

DAA 2610: DANCE COMPOSITION 1 (BA DANCE MAJORS) FALL 2020

DAA2610/ 1D62&2C45 2 CREDIT HOURS/ FALL 2020/ ONLINE ZOOM/ M W 12:50 PM- 2:45PM
UP-TO-DATE CLASS SYLLABUS POSTED AT: [HTTP://ARTS.UFL.EDU/SYLLABI/](http://arts.ufl.edu/syllabi/)

PROFESSOR Dr. Joan Frosch

CONTACT jfrosch@arts.ufl.edu or 352-514-1100

VIRTUAL OFFICE HOURS Monday/Wednesday 2:30-3:00 pm, and by appointment

COURSE COMMUNICATIONS

When in doubt, *communicate*. Whenever you have a question... call, text; or message me on Canvas using the subject line to ask your question and the body of the message for any additional information. Stay on task and in communication with peers on shared projects and assignments. We invite the broader spectrums of diverse points of view and works, including but not limited to the following themes: race/race relations, LGBTQIA, national origin, religion, etc.

Due to a temporary disability, Dr. Joan will have to dictate all written communication. Dictation mistakes are unintentional and regretted in advance. Additionally, please be patient as Dr. Joan will attempt to return your message within 48 hours.

ONE REQUIRED TEXT, ONE RECOMMENDED TEXT; AND TWO REQUIRED PERFORMANCES AND TWO REQUIRED Joyce Theatre "STREAM THE STAGE" performances

Required Text: The Place of Dance: by Andrea Olson with Caryn McHose

Recommended Text: Kleon, Austin. Steal Like an Artist. New York: Workman Publishing: New York, 2012. (Review [http://uajourn.pbworks.com/f/How+To+Steal+Like+An+Artist+\(And+9+Other+Things+Nobody+Told+Me\)+--+Austin+Kleon.pdf](http://uajourn.pbworks.com/f/How+To+Steal+Like+An+Artist+(And+9+Other+Things+Nobody+Told+Me)+--+Austin+Kleon.pdf)).

Two Required Performances this semester will take place this semester highlighting UF dancers. SoTD performances of BFA Showcase and Agbedidi will be on Zoom this semester. Links will be distributed when SoTD will finalizes and communicates dates of performances.

Two Required Streamed Performances of your Choice from <https://www.joyce.org/bringdancehome>

Composition 1 Catalog Course Description

The course introduces improvisation and composition with emphasis on process (note: live + media) and movement elements in solo choreograph

Prerequisite:

DAA 2104 or Instructor Permission

Department Expectations:

As a curious and creative BA major, you are expected to be prepared, ready to embody—and engage with—class assignments to enhance the quality of your learning and the learning of others.

Purpose of Course

The course engages you in key practices to build a strong and clear choreographic voice over the course of your undergraduate study. You will practice a range of foundational compositional skills and methods designed to stimulate and challenge you as a maker. You will learn to conceptualize, explore, and invent and (re)invent compelling human movement and practice structuring it as work at the level of Composition 1. You will also practice forming thoughts and ideas about your work and the work of others. Finally, you will exercise the critical thinking and speaking skills necessary to articulate mindful and meaningful feedback to foster creativity.

The following Student Learning Objectives (SLOs) are presented to inform you of the specific knowledge, skills, or abilities that will be assessed as well as the complexity of understanding that is expected.

1. To awaken and stimulate your creativity as a dancer.
2. To embody creative processes critically, conscientiously, and rigorously.
3. To pursue a conceptual and corporeal understanding of virtuosic movement invention and structures-building for composition of dance.
4. To apply research skills/experimental methods expanding your choreographic thinking.
5. To learn how to construct honest, helpful, mindful, and ethical feedback. (*Say what you see and see how you say it.* Consider the ways that you would want to hear responses to your own work-in-progress. Always take the creators' points of view into account before sharing publicly or in writing—if they ask for your feedback, what do they want to know? DO: be concise, objective, direct, respectful, and honest. DO NOT: be short, distanced, harsh, or intimidating. Foster the freedom to create!)
6. To accept feedback as a gift. Remain open and learn how to creatively use the feedback provided to you. (Don't "blow off" feedback people have worked hard to give you. Not every bit of feedback you receive may immediately seem helpful or important. However, if it helps you newly reflect upon your process, it may help answer your questions about your work.

