**STUDIO (BLOCK 5)**

**DANCE CHOREOGRAPHY 12**

**ASSIGNMENT**

Due date: Friday, May 8, 2020

**BIG IDEAS:**

****

**ASSIGNMENT PROCESS:**

I invite students to follow their curiosity and passion for this assignment. Students will either be engaged in an inquiry process to express ideas in a creative, analytical, or performative manner. Explore ways to make personal and cultural connections and reveal insights into human experience.

**ASSIGNMENT:**

* Students have the CHOICE to pick ONE of the assignment options below.
* You must **pick a different project** than the one you did from April 10-24, 2020.
* This is the 2nd and last assignment that will count towards your **May 13 interim report** to be sent to all students & parents on your progress since March 2.
* Depending on the quality of the work you complete for this project, your grade can stay the same or increase accordingly. Completing a project that does not meet expectations will be void.

**8 ASSIGNMENT OPTIONS (1 new option)**

**NEW: Option #1:** *Learn Hana’s dance*

*This dance will be featured in our* ***“Hands Down, We Did It!”***

*virtual dance showcase in June.*

In order for you to be included in the final video montage of this dance, your completed, accurate, and well-presented/filmed video **MUST** be handed-in

**no later than Friday, May 8**.

**Absolutely no exception.**

*\*\*\* See filming requirements document for your performance to be included! \*\*\**

*If you learn this dance, but hand it in late, it will be graded,*

*but it will not be in the final video montage.*

**Learn & film the dance “TBA” choreographed by Hana**

* **Length:** About 2min
* **Goal:** To learn her dance and perform it accurately. Since this will be put in as a video montage, accuracy of movements and musicality will be very important as you will be connected to the other dancers in the class throughout the video.
* **Purpose:**
	+ Demonstrate the dance elements to make the dance come to life!
		- Body, action, space, time, energy/dynamics
	+ I hope everyone in this class will choose to take this on and have a blast dancing alone, together while we are social disDancing, so we can then showcase what we created together, while being apart!
	+ **Ultimate goal:** Have fun performing a dance created by a Handsworth graduate!

**What to hand-in on MS Teams:**

A video file, I can download, of yourself performing the entire dance (following the filming requirements) **INCLUDING** Change title of your movie file to: Hana (your name), **PLUS**, short self-reflection at the bottom of the rubric (core competencies)

as a word document.

**BONUS OPTION: Learn & film the combo “TBA” choreographed by Claire**

**This is not for grades, but simply to dance more!**

**What to hand-in on MS Teams:**

A video file, I can download, of yourself performing the entire dance (following the filming requirements) **INCLUDING** Change title of your movie file to: Claire (your name)

**Option #2:** *Choreograph a solo*

*(To be performed by your classmates unless you decide to design it for Squad)*

**Choreograph one dance for one dancer**

* **Length:** 1 min 30 sec. to 2 minutes
* **Goal:** Create a purposeful dance for one person, using about 24 square feet of room, that will then be filmed and demonstrated by you.
* **Purpose:** You must pick a theme ([a specific and distinctive quality, characteristic, or concern](https://www.merriam-webster.com/dictionary/theme)), a social issue, or a concept (an abstract or general idea) in which to anchor your creative process.
* **Ultimate goal:** You can decide if you would like other students to learn your choreography, so I can create a video montage of your piece. See different examples: “Revelations” by Alvin Ailey dancers in [New York Times’ article](https://www.nytimes.com/2020/03/19/arts/dance/ailey-dancers-buked-video-coronavirus.html) or [Instagram post](https://www.instagram.com/tv/B9z0qo1HzcO/?utm_source=ig_embed) and [Globe Trot (50 filmmakers, 23 countries, 1 dance)](https://www.youtube.com/watch?v=uXgYKU9F-0A)
* **My goal:** to create a video montage for you and your dancers to keep and to hopefully be able to showcase it at our *“Hands Down, We Did It!* “virtual event.
* **Guidelines:** To help you, follow this [link](https://blogs.ubc.ca/isabelle/digital-dance-project-a-solo/) on the blog + complete the [“Choreography 11-12 Justification of Choreographic Choices”](https://blogs.ubc.ca/isabelle/digital-dance-project-a-solo/) questions. [What I need to hand-in?](https://blogs.ubc.ca/isabelle/what-i-need-to-hand-in/)

**What to hand-in on MS Teams:**

A video file, I can download, of yourself performing the entire solo (following the filming requirements), **PLUS,** the edited music track, **PLUS,** the justification of your choreographic choices as a word document, **PLUS,** short self-reflection at the bottom of the rubric (core competencies) as a word document.

