



Writing Assignments – Four writing assignments will be given during the semester. Any written assignment not turned in during the designated class will be lowered one letter grade for each day it is late. All assignments need to be typed, double spaced, 12 point font, 1 inch margins. Student name, date, instructor name, course title and assignment topic as heading. E-mailed attached papers will not be accepted.

**Grading:**

Points

Composition Demonstration #1:	25
Writing assignment #1	15
Composition Demonstration #2:	25
Writing assignment #2	15
Composition Demonstration #3:	25
Writing assignment #3	15
Composition Demonstration #4:	25
Writing assignment #4	15
Self-evaluation	40
Final Showing*	<u>100</u>
	300 possible total points

A: 286-300 pts	A-: 271-285 pts	
B+: 256-270 pts.	B: 236-255 pts.	B-: 221-235 pts.
C+: 206-220 pts.	C: 191-205 pts.	C-: 176-190 pts.
D+: 161-175 pts.	D: 146-160 pts.	D-: 131-145 pts.
F: Below 131 pts.		

**\*Final Showing:** This is a solo composition designed by you that is a compilation of the assignments from the semester. You may use appropriate music for this, however no lyrics. The solo should be 3-5 minutes in length.

**Calendar:** Please note: Music is only an option for the Final Showing. Musical selections for the Final Showing cannot include lyrics. Please research music choices and be creative!!

Aug. 26	Introduction
Aug. 28	The Egg, Verb and Comfort assignments
Sept. 2	Impulse: Origin of movement
Sept. 4	Phrasing: Linking Movement
Sept. 9	Gesture: Personal movement style

Written Assignment #1 **Due Sept. 11:** What are typical remarks you make when commenting on choreography? How is your own process affected by the way you critically view choreography? What is your creative process? What do you do to overcome obstacles or “creative burnout” that prevents you from completing choreography?

<b>Sept. 11</b>	<b>LAB DAY: Composition #1: solo based on <i>visual stimuli</i> that incorporates impulse, phrasing, and gesture.</b>
<b>Sept. 16</b>	<b>Composition Demonstration #1</b>
Sept. 18	Body Design, Symmetry and Assymetry
Sept. 23	Positive, Negative and Active space
Sept. 25	Floor Patterns
Sept. 30	Stage and Personal Space
Oct. 2	Environment

Written Assignment #2 **Due Oct. 7:** Have you ever found it difficult to explain the meaning of your choreography? Do you think that artists should always be able to explain what their work means?

<b>Oct. 7</b>	<b>LAB DAY: Composition #2: solo based on <i>dramatic movement</i> that incorporates elements of SPACE</b>
<b>Oct. 9</b>	<b>Composition Demonstration #2</b>

**FALL BREAK – NO CLASS ON 10/14**

Oct. 16	Slow motion
Oct. 21	Speed
Oct. 23	Pacing: combining impulses

Written Assignment #3 **Due October 28:** Find a critique or review of a work. Are judgments clearly made? Are they supported with where, what and why reasons? Would you attend the performance? Why or why not? Please be specific. Please attach a copy of the critique or review to your assignment.

<b>Oct. 28</b>	<b>LAB DAY: Composition #3: solo based on a <i>narrative</i> that incorporates elements of TEMPO</b>
<b>Oct. 30</b>	<b>Composition Demonstration #3</b>
Nov. 4	Inertia
Nov. 6	Opposites: contrasting energies
Nov. 11	Dynamics: quality of movement
Nov. 13	Intensity: increasing and decreasing force

Written Assignment #4 **Due November 18:** As a student choreographer in this class how does feedback make you feel? How receptive are you to the suggestions that you are receiving? In the “field” how receptive will you be to being reviewed in publication?