7. To contribute to a positive and active learning environment; and to uphold with integrity to the UF Honor Code in all of your class endeavors.

Student Learning Outcomes in the BA Dance PROGRAM

Content

Develops competency in the terminology, concepts, methodologies, and theories of dance studies, and knowledge of varied applications of dance.

Critical Thinking

Analyzes and fosters dance studies inquiry in correlation with diverse creative, historical, social, cultural perspectives, and/or other disciplinary perspectives.

Communication

Develops and articulates—in writing and/or practice—applications of dance studies.

ABOUT Teaching AND LEARNING IN Dance Composition

Your main goal is to practice developing a fresh choreographic voice. Develop your prompts and assignments with honesty, integrity, rigor, and daring. Free up mental space for bold and serious play and contribute to an environment of discovery for yourself and others. Make it and put it out there... it's OK to make mistakes when learning...mistakes bring new discoveries! And, always...keep UF Dance WEIRD!

COURSE POLICIES:

ATTENDANCE POLICY

You are required to attend every in-class meeting fully engaged as an active learner— meaning that you take responsibility to contribute to — and to enhance — the class learning environment. I will make appropriate accommodations for students who request excused absences according to UF and SOTD Dance policy.

If you anticipate an absence, notify Dr. Frosch in advance so that the class structure may be adjusted as needed. Should you fail to provide prior notice regarding your unanticipated absence, please contact Dr. Frosch within 24 hours. Religious holidays are excused as per UF policy, for details see:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Please note- The new policy for SoTD Dance will take take effect immediately at the beginning of Fall 2020 *

Students can take 2 absences with no documentation with no penalty to the attendance portion of the final grade. The student is responsible for the material, however.

· If unexcused, a third absence, will result in a 5% deduction from the final grade.

- Excused or unexcused, on the third absence, a meeting is required with the instructor and/or area faculty to assess the student's continued participation in the course.
- If the fourth absence and all subsequent absences are unexcused, each will result in an additional 5% deduction from the final grade.
- Requirements / opportunities to make up missed material for unexcused absences is up to the instructor's discretion and will be made available through virtual classes or online assignments.
- No documentation is required if a student must miss class due to COVID-19 preventions, but students must contact the instructor as soon as possible to explain the situation and determine the best course of action.

*Excused absences include: illness (doctor's note must be on official letterhead with address and phone number, noting the date and time of visit and diagnosis verifying that an absence from class is warranted and when the return to class activity is expected, doctor name and signature), serious family emergencies, special curricular requirements (e.g., judging trips, field trips, professional conferences), military obligation, severe weather conditions, participation in official university activities such as music performances, athletic competition or debate, court-imposed legal obligations (e.g., jury duty or subpoena).

POLICY

All written portions of midterm and final (Capstone) must be submitted to Canvas by 6:00 pm the night before it is due in class.

MAKE-UP POLICY

You are fully responsible for all material missed due to any absence. An exam may be made up only upon submission of acceptable documentation.

UF Policies:

UNIVERSITY POLICY ON ACCOMMODATING STUDENTS WITH DISABILITIES

Students requesting accommodation for disabilities must first register with the Dean of Students Office (<http://www.dso.ufl.edu/drc/>). The Dean of Students Office provides documentation which the student is to submit to the instructor to request accommodation. You must submit this documentation before submitting assignments or taking the quizzes or exams. Accommodations are not retroactive; therefore, if you are seeking accommodation, contact the office as soon as possible in the term.

