DNCE 570: Doing, Teaching, and Appreciating Choreography (3 credits)

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Prerequisites: B.A. or B.S. degree

Recommended Texts:


Course Description: Students learn about presenting creative movement/dance lessons for elementary age children and improvisation/choreography classes for older students. Techniques for appreciating choreography are also presented along with active participation in creative movement, improvisation, and dance making exercises based on basic choreographic principles and forms.

Course Objectives:

1. To become acquainted with and combine relevant dance standards with educational practice.
2. To become acquainted with creative content appropriate for students of different ages
   a. Creative dance class for younger students
   b. Choreography class for older students
3. To participate in creative movement/dance lessons for students of different ages
   a. Creative dance for younger students
   b. Choreographic experiences for older students
4. To learn how to teach creative content appropriate for students of different ages
   a. Creative dance classes for younger students
   b. Choreography classes for older students
5. To develop an appreciation & understanding of choreography in terms of:
   a. Choreographic works of class members
   b. Choreography of professional dancers
   c. Different dance styles (modern, jazz & ballet)
   d. The cultural, historical & religious context of a dance
   e. The gender of the choreographer & performers
6. To become acquainted with the discussion of choreographic works based on:
   a. Reflective techniques
   b. Inspiration
   c. Grading Rubrics
7. To become aware of dances from around the world

Outline of Course Objectives:
1. Completing reading assignments
2. Discussing & applying reading assignments in class
3. Understanding differences in creative work appropriate for students of different ages
4. Becoming comfortable with the movement exploration process
5. Becoming comfortable with the movement improvisation process
6. Becoming comfortable with the dance making process
7. Learning to reflect on, discuss and evaluative the creative work of other class members
8. Creating assessment instruments or rubrics to analyze creative dance & choreographic projects
9. Appreciating, understanding & comparing works created by professional dancers
10. Learning, understanding & comparing diverse cultural dance forms

Day One:

A.M.
Instructor: Christy O’Connell-Black
Unit: Reflection on Vail International Dance experience/Thesis Preparation Lecture with Mary Schuttler/Working Lunch (provided) to introduce and enhance understanding and applicable use of final lesson plan template due Saturday.
Location: The Conservatory Dance Studio, 813 8th Street, Downtown Greeley

P.M.
Location: The Conservatory Dance Studio, 813 8th Street, Downtown Greeley
Instructor: Katie Hiatt
Unit: Embrace Your Space
Objectives:
Students will work through various choreography exercises involving time, space, sounds and distractions. This process is intended to allow creativity and inspiration to come through new forums.
Readings:
• “The Art of Making Dances” by Doris Humphrey
• “The Creative Habit- Learn it and Use It for Life” by Twyla Tharp
• “Dance Play- Creative Movement for Very Young Children” by Diane Lynch-Fraser
Attire and Supplies:
• Notebook
• Comfortable dance/athletic clothing
• Water bottle
• Sunscreen
• Sunglasses and a hat may be desired.
• Dance shoes, sneakers or socks that can be worn on concrete, grass, and gravel.
• The class will be outdoors… rain or shine! Be prepared to EMBRACE whatever!
Schedule:
1:00pm Introduction to Downtown and “your space”
1:30pm Warm-up
Movement sequence is developed
2:30pm Class leaves studio to begin the “Embrace Your Space” tour
4:00pm Return to Studio.
Discussion and wrap session
Day Two:

**Instructor:** Krista Leons  
**Unit:** Soul Moving  
**Contact:** kldances@gmail.com

**Recommended Readings:**

1. Reeve, Justine. *Dance Improvisations*
3. [http://www.inc.com/samuel-bacharach/four-strategies-to-inspire-creativity.html](http://www.inc.com/samuel-bacharach/four-strategies-to-inspire-creativity.html). The main website is also a helpful tool for all contemporary dance based questions
4. [http://www.contemporary-dance.org/dance-composition.html](http://www.contemporary-dance.org/dance-composition.html). This will be the reading that our discussion will be based on

