**STUDIO (BLOCK 5)**

**DANCE CHOREOGRAPHY 12**

**ASSIGNMENT**

Due date: Friday, April 24, 2020

**BIG IDEAS:**

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**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. Please do NOT complete all of them. ONLY COMPLETE **ONE** OF THEM.

**ASSIGNMENT OPTIONS**

**Option #1:** *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/)

**Option #2:** *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/)

**Option #3:** *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.

**Option #4:** *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.
* **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

**Option #5:** *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).

**Option #6:** *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.

**Option #7:** *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!”.

**ASSESSMENT: RUBRIC**

Instead of having different criteria for each assignment, I will use one general rubric for all the assignments (except option #6 – Daily Physical Activity Log).

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|  **CRITERIA** | **FULLY MEETING EXPECTATIONS** |
| LENGTH (10 marks) | * Students complete the full length of assignment requirement.
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| DANCEFORM(10 marks) | * Dance elements (such asbody, action, space, time, energy, relationships, dynamics) are explored in creative, performative, or analytical works.
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| EXPLORE AND CREATEORREASON AND REFLECT(10 marks) | * Explore and create dance works to express ideas and emotions either through writing and/or performance.

OR* Reflect on dance works and make connections with personal experiences and examine the influences of social, cultural, historical, environmental, and/or personal context.
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| VOICE(10 marks) | * The expression of dancer’s voice is clear in creative work or performance.

OR* The voice of the dancer’s analytical written work offers different perspectives and makes connections to artistic form, social, cultural, historical, and/or environmental context.
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| DEVELOPMENTAL STAGES OF REFINEMENT(10 marks) | * Students clearly went through developmental stages to refinement to produce the assignment for assessment as would be necessary to create the best work.
1. Ideation & brainstorming
2. Proposal building and refinement
3. Evaluation
4. Prototyping and testing
 |
| **REFLECTION****(10 marks)** | * + At the end of the project, write an additional paragraph describing what you learnt from engaging in this assignment.
	+ Make connections to COMMUNICATION, CRITICAL & CREATIVE THINKING, and/or PERSONAL RESPONSIBILITY (BC’s core competencies)
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