

Dance Composition/ Choreography: Dance 171

Lesson Plan

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Goal for 3/31 and 4/2: Choreographic Integrity: Pushing your ideas, expanding and going deeper within your material; striving for originality and unpredictability through the concepts of symmetry, asymmetry, literal meaning, and abstraction.

- Warm-up
- Improvisation exercise/ Choreographic games:
 - Focus game: improv in a circle when I say stop make eye contact with your classmate and hold your shape and or pose. If two of you make eye contact you may sit down. – Discuss as a class your impression of this task.
 - o Paint the Space: Talk about colors as a source of movement improvisation
 - Improv: across the floor using color as an inspiration point
 - Blue, Red, Yellow, Green
 - Dancers: imagine that there is a tray of paint in any color of your choosing. Dip the top of your head in the paint. Paint a figure 8. Picture the image that you are leaving behind. Think of your focus/ intention behind the movement.
 - Now place your hands in the “paint” and make patterns around yourself on multiple levels. Change the color that you are using.
 - Now place both hands and feet into the paint and create a traveling pattern on the floor.
 - Develop a phrase of movement using the ideas that you have just explored. (roughly 2- 8 counts)
 - Show a partner. Give feedback to your partner on what material was most effective.
 - Teach each other your phrase and perform in unison.
- Symmetrical vs. Asymmetrical:
 - o Symmetrical:
 - Define: even, equal, mirror, proportional, balanced, treating the stage space equally, made up of similar parts, identical, uniform, consistent, regular
 - Audience expects what comes next, predictable, restful eye
 - Task: 1) Explore both arms/ upper body performing the same action
 - 2) Explore both legs/ lower body performing the same action
 - 3) Split the body into a vertical half: explore the halves performing the same action.
 - * Develop a symmetrical phrase of movement: 2 -8counts
 - Asymmetrical:
 - Define: off center, one side of the stage, opposite of symmetry, Having parts that fail to correspond to another in shape, size, or Arrangement, lopsided, uneven, unbalanced, crooked, awry, Askew, miss-aligned, disproportionate, irregular, informal, wonky Unequal in come respect.

- Audience does not expect, unpredictable, surprising, changing eye
- Task: 1) Explore both arms/ upper body performing different movement from each other but at the same time.
- 2) Explore both legs/ lower body moving differently but at the same time.
- 3) Split the body into a vertical half down your midline: Explore the halves in opposition to each other/ asymmetrically.

* Develop an asymmetrical phrase of movement: 2-8 counts

-Connect the concepts: 2- symmetrical 8 counts with your 2 –Asymmetrical 8 counts

Show to the class

--- I choose one students piece: and pick the three moments and ask them to connect. Example of what they will do next: Idea being that they learn how to edit themselves and choose only the necessary movement.

- Now get into partners: Show your material once more to your partner:
Choose 3 specific moments that stood out to you from viewing your partners work. Ask your partner to now connect those three moments together and attach to the end of your phrase.
- Switch partners-

Next: Look at the projects again with different ways to stage. Symmetrical staging and asymmetrical staging: Students will perform phrases both ways. Foster a class discussion of ways to stage evenly and all the ways you can stage asymmetrically.

- Take a moment and write down your phrase material because we will come back to it. (class break)

Concept: Gestures as they relate to (Literal vs. Abstract)

Literal:

Improv 4 daily tasks: As a class explore each concept going across the floor.

- 1) Getting ready for bed; brushing teeth, flossing etc.
- 2) Making dinner: cooking, ingredients
- 3) Cleaning the house: dusting, take out the trash
- 4) Trip to the grocery store: shopping

*Task: Split the group into 4 of the above categories:

Make a 2-8 count literal phrase using one of the above concepts

- Show to class/ discuss what we saw

Abstraction: taking an idea and for our purposes blurring the literal quality out of it.

Abstract Art: shape, form, color, line, independence from visual reference. Distorted, or exaggerated way to see a shape.

Discussion:

- Can you do movement for movement's sake?

- Do you want your audience to get the idea immediately or do you want your audience to use their own imagination?
 - Where do you want your audience to look? What do you want to draw attention to within your dance?
 - Can you take a literal idea and abstract the movement and have the same feeling come from it?
- Now take the same literal phrase you just created and expand the material. Can you achieve the same idea in an abstracted way?

*Task: (Part A) Develop an abstracted version of the literal phrase you created above.

*Task: (Part B)

- Take an emotion and develop a literal phrase for the emotion. (8 count) Show
- Then take the same literal phrase and abstract it. (8 counts of abstracted phrase)
- Put both of them together: Show the class.

Project due April 7th: Assignment: (Duet) develop a literal concept and abstract the idea through movement. Use symmetric and asymmetric phrasing through movement and staging. Each partner is responsible to have contributed at least 3- 8 counts of material. Teach your partners and put together your piece. Be able to show where your individual choreographic material exists within the dance. (no music, no tricks, no prep, no technique class exercises)