**Objectives:**

Students will learn techniques for creating a warm and creative environment for children to explore different choreographic and improvisational fundamentals. The question… How do we inspire the creative process within our students? “The mediocre teacher tells. The good teacher explains. The Superior teacher demonstrates. The Great teacher INSPIRES”—William Arthur Ward

**Objectives Broken Down By Schedule:**

9:00-10:00 Introduction and Meditational Warm-up  
   a. Establishing a safe and warming environment  
   b. Visualizations and goals  
   c. “The Small Dance” as it pertains to youth and body awareness  
   d. Body warm-up with light stretching

10:00-10:45 Improvisational Techniques  
   a. Why is improvisation detrimental to the inspiring artist?  
   b. Cube Exercise, Paint the space, Restrictions  
   c. …

11:00-12:00 Story Telling  
   a. Creating the “dramatic” dancer  
   b. Grey clay exercise and  
   c. Developing the character and how it effects choices  
   d. Story telling games – tableaux changing, 60 second fairytale, character may I

**LUNCH BREAK**

1:00-2:30 Inspiring Composition  
   a. Discovering choreographic elements through movement work  
      i. Weight – Feather and the Boulder  
      ii. Initiation- Body leading then partnered, signal circle  
      iii. Time and Rhythm-playing with time and how it is perceived, Rhythm Nation  
      iv. Ornamentation and Dynamic play in pathway construction  
   b. Choreographic comparisons “why do I like this?”  
      i. The 5 senses (provided by instructor)

2:45-3:45 Partnering without worry  
   a. Energy and how it pertains to your space  
   b. Greetings and goodbyes, Encounters to start the process  
   c. Introducing touch- palm play and “The Gift”
d. Teaching basic partner techniques for the first time dancers – taking weight, partner walk and body parts game

4:00-5:00 Inspiring creativity based off the Samuel Bacharach reading

a. How does the reading pertain to dance education and classroom work?
b. Why Dance? What are we looking for from our students?
c. Who am I as a teacher and what do I bring to the creative process?
d. Forum time

Day Three:

Instructor(s): Judy Bejarano with Susie Garifi – IMPACT Dance Company
Unit: Every Voice Matter: An Integrated Arts Model for Youth

Objectives: This workshop will take the participants through the model that the company uses in its outreach program, Every Voice Matters (EVM). EVM is a cross-disciplinary workshop that has been successfully used in grades 2-12 and is customized to fit into each school’s curriculum. Special emphasis will be given to the adaptation of the model for elementary-aged students. Participants will experience Every Voice Matters from the viewpoint of the student, with adequate time for discussion as to the challenges and rewards that they might face in implementing the program for their own populations.

What is Every Voice Matters? EVM uses writing, visual art and movement as creative avenues to help students express their thoughts and identify what is important to them. This program, directed by IMPACT Dance Company (IDC), was launched in the spring of 2010 in Poudre School District in Fort Collins, Colorado. The model for the program has reached 1000’s of youth in its six years of operation and has been presented multiple times to school and dance educators at regional conferences. We are excited to share it with you!

Schedule:

9am – 4pm

Introduction – What is the history and motivation behind the creation of EVERY VOICE MATTERS? We will share an overview of the model and adaptations for various age groups.

Writing Prompt – The entry point of EVM. Participants will complete an extended writing prompt that will be used as the basis for the visual and movement components of the workshop. These will be shared with the class and then distilled into a “belief” or “identity” statement.

Visual Art Component – Participants will create a symbol that represents their statement and then transfer this symbol into a simple visual art piece.

Short Break

Movement Warm-Up and Exploration – Participants will re-visit the movement warm up exercises that we shared during the earlier workshop in July and then delve into exploration of their statements through movement.

Lunch Break

Videoing of Statements – Participants will be videoed sharing their statements.
Using Text in Choreography with Youth – Discussion and activities to guide youth in developing text and movement.