**Option #3:** *Choreograph a combo*

*(To be performed by your classmates unless you decide to design it for Squad)*

**Choreograph one combo for one dancer**

* **Length:** 30-45 seconds *(it cannot be longer!)*
* **Goal:** Create a dance combo, using about 24 square feet of room, that will then be filmed and demonstrated by you.
* **Purpose:** You must pick a dance style and a song of your choice to choreograph a piece that will highlight and match the dynamics of the music.
* **Ultimate goal:** You can decide if you would like other students to learn your choreography, so I can create a video montage of your piece. See different examples:
	+ [“Qué Calor” – Street Dance – Choreography by Sabrina Lonis](https://www.youtube.com/watch?v=5k8O3AWcSZE)
	+ [Someone You Loved – Contemporary – Erica Klein Choreography](https://www.youtube.com/watch?v=znspK9gDKLw)
* **My goal:** to create a video montage for you and your dancers to keep and to hopefully be able to showcase at our *“Hands Down, We Did It!* “virtual event.
* **Guidelines:** To help you, follow this [link](https://blogs.ubc.ca/isabelle/digital-dance-project-a-combo/) on the blog + complete the [“Choreography 11-12 Justification of Choreographic Choices”](https://blogs.ubc.ca/isabelle/digital-dance-project-a-solo/) questions. [What I need to hand-in?](https://blogs.ubc.ca/isabelle/what-i-need-to-hand-in/)

**What to hand-in on MS Teams:**

A video file, I can download, of yourself performing the entire solo (following the filming requirements), **PLUS,** the edited music track, **PLUS,** the justification of your choreographic choices as a word document, **PLUS,** short self-reflection at the bottom of the rubric (core competencies) as a word document.

**Option #4:** *One song, two distinct choreographies*

 **Create two dance combos, of various dance styles, to the same song**

* **Goal:** Spend time watching different dances created to the same song to analyse how music can be interpreted differently based on various dance styles, and/or intentions. Then, pick a song of your choice and push yourself to choreograph two very different combos highlighting the music and the dance styles.
* **Length:** Create two combos – 30-45 seconds each.
* **Purpose:** To develop your musicality, choreographic style, and artistic vision in various ways while pushing yourself to think differently than what your instinct tells you to do.
* **Ultimate goal:** You can decide if you would like other students to learn your choreography, so I can create a video montage of your piece. See different examples:
	+ [“Qué Calor” – Street Dance – Choreography by Sabrina Lonis](https://www.youtube.com/watch?v=5k8O3AWcSZE)
	+ [Someone You Loved – Contemporary – Erica Klein Choreography](https://www.youtube.com/watch?v=znspK9gDKLw)
* **My goal:** to create a video montage for you and your dancers to keep and to hopefully be able to showcase at our *“Hands Down, We Did It!* “virtual event.

**What to hand-in on MS Teams:**

A video file, I can download, of yourself performing the entire solo – Version A (following the filming requirements), **PLUS,** A video file, I can download, of yourself performing the entire solo – Version B (following the filming requirements), the edited music track, **PLUS,** short self-reflection at the bottom of the rubric (core competencies) as a word document.

**Option #5:** *Write a Dance Critique*

**Watch a full-length dance performance and write an 800-1000 words review**

* Check out options on TV or YouTube, or other resources such as (but not limited to):
	+ Check out the blog [here](https://blogs.ubc.ca/isabelle/watch-free-performances-online/) for tones of options, you can also see below.
	+ The best ballet and dance performances to stream during quarantine
	+ [The dance performances that have gone online](https://www.dancemagazine.com/dance-performances-online-2645501079.html)
	+ [MarqueeTV 30-day free trial](https://www.marquee.tv/freetrial)
	+ You can check out the [Jacob’s Pillow Dance Interactive](https://danceinteractive.jacobspillow.org/browse/playlists/) website as inspiration, but to my knowledge, these are only excerpts.
* It can NOT be a film or a dance competition. It must be presentation in a theatre or on some kind of a stage in a professional setting.
* **Length:** The dance performance needs to be at least 30 minutes long. You must critique the entire performance from beginning to end.
* **Goal:** Writing a dance critique is an exercise involving careful judgment or judicious evaluation of a performance.
* **Purpose:** Develop a critical eye when watching a performance by paying attention to the movement, choreography, use of space, performance, music, staging, and develop a personal response and an overall reaction.
* **Guidelines:** Available [here](https://blogs.ubc.ca/isabelle/dance-critique/) on the blog

**What to hand-in on MS Teams:**

ONE word document with your dance critique that clearly states the movie or dance performance you reviewed. (Include link if available)

**INCLUDING** a short self-reflection at the bottom of the rubric (core competencies)

@ the end of your document.