UNIVERSITY POLICY ON RECORDED MATERIALS: PRIVACY STATEMENT

Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

UNIVERSITY STATEMENT OF ONLINE COURSE EVALUATION PROCESS

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals.

UNIVERSITY POLICY ON ACADEMIC MISCONDUCT

Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Student Honor Code at <http://www.dso.ufl.edu/students.php>.

GETTING HELP:

To improve your class experience and/or performance please contact me in person, or by cell or text

(352-514-1100). I am ready to help you and will also guide you to the many services we have available for students at UF, including Health and Wellness Resources and Academic Resources. Alternatively, you may directly reach out to the following services:

Health and Wellness Resources

- *U Matter, We Care*: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit umatter.ufl.edu/ to refer or report a concern and a team member will reach out to the student in distress.
- Dean of Students Office: <https://dso.ufl.edu/>
- *Counseling and Wellness Center*: Visit Counseling and Wellness resources: <http://www.counseling.ufl.edu/cwc/> or call 352-392-1575 for information on crisis services as well as non-crisis services.
- *Student Health Care Center*: Call 352-392-1161 for 24/7 information to help you find the care you need or visit <https://shcc.ufl.edu/>

- *University Police Department*: Visit police.ufl.edu/ or call 352-392-1111 (or 9-1-1 for emergencies).
- *UF Health Shands Emergency Room / Trauma Center*: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; ufhealth.org/emergency-room-trauma-center.

Academic Resources

- *E-learning technical support*: Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at helpdesk@ufl.edu.
- *Career Connections Center*: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services career.ufl.edu/.
- *Library Support*: cms.uflib.ufl.edu/ask various ways to receive assistance with respect to using the libraries or finding resources.
- *Teaching Center*: Broward Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring. teachingcenter.ufl.edu/
- *Writing Studio*: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers. writing.ufl.edu/writing-studio/
- *Student Complaints On-Campus*: sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/
- *On-Line Students Complaints*: distance.ufl.edu/student-complaint-process/
- *Disability resources*: <https://www.dso.ufl.edu/drc/>
- *Library Help Desk support*: <http://guides.uflib.ufl.edu/content.php?pid=86973&sid=686381>
- *Dropping Courses and Withdrawals*: <https://catalog.ufl.edu/ugrad/current/regulations/info/drops.aspx#withdraw>

Dance Major Required Performances and Event Dates

BA majors brand new to the program as of August 2020, other BA majors as assigned, and ALL graduating BA majors, and are required to attend an end-of-fall semester conference (Critical Response Appointment) with members of the dance faculty.

Critical Response Appointment dates and conditions will be emailed to you by the coordinator of the dance program, Augusto Soledade, when plans are finalized.

ADDITIONAL RESOURCES

In addition to the textbook you will purchase, class materials are made available to you on your e-learning site; you are expected to research additional sources to support your assignments, midterm, and final.

COURSE POLICIES

ATTENDANCE POLICY

You are required to attend every class fully engaged as an active learner, which is the only way to meet the objectives of this course. Attendance, which is mandatory, means that, from the beginning of the class time until the end, you participate with focus and quality; that you are mentally and physically present contributing to the progress of the class. In the case of injury, and if the situation allows, I may be able to make accommodations for you so you do not fall behind. Communicate clearly and quickly with me so I may become aware and help you.

In the case of any absence, it is your responsibility to canvas/message Dr. Frosch in advance so that the class structure can be changed as needed. Should you fail to contact me prior, strive to Canvas message me regarding your unanticipated absence within 24 hours so you do not fall behind. Religious holidays are excused upon prior notification as per UF policy; for details, see <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx> Further, all dance policies apply.

EXAM POLICY

All assignments must be submitted to Canvas on their respective due dates.

MAKE-UP POLICY

You are fully responsible for all material missed due to any absence. An exam may be made up upon submission of documentation for the illness preventing attendance.