Group Choreographic Work – Participants will work together using specific choreographic constructs to develop short movement pieces with their peers.

Sharing and Reflection – Small group presentation of rough drafts of Choreo-Poems and assignment of group project for Day 2.

Day Four:

A.M.
9-10 -Discussion with Brian Hapcic and Monte Black re: Dance Production Techniques course/curriculum.

10am – 12:30pm
Work Time – Time to finalize development of Choreo-Poems, run and clean projects prior to showing.

Sharing of Choreo-Poems
Sharing of Video Component
Reflection

P.M.

Instructor: Christy O’Connell-Black
Unit: Creative Assessment and Development and Lesson Planning
Objectives: Students will generate a new comprehensive dance education circular unit design and lesson plan based on either creative/choreographic elements or dance technique. Students will analyze standards, align programs to assessments, and implement a standards-based curriculum that leads to student understanding and achievement.

Grading: Final Assignment 220 pts (lesson planning template).

Activity/Assessment:

1. Students will complete the Lesson plan template based on an “Experiencing Dance” unit to plan a Unit of dance related specifically to dance technique or choreographic concepts.
2. Students will integrate new ideas, activities, or assessments from the text as well as material created and/or gained from the previous two weeks.
3. The lesson-planning template will be used to notate the lesson ideas as well as Unit planning ideas. An assessment tool may be attached. (i.e. rubric)
4. Students will share rough draft of template as others ask questions for clarity.
5. Break-out session according to topic and individual needs, meeting time with instructor.

Final Assignment: Due Saturday @ 9 am via e-mail.

Day Five:

Instructor: Monte Black
Location: Gray Gym/Dance Studio
Unit: Choreographic/Improvisation Tool Box
1. Working with music and developing the arc of a dance.
   A. Illustration and discussion of dividing up a piece of music
B. Discussion of how each person approaches the task.

2. Staging techniques
   A. Discussion of stage space and effective staging techniques in accordance with theatrical devices.
   B. Hands on work with staging techniques

3. Developing and fine-tuning transitions within a dance
   A. Improvisation(s) with transitions
   B. Discussion
   C. Individual work developing a study around transitions.
   D. Show studies and discussion

Day Six: (half day only)

Final Project Due/Present
Reflection/Discussion on 3-week intensive (questions, comments, concerns).

- doing conditioning and getting in shape before getting here.
  Packing needs clothing, hydrating, include address of the dorms, Student ID time, tour, discounts, Rec Center, check out yoga mats/rollers$8 account for printing/person at any lab, tablet/laptop, GSA hosting campus tour, food, clarification of room types, jazz with monte, luigi. Give rubrics (tool-box), participation, clarity of expectations (what does participation look like?) measuring, rubric for participation (each instructor is also following).
- Choreography-more monte (partnering/contact improv) , concrete and longer time, David Reuille, David Taylor, John Leonard. Practical- work on working from a score.
- What changes would they like to see made for next year?
  Technique class everyday rubric?- will include style and level in newsletter for second two weeks., evaluation/feedback- 2 questions what they liked, what they would change, take-away, what would they incorporate (Monday-Thursday 8-9), 2nd years teach/1st years take.

Note which students are looking to do an Action Research Project in place of the Thesis.
Thank you and dismissal
Advising Time (Students can schedule time to meet with advisor)
Evaluation Procedures: There will be a specific number of points allotted for each week’s assignment. A running total of points earned each week will be posted on the Grade Center in Blackboard.

Method of Evaluation: letter grade:

1. Class presentations/ performance—20%
2. Class participation in movement portions of class—20%
3. Class discussions & reflections—20%
4. Final Project—40%

Disability Support Services: Any student requesting disability accommodation for this class must inform the instructor giving appropriate notice. Students are encouraged to contact Disability Support Services at (970) 351-2289 to certify documentation of disability and to ensure appropriate accommodations are implemented in a timely manner.

