

**DEREE COLLEGE SYLLABUS FOR: DA 3362 CHOREOGRAPHY AS A COLLABORATIVE PRACTICE**

**3/0/3**

**– UK LEVEL 5  
UK CREDITS: 15**

**(Fall 2015 )**

**PREREQUISITES:**

DA 2256 Contemporary Choreography I  
DA 2050 Contemporary Dance I  
DA 2018 Body Awareness & Movement

**CATALOG  
DESCRIPTION:**

Group forms and collaborative practices in choreography. Choreography as an aesthetic practice of interactions, relationships, constellations in motion. The choreographer as an agent of change within a performative environment

**RATIONALE:**

In this course importance is given to developing skills to work with a group, setting tasks that engage an ensemble to work collaboratively towards agreed goals. Students are given a platform to devise, plan and execute a group work as a means to engage with more complex and mature levels of authorship and responsibilities as emerging creative artists.

**LEARNING OUTCOMES:**

As a result of taking this course, the student should be able to:

1. Demonstrate deeper understanding of the choreographic process that includes the idea of collaborative enterprise as a guiding principle.
2. Demonstrate invention in the generation of tasks to generate material that sees performance as an active, embodied process.
3. Experiment with innovative ways to structure the material to attain a particular effects.
4. Formulate a method to direct others to realise a set of creative intentions and goals.
5. Demonstrate an understanding and an awareness of performative aspects in order to achieve effective communication through a kinaesthetic and embodied art form.
6. Demonstrate ability to self-assess goals and moderate a creative process.

**METHOD OF TEACHING AND  
LEARNING:**

In congruence with the teaching and learning strategy of the college, the following tools are used:

- Workshops
- Lectures, class discussions, video presentations
- Office hours where students can discuss with instructor their concerns over ongoing projects.
- Use of a Blackboard site where lecture notes, assignment instructions, announcements, and other materials related to the module are posted.

**ASSESSMENT:**

**Summative:**

Mid-term presentation exam: short process-study, duet work, three to four minutes (studio based)	<b>30%</b>
Final presentation: Group work, 5-7 minutes in length (theatre based)	<b>50%</b>
Reflective Journal	<b>20%</b>

**Formative:**

In class lab-experiments, feedback sessions	<b>0</b>
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The formative lab-experiments/feedback sessions aims to prepare students for the examination.

The Midterm presentation tests Learning Outcomes 1,2,3

The Final presentation tests Learning Outcomes 4,5

The Reflective Journal: 6

**INDICATIVE READING:****REQUIRED READING:****Selected readings from:**

Cooper-Albright, A. (1997) *Choreographing Difference: the Body and Identity in Contemporary Dance*, Wesleyan University Press.

Klien, M and J.eds. (2008) *Choreography as an Aesthetics of Change*, N.Ireland: Daghdha Dance Company.

Preston-Dunlop, V & Ana Sanchez-Colberg (2002/2010) *Dance and the Performative*, London: Dance Books.

Sanchez-Colberg, A. (2008) 'Holds No Memory: A Proposal about art through art', in *Dance in a World of Change and Globalization*, Shapiro (eds), Human Kinetics.

\_\_\_\_\_ (2004) 'Anna Annotated: A Critical Journey' in *The Same Difference: Ethical and Political Perspectives on Dance*, Rouhiainen et al eds. Acta Scenica 17, Helsinki: Theatre Academy, pp. 193-233

**RECOMMENDED READING:** will be made available through Blackboard

**INDICATIVE MATERIAL:**

(e.g. audiovisual, digital material, etc.)

**REQUIRED MATERIAL:** n/a

**RECOMMENDED MATERIAL:**

*From a Classical Position/Just Dancing Around*, William Forsythe, DVD, 2007.

Pina Bausch- *Dancing Dreams*, Anne Linsel (director), DVD 2010.

Wim Vandekeybus- see Compania Ultima Vez vimeo channel for excerpts of many of this group works.

*Sacred Monsters* at Sadler Wells –Khan/Guilleum, Sadler Wells, DVD, 2009.

**COMMUNICATION REQUIREMENTS:**

Use of proper English for all written and oral assignments.

**SOFTWARE REQUIREMENTS:**

Microsoft Word, Blackboard CMS.

**WWW RESOURCES:**

<http://motionbank.org/>

**INDICATIVE CONTENT:**

1. Exploratory tasks designed to promote effective partnership and dialogue for devising a creative process with another.
2. Workshops designed to facilitate observation, discussion and analysis of students' work.
3. Developing a language to speak about practice and that of others,
4. Feedback and professional ethics
5. Workshop tasks to explore various approaches to group choreography and performance scores.
6. Resourcing and planning a creative process leading to performance.
7. Analyzing performance outcomes: clarification of the movement, the relationship of the dancers to the space, the experience of group timing and dynamics.