<b>Nov. 18</b>	<b>LAB DAY: Composition #4: solo using a prop that incorporates elements of ENERGY</b>
<b>Nov. 20</b>	<b>Composition Demonstration #4</b>
<b>Nov. 25</b>	<b>Final showing preparation</b>

**THANKSGIVING BREAK – no class 11/27**

<b>Dec. 2 &amp; Dec. 4</b>	<b>Final showing</b>
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Policies/Procedures – The following have been taken from the student Customs Book:

Honor Philosophy

The Cedar Crest College Honor Philosophy states that students should uphold community standards for academic and social behavior in order to preserve a learning environment dedicated to personal and academic excellence. Upholding community standards is a matter of personal integrity and honor. Individuals who accept the honor of membership in the Cedar Crest College community of scholars pledge to accept responsibility for their actions in all academic and social situations and for the effect their actions may have on other members of the College community.

Academic Integrity

Academic integrity and ethics remain steadfast, withstanding technological change. Cedar Crest College academic standards therefore apply to all academic work, including, but not limited to, handwritten or computer-generated documents, video or audio recordings, and telecommunications.

As a student at Cedar Crest College, each student shall:

- Only submit work which is his/her own
- Adhere to the rules of acknowledging outside sources, as defined by the instructor, never plagiarizing or misrepresenting intellectual property
- Neither seek nor receive aid from another student, converse with one another when inappropriate, nor use materials not authorized by the instructor.
- Follow the instructions of the professor in any academic situation or environment including taking of examinations, lab procedures, the preparation of papers, properly and respectfully using College facilities and resources, including library and computing resources to ensure that these resources may be effectively shared by all members of the College community.
- Abide by the Cedar Crest Computer Use Policy
- If a student perceives a violation of the Academic Standards, her/she will go to their instructor
- If you are unable to resolve the problem with the instructor, you should go to the chair of the department. If you need further assistance after consultation with the instructor and the chair, you should see the Provost.

Classroom Protocol

Appropriate classroom behavior is defined and guided by complete protection for the rights of all students and faculty to a courteous, respectful classroom environment. That environment is free from distractions such as late arrivals, early departures, inappropriate conversations and any other behaviors that might disrupt instruction and/or compromise students' access to the Cedar Crest College education.

Final Exam

You are required to participate in the showing as it is your final exam. If you must make end of semester travel plans early, you should schedule your travel after the Final showing day.

## DNC 320 – Dance Composition

### Compositional Terms for phrasing

- ❖ **Augmentation:**
  - to lengthen or make bigger
  - to draw out in time and or space
- ❖ **Diminution**
  - to reduce in size
  - to make smaller in time and or space
- ❖ **Mirroring**
  - to do on the other side
  - to change the facing
- ❖ **Isolation**
  - to take one aspect of a phrase and omit the rest
    - i.e. do only the port de bras, but put it on a traveling base
- ❖ **Accumulation**
  - a sequential repetition. Start with one movement and gradually add movement, going back to the starting point each time.
    - i.e. 1/ 1,2/ 1,2,3/ 1,2,3,4 etc.
- ❖ **Inversion**
  - to perform the spatial opposite or counter-direction with the same body part
  - i.e. right arm high, becomes right arm low
    - i.e. do the reverse side
- ❖ **Retrograde**
  - to go from front to back, as in rewinding a film
  - performing the movement in reverse
- ❖ **Transpose**
  - to put the movement of one body part on another body part
  - to change the level of the movement
  - to change the rotation of the body part
- ❖ **Transformation**
  - change the energy and quality of the movement
- ❖ **Development**
  - isolate an aspect of the phrase and carry it to a new intention
- ❖ **Embellish**
  - to add on top of, or give or give special emphasis to one aspect of a phrase
- ❖ **Splice or Insert**
  - to splice or insert new material

**Dance 320 – Dance Composition I  
Fall 2008**

**SELF EVALUATION**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Please answer the following questions, in complete paragraph form, to create a full self-evaluative essay.

- What is the most interesting aspect of your work this semester?
- What was the most challenging problem you had to solve while you were working?
- How did you try to solve the problem? Describe the process.
- What did you learn while trying to solve the problem?
- If you were to re-create your final composition what would you do differently?
- What is another composition or experience that might grow out of your final composition?