Honor Code: All members of the University of Northern Colorado community are entrusted with the responsibility to uphold and promote five fundamental values: Honesty, Trust, Respect, Fairness, and Responsibility. These core elements foster an atmosphere, inside and outside of the classroom, which serves as a foundation and guides the UNC community’s academic, professional, and personal growth. Endorsement of these core elements by students, faculty, staff, administration, and trustees strengthens the integrity and value of our academic climate.

UNC Policies: UNC’s policies and recommendations for academic misconduct will be followed. For additional information, please see the Dean of Student’s website, Student Handbook link http://www.unco.edu/dos/handbook/index.html

Evaluating Colorado Teachers Standards (August 2012)

Quality Standard I: Teachers demonstrate mastery of and pedagogical expertise in the content they teach. The elementary Teacher is an expert in literacy and mathematics and is knowledgeable in all other content that he or she teaches (e.g., science, social studies, arts, physical education, or world languages). The secondary Teacher has knowledge of literacy and mathematics and is an expert in his or her content endorsement area(s).

Quality Standard II: Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students.

Quality Standard III: Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.

Quality Standard IV: Teachers reflect on their practice.

Quality Standard V: Teachers demonstrate leadership.

Colorado Academic Standards for Dance

The content of this class satisfies the following Colorado Dance Standards:
Standard 1: Movement, Technique, and Performance

- Understand that dance performance requires technical competency.
- Demonstrate thinking skills such as describing, analyzing, interpreting, evaluating, and problem solving through dance and verbal discussion.

Standard Grade Level Expectations:

High School – Fundamental Pathway

- Anatomical awareness heightens movement potential.
- Perform with expression and artistry.
- Understand the components of the performance process.

Eighth Grade

- Various foundational dance styles (ballet, modern, jazz, tap)
- Articulate correlations among anatomy, kinesiology, and dance movement.

Seventh Grade

- Demonstrate performance skills.
- Demonstrate foundational dance forms (ballet, modern, tap, jazz).

Sixth Grade

- Perform basic movement phrases containing choreographic intent.
- Demonstrate skills in foundational dance forms (ballet, modern, tap, jazz).

Fifth Grade

- Perform basic dance movement/technique.
- Perform a movement phrase, or dance with a variety of intent.

Fourth Grade

- Perform dance phrases using dance elements and movement skills.
- Perform dances from at least two different styles or genres.

Third Grade

- Perform dance studies with accuracy.
- Move with intent while developing technique.

Second Grade

- Perform simple dance studies.
- Explore moods and feelings in performance.
First Grade

- Perform movement phrases alone and with others.
- Demonstrate the elements of dance (space, time, and energy).

Kindergarten

- Demonstrate simple phrases of movement in time and space.
- Move with intent to music and other stimuli.

Standard 2: Create, Compose, and Choreograph

- Demonstrate and use the principles and practices of choreography in the creative process.
- Demonstrate an understanding of form and structure to create dances.
- Demonstrate thinking skills such as describing, analyzing, interpreting, evaluating, and problem solving through dance and verbal discussion.
- Improvise and create movement based on an intent or meaning.

Standard Grade Level Expectations:

High School – Fundamental Pathway

- Use the principles and practices of choreography to create dance works.
- Apply the creative process to dance making.
- Use meaning, intent, and stimuli to create and develop dance works.
- Understand form in choreography.

Eighth Grade

- Correlation between choreographic intent and choreographic product
- Create abstract movement using imagery.

Seventh Grade

- Choreographic intent involves making intentional movement choices.
- Effective and appropriate use of dance elements (space, time, and energy) in creative process
- Group dynamics have distinctive choreographic characteristics.

Sixth Grade

- Articulate creative choices required to develop choreographic intent.
- Demonstrate basic composition skills.
- Movement phrases are developed based on both existing knowledge and new discoveries.

Fifth Grade

- Create group dances
- Create a dance incorporating compositional elements.
Fourth Grade

- Create simple group dances.
- Create a short dance using compositional elements.