ASSIGNMENT POLICY

All written portions of assignments must be submitted to Canvas by 6:00 pm the day the paper is due.

CLASS DEMEANOR

You are expected to be prepared, present, and to engage in the class with full attention and genuine interest in one another's ideas and work. Be open, curious, imaginative, and seek to see, move, and think from another point of view, rather than proving yourself "right" or "justified" in your earlier ways of thinking: the more you open the more you continue to learn more about yourself and your vast possibilities. Note that conversations/comments that do not contribute to the class adversely affect the class and are not tolerated. Phones are to be turned off and stored; TEXT OR EMAIL OR OTHER MESSAGING IS NOT TOLERATED unless I have asked for it as a requirement of an assignment. Likewise, the UF standard for all email messages regarding class is a considerate tone—Comp 1 students are aware they are practicing building professional relationships—even when writing an email.

UF POLICIES

UNIVERSITY POLICY ON ACCOMMODATING STUDENTS WITH DISABILITIES

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UNIVERSITY POLICY ON ACADEMIC MISCONDUCT

Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Student Honor Code at <http://www.dso.ufl.edu/students.php>.

GETTING HELP

To improve your class and/or overall performance please contact me in person, or by cell, text. I am ready to help you; or to guide you to the many services we have available for students at UF.

Alternatively, you may wish to reach out directly to the following services:

- Counseling and Wellness resources: <http://www.counseling.ufl.edu/cwc/>
- UF Student Health Center: <https://shcc.ufl.edu/>
- Dean of Students Office: <https://www.dso.ufl.edu/>
- Disability resources: <https://www.dso.ufl.edu/drc/>
- Library Help Desk support: <http://guides.uflib.ufl.edu/content.php?pid=86973&sid=686381>
- Dropping Courses and Withdrawals:
<https://catalog.ufl.edu/ugrad/current/regulations/info/drops.aspx#withdraw>

GRADING POLICIES

I. QUALITY PARTICIPATION AND PREPARATION GRADE: 50 PTS*

ATTENDANCE IS MANDATORY, FULL CLASS PARTICIPATION, RESEARCHER'S MINDSET, SUBSTANTIVE READING AND SUMMARIZING PREP, MEANINGFUL CONTRIBUTIONS, INTEGRATE CORRECTIONS AND SUGGESTIONS

You're alert, engaged, and focused participation in and quality preparation for each class meeting and assignment is essential to the delivery of the curriculum. The class is carefully structured to include prep/recuperation time; any lack of "presence" or actual absence detracts from that structure. The student who is open, teachable, attentive, prepared, honest investigating, and generously contributing to the class while also welcoming and integrating corrections and suggestions will earn up to 50 points. Build that foundation to allow you and your peers to soar.

Each reading and improvisation, and particularly your midterm solo and your final project give you opportunities to excel. To merely repeat what you have done in the past is not acceptable—illuminate and reinvent yourself as a maker.

II. MIDTERM: PERFORMANCE OF SOLO: 20 PTS (Presentations) **

Artifacts Solo (canvas creativity group) to be discussed in Week 2 of class

III. FINAL: 30 PTS (Prel. Proposal; Worktime and Presentations)***

Comp 1 students will create an approximate two-minute long dance film based on/inspired by the Intensity, Release, Structure, and Precision of Anne Teresa de Keermaker's iconic work *ROSAS DANST ROSAS*. Your film will explore prop, intensity—the acceleration and speed, virtuosic attack on one, strength of gesture, etc.—

juxtaposed with total release; creating mathematical structure and the crystal clarity/precision modeled by *ROSAS DANST ROSAS* particularly as viewed in the chair section which begins at 12:23

<http://www.youtube.com/watch?v=B9bnI22R95I>

Your *approximately* 2-minute film will make a 'complete statement' as a 'work'. That is to say, your film will have a 'beginning, middle, and an end'. To leave you creative space, the final film must meet the primary requirement of a *'work' in and of itself*.

