

**Course Number:** DCE 253 / 12:30-1:45 MWF / Fall 2009

**Course Title:** Choreography I: Craft

**Credits:** 2

**Prerequisites:** DCE 241; junior or senior dance major or minor or concentration, or permission of Department.

**For Whom Planned:** Students of dance.

**Instructor:** Jan Van Dyke

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**Catalogue Description:** Study of the elements of time, space, and design as they are artistically significant in dance.

**Student Learning Outcomes:** On completion of this course, the student will

- Realize increased familiarity and comprehension of the rehearsal process from the point of view of a choreographer.
- Craft dances which demonstrate rhythmic skills and a comprehension of spatial design.
- Craft dances which demonstrate an understanding of aesthetic concepts such as choreographic structure, dynamics, and development of movement material.
- Understand and make use of video cameras to record dance.
- Articulate ideas about choreography as art.

**Teaching Strategies:**

- Rehearsing and performing short assignments in movement manipulation, evaluating others' work, watching videos, discussion with class members and instructor.
- Choreographing 2 short dances for critique.
- Writing 2 reflective papers on the knowledge gained over the semester and how it has influenced perception of choreography as an art form.
- Taking turns with recording classwork and choreographic studies on video.
- Viewing and critiquing work in the **Departmental Concert, December 4&5.**

**Basis for Evaluation:** Students will be evaluated on

1. 25 points-- Successful completion of assignments in rhythmic and spatial design during the first half of the semester.

2. 25 points -- Choreography of your final choreographic project. Grading is based on how well your dance integrates the tools, concepts and ideas we have been working with all semester, including the use of dynamics, an effective beginning-middle-end, clarity and effectiveness of spatial design, integration of all choreographic elements, the presence of a through-line which gives the work an internal coherence, and the level of performance by your dancers.

3. 20 points -- Choreography of your first choreographic project. Grading is based on how well your dance demonstrates an understanding of how to use the tools and concepts we have been working with in a finished piece of choreography, as state above in #3.

4. 15 points -- Depth and thoroughness of your final paper (4-6 pages) -- about the ways in which your aesthetic preferences, assumptions and values are evolving and how the work in this course has affected your thinking and creating. Grading is based on the range of your thinking and on the quality of your writing, spelling and grammar. (12 pt. font, double-spaced)

5. 10 points -- Depth and thoroughness of your midterm paper (3-4 pages) -- about what you have learned thus far in the semester and how (whether) it is influencing the way you look at dance and choreography. Grading is based on the scope of your thinking and on the quality of your writing, spelling and grammar (12 pt. font, double-spaced). Due Oct. 17.

6. 5 points -- Professionalism in classroom and rehearsal situations, including attendance, promptness, participation in discussions and carrying out the video assignment.

### **Required Texts: NA**

### **Class Schedule:**

8/24 Introduction to rhythms. **Divide class into two groups (A and B).** With a partner write 16 count/ 16 note phrase. Make a unison dance on this 16 count/ 16 note rhythm.

1>8/26 **Go over syllabus.** Show duets in 2 groups/ 2 studios. Introduce time tools: flatten, impose, canon, and echo. Join another couple to make a 32 count phrase for each tool.

2>8/28 Group A show. Assign A new time tools: co-op, connect, transpose, running with arms. Make 32 count phrase for each of these tools. B work.

9/2 Group B show. Assign B new time tools as above. A work

3>9/4 Group A show. Assign A individual 8 ct./ 8 note rhythm. B work.

9/9 Group B show. Assign B individual 8 ct./ 8 note rhythm. A bring rhythm in for checking; begin work on 8 ct. dance on own rhythm.

4>9/11 Group A show 8 ct. dances. Join with 3 others. Assign ½ time, double time. B bring rhythm in for checking; begin work on 8 ct. dance on own rhythm.

9/14 Group B show 8 ct. dances. Join with 3 others. Assign ½ time, double time. A work.

5>9/16 Group A show double time, half time. B work.

9/18 Group B show double time, half time. A re-work as needed.

