**EXPANDED COURSE DESCRIPTION**

**DANCE**  
School of the Arts, Media, Performance and Design  
Department of Dance  
FA / DANC 2225 3.0 SECTION A  
CHOREOGRAPHY  
FALL 2020 / WINTER 2021

Last Modified Date: 09/04/2020

**COURSE CALENDAR DESCRIPTION**

Introduces the study of the basic principles of dance composition; both practical movement studies and analytic/critical work will be employed to explore the creative process and to begin to develop the craft and skills of choreography. Required of dance majors seeking the BFA degree. Prerequisites: FA/DANC 1205 3.00, FA/DANC 1206 3.00, FA/DANC 1215 3.00 and FA/DANC 1216 3.00 or permission of the Instructor. Corequisite: Current enrolment in dance technique, or permission of the department.

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**INSTRUCTOR(S)**

<table>
<thead>
<tr>
<th>Name</th>
<th>Section / Format / Term</th>
<th>Contact Email</th>
<th>Contact Phone</th>
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<tbody>
<tr>
<td>Lee, Susan</td>
<td>Sec. A / STDO / F</td>
<td><a href="mailto:susanlee@yorku.ca">susanlee@yorku.ca</a></td>
<td>York Ext. 22132</td>
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**SPECIAL FEATURES**

*DANC 2225 Section A*  
*F/W 2020-21*  
*Susan Lee*  
*Special Features*

This course explores the creative process, including many methods and approaches to choreographing dance. It will provide an introduction to the basic dance compositional skills and principles through various investigatory approaches including, improvising, composing, viewing, discussing, reading, and writing.

At the core of this course are improvisations, tasks, and games designed to stir the imagination, and to facilitate the exploration and development of a personal and “original” movement vocabulary. Original referring to “of its origin.” In other words, a vocabulary that begins with one’s self as the site of inquiry or starting point. This is work that is not imitative or directly derivative. From this source material, we will work with various elements, including body, action, time, space, energy, shape, effort and form to design short dance initiatives.

It is required and beneficial for students to be open to new experiences and alternative approaches, as well as constructive criticism. Information and feedback will be offered to the individual and the class as a whole, and students are expected to apply this to their practice. Coming to class with an appetite for movement and creative expression will be an asset and students are encouraged to ask questions and to partake in discussions.
Students need to arrive for class warm and prepared to collaborate with one another. Bring your notes, journal and a pen to each class. Students’ compositional presentations will be video-recorded as a tool for evaluation. Students will be expected to spend time outside of class on creative tasks and written work.

**Technical requirements for taking the course:**
Students will be participating in this course through video conferencing and eClass.
Students will need a stable, high-speed Internet connection, a computer with a webcam and a microphone, and a smart device with these features. For online classes, students will need quiet, clear and when possible, private space. Students may also be asked to record themselves dancing in locations outside of their homes.

**A way to determine Internet connection and speed:** there are online tests, such as Speedtest, [https://www.speedtest.net/](https://www.speedtest.net/) that can be run.

**Useful links describing computing information, resources and help for students:**

- Computing for Students Website: [https://student.computing.yorku.ca/](https://student.computing.yorku.ca/)
- Learning Skills Services: [https://lss.info.yorku.ca/online-learning/](https://lss.info.yorku.ca/online-learning/)
- Zoom@YorkU Best Practices: [https://staff.computing.yorku.ca/wp-content/uploads/sites/3/2020/03/Zoom@YorkU-](https://staff.computing.yorku.ca/wp-content/uploads/sites/3/2020/03/Zoom@YorkU-)

**Information about the delivery and organization of the course**

**Location:** Please note that this is a course that depends on remote teaching and learning. There will be no in-class interactions or activities on campus.

**Organization of the course:** Students will meet on Zoom during the scheduled class times of Tuesdays and Thursdays, 3 pm – 5 pm. Students will take part in a number of different activities during this time including improvisation sessions, creation process, class discussions, video viewings and group work. We may not use the entire two hours every class, but students are required to keep these times free.

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Topics and Concepts
Students are encouraged to experience this course as a vehicle for movement research and invention. Focusing on the body as an expressive instrument, through various movement studies, the dancer will begin to articulate a personal choreographic voice. The in-class experiential work will serve as a basis for dance initiatives, and the work presented should demonstrate an understanding of the concepts explored in class. Students will work individually and together on projects, gaining an understanding of the collaborative element of dance creation. This course will provide a foundation for those wishing to pursue choreography or art-making.

Much of the class time will be devoted to practical work, including improvisation, choreographic tasks and movement exploration. Short dance studies will be presented frequently, in addition to the discussion of compositional tools, readings, viewings, and writing. Students will have some time to work on compositional projects in class and are expected to devote time outside of class to their creative observations, research, and rehearsals. A large part of this course is experiential as a means to investigate contemporary choreographic issues, strategies, and craft.

Students will be assigned readings and video viewings during the term. The readings and video links will be available on the eClass site.