**Option #6:** *Create an entertaining dance in honour of Covid-19 (to make us smile!)*

 **Create a dance (and song if desired) to help people cope during the**

 **pandemic.**

* See examples of what has already been created as a source of inspiration:
	+ [Vietnamese song and dance about coronavirus hygiene goes viral](https://www.youtube.com/watch?v=Owcdxs_7dWw)
	+ [Coronavirus shuffle dance](https://www.youtube.com/watch?v=QUYH4UiwUaM)
	+ [Family Lockdown Boogie](https://www.youtube.com/watch?v=G-ugfNXYcDg)
* *If you choose to re-create the Family Lockdown Boogie video, with your family, while making some alterations to make it more personal, you can take an extra 2 weeks to complete this. See more information* [*here*](https://blogs.ubc.ca/isabelle/family-lockdown-boogie/)*.*
* **Goal:** To bring some much-needed laughter and entertainment to everyone as we are all dealing with this pandemic.
* **Length:** Less than 2 minutes as this will be a lot of work… but so much fun!
* **Purpose:** Be creative, using dance as a medium, to reflect on how Covid-19 has changed our lives.
* **Ultimate goal:** It would be amazing if I could share the video with the dance community to make people smile!
* **Guidelines:** You can use an existing song or lip-synch over an existing karaoke version having changed the lyrics. You can do it as a solo or involve members of your family (only people you are in direct contact with in your household).

**What to hand-in on MS Teams:**

ONE WORD DOCUMENT THAT INCLUDES THE FOLLOWING:

A video of yourself doing the dance (provide YouTube or Vimeo link),

**PLUS,** short self-reflection at the bottom of the rubric (core competencies) to be added at the bottom of the word document.

**Option #7:** *Inspiring Choreographers Research Paper*

 **Research one of the pioneers of dance and write a 800-1000 words paper**

* **Goal:** To learn more about a choreographer of your choice that inspires you. Learning more about the choreographic process to give you ideas when choreographing yourself.
* **Length:** 800-1000 words research paper
* **Purpose:** To gain a better understanding of the importance of innovators in advancing the art of dance. From court dancing to romanticism, then from ballet to contemporary dance, to mass culture street dance and hip hop dance, many people each contributed in their own way to advancing and/or revolutionizing dance as we knew it then.
* **Ultimate Goal:** To pick a choreographer that interests you from the list below, or pitch an idea to Ms. Isabelle, and research why their legacy still stands today and what is their artistic style.
	+ *Famous choreographers*
		- Josh Beamish Aszure Barton
		- Édouard Lock Nacho Duato
		- Jiri Kylian Emily Molnar
		- Crystal Pite Robert Benoit
		- Bill T. Jones Bob Fosse
		- Christopher Wheeldon George Balanchine
		- Marie Chouinard Justin Peck
		- Alvin Ailey Christopher Wheeldon
* *This list below is NOT extensive… you may choose someone else from any dance style of your choice, just run it by me first.*
* **Guidelines:** Included under the “[Studio](https://blogs.ubc.ca/isabelle/studio/)” tab on the blog.

**What to hand-in on MS Teams:**

ONE WORD DOCUMENT THAT INCLUDES THE FOLLOWING:

The link for me to access your Google Slides

(share it with me at isabelle.handsworth@gmail.com) **OR**

the link/file to access your Power Point document **OR** the word document with your research project, **PLUS,** short self-reflection at the bottom of the rubric (core competencies) to be added at the bottom of the word document.

**Option #8:** *Daily Physical Activity Log*

 **Follow the minimum guidelines of the Daily Physical Activity requirements**

* **Goal:** *From the* [*NVSD website*](https://www.sd44.ca/school/handsworth/Parents/Documents/Daily%20Physical%20Activity%20%28DPA%29%20Information.pdf)*:* We know that active, healthy students are happier and learn better. They also develop good habits that can contribute to longer, healthier lives. The British Columbia Ministry of Education (MOE) requires students in grades 8 through 12 to complete 150 minutes per week of physical activity, at a moderate to vigorous intensity. The requirement to report Daily Physical Activity is meant to help promote a healthy and active lifestyle. Participation in PE Classes is one way to meet the required minutes, but it is still recommended for students to engage in DPA on non PE, Dance, Fitness or Conditioning days.
* **Length:** For the 2 weeks given before the due date
* **Purpose:** To remain active in way or another and respect the minimum weekly requirement of 150 minutes of moderate to vigorous activity, while encouraging you to do more if you can.
* **Ultimate goal:** It would be great if you could do a variety of physical activities during the week and include some dancing as part of your routine for pleasure.
* **Guidelines:** Follow the Handsworth and/or NVSD guidelines by choosing how to meet the requirements with activities of your choice and/or using the resources available on the blog under “Dance It Out!”. [Example of a basic tracking sheet](https://blogs.ubc.ca/isabelle/dpa/).

**What to hand-in on MS Teams:**

ONE WORD DOCUMENT THAT INCLUDES THE FOLLOWING:

A list of all the exercises (tracking sheet) with detailed explanations of what you did during each session, **PLUS,** links to the videos you followed, **PLUS,** at least one image of yourself doing each session,

**PLUS,** short self-reflection at the bottom of the rubric (core competencies) to be added at the bottom of the word document.

**ASSESSMENT RUBRIC**

Available under “Assignments” on MS Teams