.

Accessibility Services

- To best serve the needs of you and your students, please indicate if you have individuals who require special services or seating needs upon making your reservation.
- Sensory aids are allowed into the theater. Additionally, sensory bags provided by KultureCity® are available for complimentary use during events. To reserve a bag, please contact the education sales department prior to the date of your performance. Sensory bags are first come, first served.



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About the Show

Experience a taste of Spain with this fiery and energetic flamenco performance. With percussive footwork, colorful costumes and emotive storytelling through movement, Flamenco Vivo brings history and culture alive on stage. It's a rhythmic, riveting, real-life expression of identity through dance.



Wisconsin Academic Standards

DANCE:

- **D.D.R.12.m:** Demonstrate independent developmentally appropriate etiquette skills in response to a performance.
- **D.D.Cn.9.m:** Investigate dance genres, historical periods, and cultural forms.

GENERAL MUSIC

- **Standard MG 3: RESPOND** – Students will critically interpret intent and meaning in order to evaluate artistic work.
- **Standard MG 4: CONNECT** – Students will relate prior knowledge and personal experience with music to cultural and historical context.

SOCIAL STUDIES

- **Standard SS.BH2:** Students will investigate and interpret interactions between individuals and groups (Sociology).
- **Standard SS.Hist3:** Students will connect past events, people and ideas to the present, use different perspectives to draw conclusions and suggest current implications.



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Lesson One

OBJECTIVE:

Students will learn the five elements of dance and how they might be presented at the performance.

MATERIALS:

- Kennedy Center's Lesson Plan on the Five Elements of Dance: <https://www.kennedy-center.org/education/resources-for-educators/classroom-resources/media-and-interactives/media/dance/do-you-wanna-dance/>
- Flamenco Vivo Carlota Santana Trailer: <https://youtu.be/buGvdnBjfxA>

ACTIVITY:

- Explain the five elements of dance (for further explanations please visit the Kennedy Center's lesson on the five elements of dance above):
 - Body: Who Dances? The Dancer! Look at the position of the body, the shapes that it is making, etc.
 - Action: The Dancer Does What? Moves! Movement can be described in two different categories: Non-locomotor or axial movement: Any movement that occurs in one spot. Locomotor movement: Any movement that travels through space.
 - Space: Where Does the Dancer Move? Through Space! Look at where the action of dance takes place.
 - Time: How Does the Body Move in Relation to Time? Examples: Are their movements quick or slow? Are steps repeated in different speeds?
 - Energy: How? The Dancer Moves Through Space and Time With Energy! Energy identifies how dancers move and look, taking into account weight, flow and quality.
- Watch the above clip of the trailer for Flamenco Vivo Carlota Santana. Split your students into five groups and have them watch for their specific element. What did they notice throughout the video?

In the Spotlight: Flamenco

There are many elements that can make up a Flamenco dance. These include poetry, singing, guitar playing, dance, polyrhythmic hand-clapping and finger snapping. Another common element is a call and response that includes hand clapping, foot stomping and shouts from the audience to encourage the performers.

It is not confirmed where the term "flamenco" originated, however historians agree that the dance form started in Southern Spain, more specifically, Andalusia and Murcia. There is influence that helped shape the dance form as well from the Caribbean, Latin America and other parts of Europe.

Flamenco was not always popular in Spain, as many of the upper-class associated the dance form and music with the Roma population, a cultural people that was not favored at that time. However, as Spain has grown, and learned to embrace this artform for the beauty that it is, it is now positively associated with Spain.

Source: <https://www.smithsonianmag.com/travel/complicated-history-flamenco-spain-180973398/>



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Lesson Two

Objective: Have students explore Spanish culture to gain knowledge on the customs, clothing, food, etc.

Materials:

- Internet access
- PowerPoint or other program that allows you to share information with the class.

Activity:

- Spain is full of vibrant culture and dance that students should explore to gain understanding of what they may be seeing and hearing when attending the performance by Flamenco Vivo Carlota Santana.
- Divide students into partners or small groups. Give each group a different cultural aspect to research and put together a short presentation to share with the class. Cultural aspects can include food, politics, attire, religion, dance, etc.
- Give the students a class period or two to gather information, photos and cite their sources to create a short presentation.
- Upon completion, have the groups share with the class their cultural aspect of Spain and what they learned.

Closing Discussion:

- How can studying someone else's culture help us gain understanding of who they are?

What's Next? Here are some discussion points!

- What was your favorite part of the performance?
- In what ways do dance and music help define our own heritage along with other cultures around the world?
- Which dance did you connect to the most? Why did you make a connection with that dance in particular?
- Did any of the movement or music remind you of anything you've seen before?
- If you were going to tell a friend about the performance, how would you describe it in one sentence?
- What inspired you about the performance?



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Resources

Books

- “Dancing Women: Female Bodies Onstage” by Sally Banes
- “Flamenco” by Carlos Saura
- “Isabel: Jewel of Castilla, Spain, 1466” by Carolyn Meyer
- “¡Olé! Flamenco” by George Ancona
- “The Art of Flamenco” by D. E. Pohren
- “With Love from Spain, Melanie Martin” by Carol Weston

Websites

- Flamenco Facts: <https://www.britannica.com/art/flamenco>
- Flamenco Vivo Carlota Santana’s Website: <https://flamenco-vivo.org/home/>
- History of Flamenco: <https://www.smithsonianmag.com/travel/complicated-history-flamenco-spain-180973398/>
- Kennedy Center’s Lesson Plan on the Five Elements of Dance: <https://www.kennedy-center.org/education/resources-for-educators/classroom-resources/media-and-interactives/media/dance/do-you-wanna-dance/>
- National Geographic Information on Spain: <https://kids.nationalgeographic.com/geography/countries/article/spain>

This resource guide was created for you by the programming team as part of the Acor Education Series. To download copies of this resource guide or to find additional resources for this performance or view past resource guides, please visit foxcitiespac.com/education.

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