

Schedule: Three Month TAKE-AWAY Workshop:

288 hours, 12 weeks, 24 hours a week, 6 hours a day, 4 days a week.

Includes:

Tuesday and Wednesday:

9am to 12pm Physical Training and Manipulations/Stretch.

2pm to 5pm Dance Workshop.

Thursday:

9am to 10am Qi Gong.

10am to 12pm Dance Workshop.

2pm to 5pm Dance Workshop.

Friday

9am to 12 pm Physical Training.

2pm to 4pm Dance Workshop.

4pm to 5pm Hatha Yoga.

The last two weeks each participant will choreograph and perform a one-hour solo performance.

Syllabus: Three Month Take-Away Workshop:

Goal: Dancers will achieve more advanced levels of skill in techniques and knowledge in dance/theatre and composition, learn to control and manipulate time, space and rhythm in relation to physical movement. Emphasis is placed on introducing the

students to the sophisticated mechanisms involved in dance/theatre and choreography, highlighting student choreography, performance and on-going artistic growth. Creating the “Butoh Body”, a body that can do any movement anytime.

This course demands a high level of effort and commitment while encouraging enjoyment of creative expression.

First month:

Introduction to the components involved in Butoh dance theatre.

Physical Training.

Manipulations/Stretching system.

Dance Techniques such as Open Eye, Presence, Expressive Movement, Stop in Motion, Imaginations, Transformations, Bisuko, Skeleton Dance and more.

Qi Gong.

Hatha yoga.

Meditations.

Whirling.

Nutrition: developing, caring for and maintaining the Butoh Body, a body that can do any movement at any time.

Standard 1:

Identify and demonstrate elements and skill in performing dance

- Introduction to choreographic principles, processes and structure, as well as dance techniques
- Create and perform combinations using a variety of choreographic elements and Dance Techniques emphasizing stops/silence
 - Assessment Strategies: checklist, peer evaluation
 - Suggested Activities:
 - Choreograph movement sequence using Presence
 - Perform sequence using no Presence
 - Choreograph movement sequence using Technique and level only
 - Perform sequence using two or more qualities of movement combined with Technique
 - Choreograph movement sequence using “Open Eye” expressing visual images
 - Perform sequence alternating between using “Open Eye” expressing visual images and expressing the images with the body

- Identify and demonstrate a variety of choreographic processes
 - Assessment Strategies: peer interviews
 - Suggested activities:
 - Create a dance or movement phrase showing fluid transitions using a variety of Techniques
 - Perform sequence using abrupt transitions
 - Show contrasting qualities of movements within a movement study using Technique
 - Perform sequence using non divergent qualities of movements
 - Create a movement study using choreographic forms
 - Create a movement study using 3 different dance techniques
 - Perform sequence using one dance technique only
 - Express verbal images through movements of the eye using “Open Eye”
 - Analyse peer choreography

Standard 2:

The body is the principal instrument of the dancer’s art or the primary tool of his trade, as it were

- Conceptualize “We are what we eat”

- Assessment Strategies: peer interviews
- Suggested activities
 - Identify and make connections between dance and healthful living
 - Analyse and define; what is a body that can do any movement anytime
 - Examine the role of nutrition in the development, the care for and the maintenance of the Butoh Body
 - Research and discuss how the following substances affect the Butoh Body; sugar (including alcohol), glutens, dairy and meat

Standard 3:

Use aesthetic principles to analyse, interpret, and critique dance

- Explain how personal experience influences the interpretation of a dance
 - Assessment Strategies: oral presentation, journal, class discussions
 - Suggested Activities:
 - View a dance and write a personal interpretation of that dance; discuss interpretational differences

- Imagine various life experiences, view and interpret a dance based upon the emotion of that life experience
- Identify and apply specific criteria of making informed critical evaluations of the quality and effectiveness of performance, choreography, and improvisation
- Assessment Strategies: checklist, written test
- Suggested Activities:
 - List the qualities of a well-structured dance and use as a checklist to evaluate a dance
 - List the qualities of a good performer and use as a checklist to analyse a performer

Second month:

Emphasis is placed on the underlying components of choreography and performance and introducing more advanced elements involved in dance/theatre.

Standard 4:

Understand and explore choreographic principles, processes and structure

- Create and perform combinations using a variety of choreographic elements/Dance Techniques and movement qualities highlighting stops/silence
 - Assessment Strategies: checklist, class evaluation
 - Suggested Activities:
 - Choreograph movement sequence using two Dance Techniques, level and energy
 - Choreograph movement sequence using symmetry and/or asymmetry combining Dance Techniques
 - Perform sequence combining qualities of movement using specific Dance Technique
 - Perform sequence using abrupt movements

- Identify and demonstrate a variety of choreographic processes highlighting stops/silence
 - Assessment Strategies: peer interviews, video portfolio
 - Suggested activities:
 - Create a dance or movement phrase showing fluid transitions
 - Create a dance using expressive movements with the eyes only