IV. ACADEMIC HONESTY

The student is to honestly cultivate their finest work to improve the quality of their impact on the living community of the class. The student demonstrates the highest standards of integrity by taking responsibility for learning and the discovery of new knowledge. The university's policies regarding academic honesty, the honor code, and student conduct related to the honor code will be strictly enforced. Please familiarize yourself with the policies at:

<https://catalog.ufl.edu/ugrad/current/advising/info/student-honor-code.aspx>.

Grade Proportion	Grade Scale	Grade Value
	100-93=A	A=4.0
Continuous Assessment of Quality Participation and Preparation: 50%*	92-90=A-	A-=3.67
Midterm: 20%**	89-86=B+	B+=3.33
Final: 30%***	85-82=B	B=3.00
	81-79=B-	B-=2.67
	78-75=C+	C+=2.33
	75-72=C	C=2.00
	71-69=C-	C-=1.67
	68-66=D+	D+=1.33
	65-62=D	D=1.00
	61-60=D-	D-=0.67
	59-0=E	E=0.00

*EXPLANATION OF CONTINUOUS ASSESSMENT CATEGORIES (50 PTS.)

Development of a Personal Choreographic Voice

A priority is placed on the development of your individual choreographic voice as well as the process through which you create your work. As you gain compositional skills and discover new pathways through choreography, you will begin to understand which skills lead you to producing the work you desire to make.

- 5-Excellent
Has the ability to develop choreography that is clearly made through a process that speaks to the individual creating the work. The student is constantly fine-tuning their process by discovering and utilizing the skills and tools that will produce the work they desire to make.

- 4-Good
Has the ability to develop choreography that is clearly made through a process that speaks to the individual creating the work. The student is fine-tuning their process by discovering and utilizing the skills and tools that will produce the work they desire to make.
- 3-Sufficient
Has the ability to develop choreography that is made through a process they have formed. The student is constantly fine-tuning their process by discovering and utilizing the skills and tools that will produce the work they desire to make.
- 2-Limited/Deficient
Has the ability to develop choreography. The student is not finetuning their process by discovering and utilizing the skills and tools that will produce the work they desire to make.
- 1-Unsatisfactory
The student does not work toward developing their choreographic process.

Building Research Skills & Use of Experimental Methods

Openness and readiness to participate in experimental methods that lead to compositional processes. Preparedness for experimentation with your own choreography.

- 5-Outstanding/Advanced
The student is consistently open and ready to participate in experimental methods that lead to compositional processes. Bravely and confidently takes risks and asks questions that help to form compositional ideas and make choreographic choices.
- 4-Excellent
The student is open and ready to participate in experimental methods that lead to compositional processes; takes risks and asks questions that help to form compositional ideas and make choreographic choices.
- 3-Good/Sufficient
The student participates in experimental methods that lead to compositional processes; takes few risks and asks few questions that form compositional ideas and choreographic choices.
- 2-Limited/Deficient
The student partially participates in experimental methods that lead to compositional processes; takes very few risks and asks very few questions that help to form compositional ideas and choreographic choices.
- 1-Unsatisfactory
The student does not participate in experimental methods that lead to compositional processes; avoids risk and does not pose questions that help to form compositional ideas and choreographic choices.

Giving/Receiving Feedback

Feedback feeds a choreographer. Hone the ability to speak about the work you see. One should be able to speak clearly, critically, and conscientiously about their own choreography as well as others'. They should be able to share ideas and thoughts that ask questions of the work they are viewing in order to support and build the work.