9/21 Both groups show double time, half time as needed. If there is time, introduce space tools.

9/23 Video—SPIKE. Discuss manipulations. What is the difference between a phrase and a dance? Go over space tools. Assign quartets to do 32 count phrase using both time and space manipulations (changing configuration at least once, choosing vocabulary to work with space and time).

9/25 Group B show. Discuss and critique results. A work.

6>9/28 Group A show. B discuss and critique results.

9/30 Discuss elements of choreographic design, dynamic changes, how to begin a dance, how to resolve it. Assign walk/stand/run study. Assign midterm paper. Work.

10/2 Show in two groups. Discuss and critique results. Rework.

7>10/5 5 groups show. 3 work.

10/7 3 groups show. A critique. Introduce chance method. Assign chance solos.

10/9 All show. Assign couples: devise a chance score for time and space.

## FALL BREAK

**8**>10/14 Each couple describes own chance score; select another couple's score and begin work on dancing that phrase.

**9**>10/16 Group B show. A work.

10/19 Group A show. B watch. Discuss. **Midterm papers due.** Assign Trios -- complete dances demonstrating use and development of tools learned so far, including use of dynamic changes, unity, contrast, beginning, middle, end, etc. No music.

10/21-11/9 Work days and rehearsals for trios.

11/2 Check-in Day. Everyone attends class. Come with choreographic questions. Assign Final project. This is a dance demonstrating use and development of tools learned over the semester. It is like the trios, except you may use any number of dancers (but at least two) and music or other sound. Costumes and title are required. Assign final paper. Sign up for final showing program order.

11/11 First group of trios show. Turn in self-evaluation and group report. All others watch.

11/13 Second group of trios show. Turn in self-evaluation and group report. All others watch. Critiques of trios will be done in trio/groups in room 320 at assigned times.

11/16 – 12/9 Workdays and rehearsals for final projects.

12/7 Concert discussion day. **Everyone attends class.** Also, bring choreography questions.

12/8 Reading Day: **Final paper due by 5 pm.** Put in Van Dyke's mailbox by office door.

12/9 Final showing. 3:30- 6:30 pm. All must attend both final showings. Parents and friends are invited.

12/11 Final showing continued. 12:00 noon- 3:00 pm.

**Attendance Policy:** There will be many out of class assignments, and most will require you to cooperate/ collaborate with other students. For this reason especially, attendance is very important. During the first half of the semester you will be showing assignments at

almost every class meeting and your partners will depend on your presence. After the trio group assignment, students will evaluate those with whom they worked in terms of attendance and cooperation. Failing to attend the Departmental Concert or being absent from the Concert Discussion will result in your grade being lowered by 1/3 of a letter.

**RULES TO OBSERVE THIS SEMESTER WHEN MAKING YOUR FINAL DANCE:**

No dancing in your own work.

Use all of whatever music you have selected. No edited music unless you are working with the composer.

Consider the relationship of words/music. Can the words be understood? Are you depending on them for communication? Are you ignoring them? They are part of your structure.

Work toward integrity within the dance's structure, including the title, costumes, and movement choices.

No clichés in movement—**AVOID MOVEMENT YOU HAVE LEARNED IN CLASS.**

**Academic Honor Code:** Academic integrity is founded upon and encompasses the following five values: honesty; trust; fairness; respect; and responsibility. Supporting and affirming these values is essential to promoting and maintaining a high level of academic integrity. Each member of the academic community must stand accountable for his or her actions. As a result, a community develops in which students learn the responsibilities of citizenship and how to contribute honorably to their professions.

If knowledge is to be gained and properly evaluated, it must be pursued under conditions free from dishonesty. Deceit and misrepresentations are incompatible with the fundamental activity of this academic institution and shall not be tolerated. Members of the UNCG community are expected to foster in their own work the spirit of academic honesty and not to tolerate its abuse by others.

First responsibility for academic integrity lies with individual students and faculty members of this community. A violation of academic integrity is an act harmful to all other students, faculty and, ultimately, the university.

