



**Esplanade  
Presents**

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Photo Credit: Baki

## **No Excuses, No Limits**

**By ILL-Abilities**

**(Brazil, Canada, Chile, South Korea, The Netherlands and USA)**

**Presented by Esplanade – Theatres on the Bay**

**14 – 16 Apr 2023**

## **LEARNING GUIDE**

## **No Excuses, No Limits by ILL-Abilities**

*No Excuses, No Limits* takes audiences on a journey of each dancer's story through dance, music, audience interaction and working towards an understanding of the limitless possibilities that any person can hold.

ILL-Abilities is a play on the word "ill", inspired by its usage in hip hop culture to describe something in a positive manner. Rather than meaning "sick" or "unwell", the "ill" in ILL-Abilities refers to the incredible, amazing and intricate talent of its crew members, who strive to inspire and spread positive thinking through their optimistic attitudes, personal stories and unique dance moves.

### **ABOUT ILL-Abilities**

ILL-Abilities is an International Breakdance Crew comprised of eight dancers (bboy/breakers) from around the world: Redouan "Redo" Ait Chitt (The Netherlands), Sergio "Checho" Carvajal (Chile), Jung Soo "Krops" Lee (South Korea), Samuel Henrique "Samuka" da Silveira Lima (Brazil), Tommy "Guns" Ly (U.S.A), Jacob "Kujo" Lyons (U.S.A), Lucas "Perninha" Machado (Brazil), and Luca "Lazylegz" Patuelli (Canada). Created in the summer of 2007 by Montreal-based dancer/motivational speaker Luca "Lazylegz" Patuelli, ILL-Abilities is an all-star team of differently-abled dancers whose goal was to compete in the breakdance competition circuit, showing the world that anything is possible. In 2013, ILL-Abilities was nominated for an Olivier Award for "Outstanding Achievement in Dance".

Once they started performing together, the dancers of ILL-Abilities quickly realised their potential to inspire audience members with their positive attitudes and unique dance moves so they expanded their goal. Today, ILL-Abilities spreads positive thinking by sharing their stories with motivational entertainment programmes and theatrical dance performances worldwide. Their mission is to redefine society's view of disability by empowering individuals to live life with limitless possibilities through positive interaction within communities worldwide.

### **Definition:**

ILL-A•bil•i•ty ['il-ə-'bi-lə-tē] – noun, plural ILL-A•bil•i•ties

- An adaptation of power, strength, and creativity.
- Believing in yourself to accomplish anything you set your mind to.
- Creating advantages from disadvantages.
- Exploiting your capabilities to live life to the fullest potential.

Find out more on their website: <https://www.illabilities.com/>

## **WHAT TO EXPECT:**

### **Performance**

- This performance is approximately 60 minutes long.
- Six dancers and one music DJ from ILL-Abilities will be performing onstage. Sometimes, they dance alone in solo pieces; other times, they dance together in pairs; and sometimes, they dance as a whole group.
- In the performance, the dancers will discuss where they are from and share personal stories about what led them to become professional dancers. The dancers will demonstrate breakdancing moves that reflect their stories and styles.
- The dancers will be talking about the history and genres of dance that inspire moves in breakdancing.

### **Sound**

- Pre-recorded electronic music is played throughout the performance.
- There is a DJ who uses turntables onstage to play the music. Sometimes, the DJ will play a sound effect, like the sound of an air horn.
- Sometimes, the music is fast and energetic; other times, the music is slow and dramatic. Sometimes, the music includes atmospheric, percussive sounds to match the choreography's tone.

### **Lighting**

- Lighting is used throughout the performance on stage to help set the mood of the choreography. Sometimes, there is general stage lighting. Other times, there is dramatic stage lighting that uses stark contrasts between darkness and a spotlight to emphasise a dancer.
- There are small spotlights on stage that pulse on and off when the performers ask the audience to participate from their seats.

### **Visuals**

- There is a large video screen as the backdrop of the stage. At the beginning of the performance, a video showcasing the different performers will play on the screen.

### **Audience Interaction**

- The performers may ask for audience participation from your seat. You can participate if you want.

### **What to Bring**

- Feel free to make your experience more comfortable! Some of us may prefer tools such as: noise-cancelling headphones, sunglasses or visors, fidgets, and communication devices.

## **4 WAYS TO ENJOY THE SHOW**

Note to teachers/caregivers: This is a Relaxed Environment (RE) performance where we embrace everyone's diverse needs and expressions. Feel free to exit and re-enter the theatre when you need to.

### **1. Beep Beep!**

Keep your mobile phone on silent mode. The vibration, beeping and light are going to be a distraction to the performers and members of the audience. Otherwise, feel free to take photographs and short videos, without the flash of course.