Third Grade

- Design a group dance study using the elements of dance (space, time, and energy).
- Create a short dance using compositional principles (form/structure and design).

Second Grade

- Create a dance work alone and with others, and incorporate a movement motif.
- Create expressive movement to music and other stimuli.

First Grade

- Use the dance elements to create a simple movement phrase based on personal ideas and concepts from other sources.
- Create a solo dance with changes in space or timing to reflect different feelings.

Kindergarten

- Improvise movement to music and other stimuli.
- Translate simple ideas and stories into movement phrases alone and with a partner.

Standard 3: Historical and Cultural Context

- Understand and appreciate a dance in terms of the culture in which it is performed.
- Explore dance styles from various cultures and time.
- Demonstrate thinking skills such as describing, analyzing, interpreting, evaluating, and problem solving through dance movement and verbal discussion.

Standard Grade Level Expectations:

High School – Fundamental Pathway

- Cultural and historical dance forms and traditions are influenced by the values of the society they represent.

Eighth Grade

- Observe and participate in a variety of dance forms from around the world.

Seventh Grade

- The values of a culture are reflected in their dances.
- Dance represents the culture of a society.

Sixth Grade
• Culture and geography are reflected in the traditional dance heritage of a people.

Fifth Grade
• Dance forms from different cultures have similarities and differences.

Fourth Grade
• Dance forms communicate cultural norms.
• Recognize ideas and styles in major dance works.

Third Grade
• Understand dance as a means of communication.
• Recognize styles in major dance works.

Second Grade
• Social dances rely on unique costumes and music to express intent.
• Dance is part of every society and community.

First Grade
• All cultures around the world have unique dances.

Kindergarten
• Recognize dances from around the world.

Standard 4: Reflect, Connect, and Respond
• Use criticism and analysis to reflect upon and understand new works, reconstructions, and masterpieces.
• Demonstrate thinking skills such as describing, analyzing, interpreting, evaluating, and problem solving through dance movement and verbal discussion.

Standard Grade Level Expectations:

High School – Fundamental Pathway
• Respond to, reflect upon, and analyze new dance works, reconstructions, and masterpieces.
• Articulate connections to dance.

Eighth Grade
• Communicate choreography through written, oral, and practical applications.
• Formal critiques and analysis demonstrate an understanding of dance making.

Seventh Grade
• Formal analysis and critique protocols

Sixth Grade

• Critical analysis of dance works requires specific criteria and documentation

Fifth Grade

• Analyze and evaluate dance works.
• Use basic dance vocabulary to analyze dance works.

Fourth Grade

• Compare and contrast the work of well-known choreographers.
• Evaluate the functions of dance training and rehearsal as they contribute to a performance.

Third Grade

• Research the life and work of a well-known choreographer.
• Describe the use of dance elements in choreography.

Second Grade

• Compare and contrast different dance styles and world dance forms.
• Describe the feeling that is communicated through various dances.

First Grade

• Respond to different dance styles using basic stylistic vocabulary.
• Display, discuss, and demonstrate appropriate etiquette at a dance performance.

Kindergarten

• Observe different dance styles, and describe one movement you remember.
• Use knowledge of cultural and historical dance forms to translate into performance.

The National Council for Accreditation of Teacher Education (NCATE) Standards

Standard 1: Candidate Knowledge, Skills, and Professional Dispositions

Candidates preparing to work in schools as teachers or other school professionals know and demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

Standard 2: Assessment System and Unit Evaluation
The unit has an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the performance of candidates, the unit, and its programs.

**Standard 3: Field Experiences and Clinical Practice**

The unit and its school partner’s design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school professionals develop and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn.

**Standard 4: Diversity**

The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and P–12 school faculty, candidates, and students in P–12 schools.

**Standard 5: Faculty Qualifications, Performance, and Development**

Faculty is qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance. They also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

**Standard 6: Unit Governance and Resources**

The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.