- Show contrasting movements within a movement study
 - Choreograph a dance sequence using hands and eyes combining two Dance Techniques showing abrupt transition
 - Perform sequence using other body parts showing fluid transitions
 - Create a movement study using choreographic forms
 - Analyse peer choreography
- Work in a group to choreograph a dance based on a children's song with coherence and aesthetic unity
 - Assessment Strategies: class evaluation, teacher observation
 - Suggested Activities:
 - Create a dance where movement is appropriate to theme
 - Create a duet using symmetry and/or asymmetry
 - Choreograph a dance specific to an alternative environment
 - Design soundtrack and costume
 - Perform dance on location
 - Participate in other aspects of concert
- Structure production elements to enhance choreography

- Assessment Strategies: checklist, rating scale
- Suggested Activities:
 - Design costuming for a dance with a specific theme
 - Design lighting for a dance to set a specific mood
 - Design soundtrack

Standard 5:

Understand, create, and communicate meaning through dance observation, composition, and performance

- Explore how the stops/silence choices communicate abstract ideas in dance
 - Assessment Strategies: class evaluations, rating scale, essay
 - Suggested Activities:
 - Demonstrate movements that express various feelings using Dance Technique
 - Observe and interpret a dance through verbal or written expression
 - Choreograph a dance sequence manifesting energy from specific emotions

- Perform sequence changing level and energy between movements
 - Create a dance with fluid and abrupt transitions based on energy from various emotions
 - Perform dance using two differing emotions
 - Perform a dance using eyes combining expression of specific energy with Dance Technique highlighting stops/silence
- Create a dance that effectively communicates a theme
 - Assessment Strategies: video, teacher observation, class evaluation
 - Suggested Activities:
 - Chose a location plaza, park or under a bridge etc.
 - Obtain requisite permission from city or relevant entity
 - Choreograph and perform a solo for this location
 - Design soundtrack for solo
 - Create a dance from news headlines, fairy tale or poem

- Participate in other aspects of concert (technical crew, publicity, video, stage manager)

Third month:

Highlighting student choreography, performance and on-going artistic growth as well as the more sophisticated mechanisms involved in Butoh.

Standard 6:

Develop knowledge and understanding of human diversity through dance, and the role of dance in historical and contemporary cultures

- Demonstrate and discuss the history and development of Butoh
 - Assessment Strategies: research paper, teacher observation
 - Suggested Activities:
 - Research a Butoh dancer and develop a movement study in his/her style
 - Develop a time line for the development of Butoh in Japan, Europe and America
- Investigate historical differences and or similarities of two or more dance styles; Butoh/Flamenco
 - Assessment Strategies: written test, concert critique

- Suggested Activities:
 - View videotapes that show historical differences of dance styles
 - Attend two or more dance performances of historically different styles
 - Report on how Butoh dance has influenced performance in the 20th century
- Research the style of a choreographer, dancer, or a cultural form of dance
 - Assessment Strategies: class presentation, research paper, class discussion
 - Suggested Activities:
 - Create a presentation showing how Andalusia has kept its heritage alive through dance
 - Research and study a choreographer
 - Choose and study a contemporary dancer's style
- Analyse the role of dance in contemporary society
 - Assessment Strategies: essay, class evaluation
 - Suggested Activities:
 - Write a paragraph on the role of dance in your family
 - Investigate and report on local professional dance companies

- Create a dance and soundtrack expressing contemporary culture; hypothesize, compare and contrast how the dance would have differed if created by parents or grandparents

Standard 7: Investigate how dance and movement are nature

- Create, and communicate different qualities of movements, energy, rhythm and presence from nature through dance observation, composition, and performance
 - Assessment Strategies: peer critique, teacher observation
 - Suggested activities:
 - In a specific animal observe energies, movements, rhythm, patterns and transitions as well as silence/stops
 - Choreograph a dance using observations
 - Perform dance combining observations with Dance Technique
 - Choose a tree, observe energies, movements, rhythm, patterns and transitions as well as silence/stops
 - Choreograph a dance using observations
 - Perform sequence combining observations with Techniques

- Choreograph a dance using observation from animal and tree.
- Choose a rock observe energies, movements, rhythm, patterns and transitions as well as silence/stops
- Choreograph a dance using observations
- Perform sequence combining observations with Technique.
- Perform observations from animal, rock and tree in combinations using adequate soundtrack

Standard 8:

Investigate, create, and communicate meaning through dance observation, composition, and performance

- Explore how movement choices communicate abstract ideas in dance
 - Assessment Strategies: class evaluations, rating scale, essay
 - Suggested Activities:
 - Demonstrate movements that express the energy and images in poetry
 - Demonstrate movements that express the energy and images in nature
 - Observe and interpret a dance through verbal or written expression

- Create a dance that effectively communicates a theme
 - Assessment Strategies: video, teacher observation, class evaluation
 - Suggested Activities:
 - Chose a location plaza, park or under a bridge etc.
 - Obtain requisite permission from city
 - Choreograph a solo for this location
- Participate in a formal dance concert
 - Assessment Strategies: checklist, teacher observation
 - Suggested Activities:
 - Chose location outside or in theatre
 - Arrange for permission
 - Create light, sound and set design
 - Perform in one or more dances
 - Participate in group or solo choreography
 - Participate in other aspects of concert (technical crew, publicity, video, stage manager)

Teacher: Jens Peter de la Fuente

Fee: To be negotiated.

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