- 5-Excellent
Demonstrates the ability to speak clearly, critically, and conscientiously about their own choreography and others'. Willingly, thoughtfully, and consistently forms ideas that build upon and support the work they are viewing as well as the choreographer, performers, and other viewers of that work.
- 4-Good
Demonstrates the ability to speak clearly, critically, and conscientiously about their own choreography and others'. Shares ideas that build upon and support the work they are viewing as well as the choreographer, performers, and other viewers of that work.
- 3-Sufficient
Demonstrates the ability to speak about their own choreography and others'. When asked, shares ideas that build upon and support the work they are viewing as well as the choreographer, performers, and other viewers of that work.
- 2-Limited/Deficient
Occasionally demonstrates the ability to speak about their own choreography and others'. Hesitates to share ideas that build upon and support the work they are viewing as well as the choreographer, performers, and other viewers of that work.
- 1-Unsatisfactory
Does not demonstrate the ability to form ideas and speak about their own choreography or others'. Does not share ideas that build upon and support the work they are viewing as well as the choreographer, performers, and other viewers of that work.

Staying On-Task

Working with honesty and integrity, the student is expected to stay on task. The student is on time and prepared with assignments as they are due. When expected to have choreography prepared, it is expected that they have spent time detailing and crafting their work and come fully prepared to perform and share the work with the class.

- 5-Excellent
The student works with honesty and integrity and keeps to the task at hand. They submit assignments as they are due. When expected to have choreography prepared, the student has clearly spent time crafting and detailing their work and comes fully prepared to perform and share with the class.
- 4-Good

The student works with honesty and integrity and keeps to the task at hand. They submit assignments as they are due. When expected to have choreography prepared, the student has spent time crafting their work and comes prepared to perform and share with the class.

- 3-Sufficient

The student mostly keeps to the task at hand. They mostly submit assignments as they are due. When expected to have choreography prepared, the student has spent some time crafting their work and comes somewhat prepared to perform and share with the class.

- 2-Limited/Deficient

The student sometimes keeps to the task at hand. They sometimes submit assignments as they are due, and when expected to have choreography prepared, the student has spent little time crafting their work and does not come fully prepared to perform and share with the class.

- 1-Unsatisfactory

The student does not keep to the task at hand. They rarely submit assignments as they are due. When expected to have choreography prepared, the student has clearly not spent time detailing and crafting their work and comes unprepared to perform and share with the class.

Professional Participation

Student demonstrates a mature artistic sensibility while cultivating awareness of the class as a living community of dancers; and attends all assigned performances in a professional and respectful manner, including in-class showings. The professional importance of quality attendance is emphasized as part of the final grading process. Student upholds the UF Honor Code in all endeavors.

- 5-Excellent

Consistently demonstrates an attitude that is teachable, mature, attentive, supportive, open, and welcomes and integrates corrections; is open, eager, welcoming, and attentive in performance viewing (including in class) and never uses electronic devices during a performance.

- 4-Good

Student shows a high level of a mature and professional approach to all aspects of course work; is open and appropriately attentive in performance viewing (including in class) and never uses electronic devices during a performance.

- 3-Sufficient

Student shows a consistent and growing awareness of the profession through classroom behavior and peer interaction; is appropriately attentive in performance viewing (including in class) and never uses electronic devices during a performance.

- 2-Limited/Deficient
Demonstrates limited interest or ability in understanding and expressing a professional attitude. May resist corrections and/or what is being taught. Fails to heed instruction and/or demonstrates other behaviors unbecoming a professional dancer; is somewhat attentive in performance viewing and does not put away electronic devices during a performance.
- 1-Unsatisfactory
Student rarely demonstrates an attitude that is teachable, mature, attentive, supportive, open, and does not integrate corrections; is inattentive in performance viewing and/or uses electronic devices during a performance.

DANCE COMPOSITION 1: SCHEDULE (SUBJECT TO CHANGE)

INTRODUCTORY MODULE

Week One:

Monday, Aug. 31 *UF Classes begin!* Course overview and class orientation.