Learning Outcomes with Examples

Breadth, depth of knowledge,
By the end of this course students will be able to:
- commit to a dynamic, embodied, safe and efficient dance practice
- locate the fundamentals of the creative process in the making of dance and explain their own varied and specific processes
- increase the potential for imagination, artistic expression and creativity
- develop a strong foundation toward the pursuit of further choreographic and artistic endeavours

Knowledge of methodologies
By the end of this course students will be able to:
- expand their ability to discuss verbally and write about the creative process, including specific methodologies
- identify, analyze, integrate and interpret the elements of dance (including body, space, time, energy, relationship) within the wider context of choreography and performance

Application of Knowledge
By the end of this course students will be able to:
- carry out personal feedback and implement new knowledge into class discussions effectively
- efficiently and mindfully apply feedback from peers and instructor to creative work
- develop the ability to distill movement, solve creative problems and shape dances
- demonstrate the ability to retain and apply specific and collective feedback to movement projects as they evolve over the semester
Communication skills
By the end of this course students will be able to:
- develop the ability to think critically and articulate verbally on movement choices
- contribute to in-class discussions and in partner-learning situations, analyzing and assessing another’s artwork through the practice of the Liz Lerman Critical Response Process
- discuss, interpret and articulate clearly on dance concepts through the submission of written work

Awareness of limitations of knowledge
By the end of this course students will be able to:
- differentiate and evaluate their cognitive and meta cognitive processes through journaling, reflective writing and collaborating with others
- design and apply appropriate process and performance aims which will develop an awareness of their physical limitations and thus develop a safe and efficient movement practice
- value the purpose of honing one’s awareness of limitations of knowledge

Autonomy and professional capacity
By the end of this course students will be able to:
- demonstrate new approaches, learning strategies, artistic expression and problem- solving methods
- develop a welcome response to new concepts, vocabulary and ideas
- exemplify professional conduct at all times with peers and course director
- contribute to a positive learning space and support peers in attaining collective and individual goals

Graded Assessment
20% Breadth, Depth of Knowledge
Movement Projects 1 & 2 (introductory projects). These first two studies are focused on engaging deeply in the creative process, developing clarity in one’s choreographic work and applying compositional ideas and tools experienced in class. There is an emphasis on creativity, innovation, integrity and attention to detail. Students will receive an outline and grading scheme for each project with follow-up feedback.
Project 1 Presentations: Due date TBA
Project 2 Presentations: Due date TBA

10% Knowledge of Methodologies
1. a) Students will write a reflection paper demonstrating reflecting on their creative processes and experiences in this class as related to the readings and video viewings given Outline to be provided in eClass – worth 5% of final grade.
   Paper Due: November 14
1. b) Participation in class discussion and online forums following video viewings. 5%

20% Application of Knowledge
Movement Projects 3 & 4 (further evolution of compositions developed through introductory projects).
These last 2 studies are also focused heavily on process, clarity of intention, and choreographic tools, and now with a more specific focus on effective application of personal feedback and class discussions, structure and craft discussed in class, specificity and creative rigor.
The ability to profit from criticism and observation of movement presentation deadlines will weigh heavily into one’s success. Students will receive an outline and grading scheme for each project with feedback.
Project 3 Presentations: Due date TBA
Project 4 Presentations: Due date TBA

15% Communication Skills
Evidenced by strong verbal skills, collaborative in-class work, partner-learning, participation in discussions, feedback, and clearly conveying ideas/communicating with an audience through one’s choreographic work.

15% Awareness of Limitations of Knowledge
Demonstrated by consistent note-taking/journaling of the in-class/in-process experience and awareness of one’s limitations of knowledge.

Creative Process Notes will be submitted for each of the first 3 movement projects.
Due: 1 week after each choreographic Project presentation. Guidelines will be given in class. This component is focused on one’s limitations, progress, and developing a better understanding of the creative process.
Students are encouraged to notate components of their creative work over the term. A separate journal or notebook is required for this component.

20% Autonomy and Professional Capacity
Demonstrated by full and consistent physical and cognitive engagement resulting in a high-quality of in-class work; effective problem-solving; strong physical commitment; self-directed learning which brings about tangible change; consistency in work habits and motivation; respect for peers and instructor; a generous spirit consistently applied to class practice; willingness to take risks; and creative rigor.

Additional Information
Course eClass site: https://eclass.yorku.ca/eclass/course/view.php?id=9820

ALL course outlines will also include the following information:
Last date to drop a fall term (F) course without receiving a grade: November 6, 2020
Last date to drop a winter term (W) course without receiving a grade: March 12, 2021
Last date to drop a full year (Y) course without receiving a grade: February 5, 2021

Academic Policies / Information
The Senate Academic Standards, Curriculum and Pedagogy Committee (ASCP) provides a Student Information Sheet that includes:
York's Academic Honesty Policy and Procedures / Academic Integrity Web site
Access/Disability
Ethics Review Process for Research Involving Human Participants
Religious Observance Accommodation
Student Code of Conduct
Additional information:
Academic Accommodation for Students with Disabilities
Grading Scheme and Feedback Policy
The Senate Grading Scheme and Feedback Policy stipulates that (a) the grading scheme (i.e. kinds and weights of assignments, essays, exams, etc.) be announced, and be available in writing, within the first two weeks of class, and that, (b) under normal circumstances, graded feedback worth at least 15% of the final grade for Fall, Winter or Summer Term, and 30% for ‘full year’ courses offered in the Fall/Winter Term be received by students in all courses prior to the final withdrawal date from a course without receiving a grade.
• Important University Sessional Dates (you will find classes and exams start/end dates, reading/co-curricular week, add/drop deadlines, holidays, University closings and more. http://www.registrar.yorku.ca/enrol/dates/index.htm

• Manage my Academic record
  http://myacademicrecord.students.yorku.ca/

• "20% Rule"

No examinations or tests collectively worth more than 20% of the final grade in a course will be given during the final 14 calendar days of classes in a term. The exceptions to the rule are classes which regularly meet Friday evenings or on Saturday and/or Sunday at any time, and courses offered in the compressed summer terms.

Final course grades may be adjusted to conform to Program or Faculty grades distribution profiles.

Many courses utilize Moodle, York University’s course website system. If your course is using Moodle, click here to access it.

Moodle @ York University