



Aspiring dancers learn the ropes at centre

KATE GILDERDALE

Correspondent May, it was more than just a polished, imaginatively choreographed recital; it was an evening of exuberant, magical entertainment for both dancers and audiences as they travelled together along the yellow brick road to "the lovely land of Oz."

From the opening bars of the cyclone with its wild, flashing lights and leaping, whirling dancers, to the performers' final farewell accompanied by the wistful strain of "Over the Rainbow," the pace never flagged.

Even those whose interest in dance was minimal couldn't fail to be impressed by the smooth professionalism of the show.

This year's recital, the sixth created by DanceCentre Director Michele Green, was a striking departure from previous years, in which each class had traditionally uperformed a single, individual item.

While the younger dancers in the first half of the program had separate numbers, the 'Wizard' stood on its own as a complete show, bringing dancers, to the together more than 80 students from a variety of different ballet, jazz and tap classes, and successfully moulding them into one cohesive unit.

It may have appered to be an effortless performance, but it involved many months of preparation to put together the music and choreography before getting the students to start the jazz group lions, to give work on their dances.

'I though of doing the Wizard of Oz the day after last year's recital," recalls Michele. "It. has so many main characters and there's so much music; I felt the students were ready for this kind of challenge.

"I could see things in my ching through music from both tion," she says. the original Wizard of Oz and taping and editing.

ween dances was difficult. one part, "I would move on to parts," she says. When Stouffville's DanceCen- About 30 seconds at the beginn- whatever was next in the show. tre unveiled The Wizard of Oz in ing of the poppies' dance is When I was close to finishing, I from a whole different record from anything else I'd been using," she explains. "I had to edit it to fit in with what followed. I taped the whole thing at Christmas and then my tape recorder went wrong and I had to start again."

> Despite the endless taping sessions, "I still love that music. I could listen to the entire soundtrack over and over again and not get tired of it," she says.

> suited the ability of each class, Michele had to avoid situations in which students, many of whom take several different classes, ended up in two successive dances. It was no simple task.

"A lot of kids in the Munchkins (Grade 2 ballet) were

rounded at right all but out. :From the opening bars of the cyclone with its wild, flashing lights and leaping, whirling performers' final farewell accompanied by the wistful strain of "Over the Rainbow," the pace never flagged.

them time to change," she notes. "There were just a couple who had to cope with quick

While preparations for the show were underway, she also had to contend with moving to a new studio during March break.

"-I had to start mind: first I had to picture choreographing in January which classes I would use, then while I was getting ready to I had to find suitable music." move. I used it as an outlet to. That entailed weeks of sear- get away from the construc-

She always saw The Wizard The Wiz as well as countless as a single show, rather than a other pieces, before going series of different items; "I

could see the whole thing in my mind and I would get very excited just listening to the music and imagining how it would be," she said.

The hard part, she says, was "when what was in my mind had to become reality."

She was amazed how well things went from the start. "I couldn't believe that it was working so well. Most of the time you have to change a lot, or make the best of how it As well as ensuring the music develops," she says. "But it was really coming out exactly the way it was in my mind. Most of the changes were for the main characters, because they had so much acting on the side."

Michele would talk the characters through their parts. "They were getting the also in junior jazz, so I made messages and working on their own way of getting them across; it was more important for them to feel comfortable with themselves," she said. Her "and that's "what makes it experience both as choreographer and performer was invaluable in guiding the students, she believes.

And she was quite impressed with the way the students supported each other in the final week of rehearsals.

"When one group messed up on their number, the others felt sorry for them and went all out to make up for it," she says.

When students had finished their own parts, they would ask to stay and watch the show. "They got to the point where they all knew each other's dances."

When full rehearsals started, "it was like putting a puzzle together. The character dancers were tentative at first, then they started to feel more

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"The transition music bet- When she became stuck on and more at home with their

The whole cast performed magnificently, she adds. "Everybody made it work; I

And there was no doubt the audience shared her enthusiasm. "I had fathers coming backstage with tears in their eyes, and one man from Toronto said that if his daughter's recital was half as good as this, he'd be thrilled," she says.

was ready to take that show on the road.'

"The kids pulled it together," she continues. "They were so tuned in to what it was about . special. When they went onstage, it felt like 80 little pieces of myself out there."

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One woman presented her with an orchid after she and her husband had seen the show.

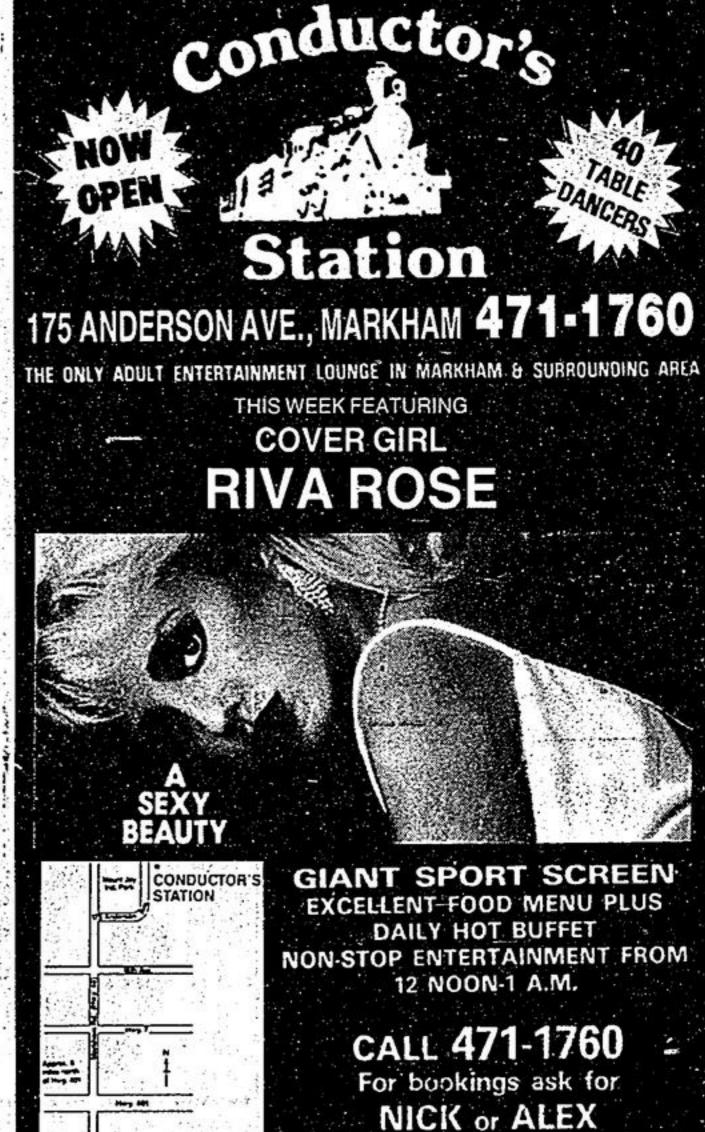
With more than 1,300 people attending the three performances, and a total of 280 young students, the DanceCentre continues to provide Stouffville with both classy entertainment and a learning environment for aspiring dancers.

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