Reminder – Welcome Back Meeting Dance Area Students & Faculty on ZOOM 6:00 – 7:30 pm

Wednesday, Sep. 2

Review in ENTIRETY:

[http://uajourn.pbworks.com/f/How+To+Steal+Like+An+Artist+\(And+9+Other+Things+Nobody+Told+Me\)+--+Austin+Kleon.pdf](http://uajourn.pbworks.com/f/How+To+Steal+Like+An+Artist+(And+9+Other+Things+Nobody+Told+Me)+--+Austin+Kleon.pdf)

CANVAS MODULE 1

Week Two: DEVELOPING YOUR PRACTICE & MATERIA PRIMA

Monday, Sep. 7 (Labor Day)

Developing Your Choreographic Practice (Midterm discussion and prep day: I will recommend that over the LABOR DAY holiday you plan time to gather “artifacts of self.” By artifacts, I mean pieces of memories, stories, photos, clothing, music, letters, words (etc.), designs, gestures, that are meaningful to you.)

Wednesday, Sep. 9

Discuss Ten Modern Dance Choreographers from the syllabus list (I will ask you to name the three characteristics that “grab” you for each of your choices— so bring your computers to demonstrate your favorite moments).

CANVAS MODULE 2

Week Three: DANCING TAKES SHAPE

Monday, Sept. 14

Wednesday, Sept. 16
not write

Please be prepared to show artifacts (bringing the actual item is BEST, if
them down/photos) and be ready to DISCUSS and SHARE.

CANVAS MODULE 3

Week Four:

Monday, Sept. 21

Wednesday, Sept. 23

View/learn/play with CHAIR SECTION "Rosas Danst Rosas" at
<http://www.rosasdanstrosas.be/home/>

CANVAS MODULE 4

Monday, Sept. 28.

Week Five: SPATIAL RELATIONS

Wednesday, Sept. 30

Class Showing (your version of) "Rosas Danst Rosas" Chair Section.

Monday, Oct. 5

Midterm solo workshop/ discussion in class today via zoom.

Week Six: THE DANCING IMAGE

Wednesday, Oct. 7

Upending your Dancing Image; Mid-term Solo Workshop

(END of 6 weeks)

Monday, Oct. 12

MIDTERM

Score the Mid-term Solo

CANVAS MODULE 5

Week Seven: THE POSSIBILITIES OF MUSIC

Wednesday, Oct. 14

Scoring Experiments + Sound

Monday, Oct. 19

Mid-term Solo Workshop

Week Eight: THE EYES

Wednesday, Oct. 21.

Present Mid-term Solo

Monday, Oct. 26

Present Mid-term Solo

Wednesday, Oct. 28

UF BFA DANCE AUDITIONS

TBA

CANVAS MODULE 6

Week Nine: PARTNERING WITH PERSPECTIVES (TIME FALLS BACK ON NOVEMBER 1 AT 2:00 AM; SET CLOCK BACK ONE HOUR)

Monday, Nov. 2

Possibilities of Perspectives

Wednesday, Nov. 4

Brainstorming for Film Project

CANVAS MODULE 7

Week Ten:

Monday, Nov. 9

Wednesday, Nov. 11

BFA SHOWCASE October 23- 27

CANVAS MODULE 8

Week Eleven:

Monday, Nov. 16

Wednesday, Nov. 18

Monday, Nov. 23

(NO CLASS: Optional assignment for Bonus extra credit –pick one lesson from your textbook, read the chapter and write the reflection due on November 30 UPLOAD TO CANVAS BY 6 PM.)

Wednesday, Nov. 25

NO CLASS OR ASSIGNMENT (THANKSGIVING NOV. 26)

CANAVS MODULE 9

Week Twelve:

Monday, Nov. 30

Feedback and Evaluation

Wednesday, Dec. 2

Feedback and Evaluation

Monday, Dec. 7

Submit and send link to VIMEO (Brooke)

FORMAL SHOWING AND PRESENTATION

Wednesday, Dec. 9

FORMAL PRESENTATON

All assignments must be submitted by the last day of class Dec. 9 by 6:00 pm.

GRADES DUE ON DEC 14