### **2. NOm NOm!**

Let's keep the venue clean for others to enjoy. Satisfy your hunger pangs before or after the performance. You may also have your food and drinks at the foyer spaces during intermission.

### **3. Get Comfy**

Always arrive early and give yourself ample time to visit the washroom before the start of the performance. If you need to leave the venue, it is perfectly OK. You can re-enter the venue to continue enjoying the performance but be careful as the lights will be dimmed.

### **4. Clap! Clap!**

Love what you've watched? Show your appreciation by applauding and cheering!

## **WHAT'S IN THE WORD?**

Let's break down some of the vocabulary used in the making of and within the performance.

- **Breakin' (Breakdance) or BBOY/BGIRL**

Breakdancing is a style of street dance that incorporates coordination, acrobatic and intricate body movements, style and aesthetics. It evolved from the hip hop movement during the early 1970s and is the most widely known of all hip hop dance styles.

- **Diversity**

Diversity is the representation of all our varied identities and differences (race, ethnicity, gender, disability, identity, national origin, caste, socio-economic status, thinking and communication styles, etc.), collectively and as individuals.

- **Inclusivity**

The practice or policy of providing equal access to opportunities and resources for people who might otherwise be excluded or marginalised such as differently-abled individuals or minority groups.

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### ***Did you know?***

*Esplanade is dedicated to supporting access and its premises are equipped with infrastructures such as wheelchair-friendly spaces and priority lanes. There are also ticket concession schemes available for Persons with Disabilities (PWDs) and performance venues are guide-dog friendly.*

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## **PRE-SHOW ACTIVITIES**

### **Activity #1**

Research breakdancing and create a checklist of moves you might see in the performance. Include pictures or descriptions of the moves on the checklist that might help you remember the moves better. Bring this checklist with you to the performance and see how many moves you can recognise!

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*Read more:*



[Street dance in nine moves – Esplanade Offstage](#)

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### **Activity #2**

With a partner, discuss the word ‘ability’ and what it means to you. All of us have different abilities. Think of some things you do on a daily basis and how differently-abled individuals would go about doing these activities?

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*Read more:*



[Disability In Singapore](#)

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### **Activity #3**

Before you watch the performance, check out this list of important moments and ideas. During the performance, look out for:

- How dance is used to entertain and express ideas.
- How artists use strength and flexibility to create unique moves.
- Narratives and routines that introduce new perspectives about disabilities. How do these stories help us reshape our thinking?
- Moments when performers interact on stage. How do artists connect with and support each other?
- The use of lighting and sound. How does the variation of light and music contribute to the performers’ movements to create a story?

## **POST-PERFORMANCE ACTIVITIES**

### **Activity #1**

Review your checklist of breakdancing moves. What moves did you see in the performance? Which were your favourite moves and why?

### **Activity #2**

After you've watched the performance, think about these questions:

- When in your life have you used art to share an idea or create something new? Why is producing art important?
- Which dancer's story did you relate to the most and why? Similar to the dancers' experiences, reflect on a time when a 'limit' became a new strength of yours instead.
- What aspects of the dance and choreography fascinated you? How did performers adapt to create these movements?
- What part of the performance was most memorable to you? How did the artists' energies contribute to this moment? How does it relate to maintaining a growth mindset (understanding that your abilities can be developed)?
- The goal of the ILL-ABILITIES is to show the world that anything is possible. How did the artists present this message? How does this apply to your own life?

### **Activity #3**

Time to get dancing! Breakdancing takes considerable strength and flexibility. You may not be able to do what you saw in the performance but that doesn't mean you can't dance though! Here are some easy activities you can do with your classmates or friends that don't require dancing experience. Do seek an adult's guidance during the activity.

- **Joint mobilisation:** Try to mobilise as many areas of your body as possible, isolating one area at a time. Progress with rhythmic changes, quality changes and speed, and warm your body up.
- **Movement throw and catch:** Stand in a circle with your friends. Have one person make a movement and then "throw" the movement to a partner. The partner "catches" the movement on a part of their body. One person then "throws" a movement to another. Continue until all have participated.
- **Select a dance move:** Have two cups. In one cup, put pieces of paper with *shape* and *form* words like circle, line, wave; and in the other cup put *time* and *weight* words like fast and slow or heavy and light. Have one person draw a slip of paper from each cup and perform an action that uses those characteristics. Have everyone else mirror the movement. Continue until everyone has participated.

Interested to learn more about the arts?

Check out [www.esplanade.com/offstage/arts](http://www.esplanade.com/offstage/arts) for more resources!