

Butoh School:

Schedule:

Tuesday: 9:00 am to 12:00 pm Physical Training and Manipulations.

12:00 pm to 12:40 pm lunch break.

12:40 pm to 3:00 pm Workshop.

Thursday: 9:00 am to 12:00 pm Physical Training and Manipulations.

12:00 pm to 12:40 pm lunch break.

12:40 pm to 3:00 pm Workshop.

Friday: 9:00 am to 12:00 pm Physical Training and Manipulations.

12:00 pm to 12:40 pm lunch break.

12:40 pm to 2:00 pm Workshop

2:00 pm to 3:00 pm Hatha Yoga.

Saturday: 9:00 am to 10:00 pm Qi Gong

10:00 am to 12:00 Workshop

12:00 pm to 12:40 pm lunch break.

12:40 pm to 3:00 pm Workshop

All classes Tuesday to Saturday will be held by Jens Peter de la Fuente.

Punctuality and participation are mandatory.

Schedule of Holidays:

- 1) Third week of November.
- 2) Dec. 21 to Jan. 4.
- 3) Easter week.

Syllabus for Butoh School

The syllabus is a guideline of what dancers can expect when taking Butoh School as a three-month workshop (**Dance level 1**) or (**Dance level 2**) and as a seven-month workshop (**Dance Level 1 and Dance Level 2**). Both **Dance Level 1 and Dance Level 2** demand a high level of effort and commitment while encouraging enjoyment of creative expression.

Dance level 1: First Semester

Goal: Dancers will achieve basic levels of skill in techniques and knowledge in Butoh dance and dance composition; learn to control and manipulate time, space and rhythm in relation to physical movement. Emphasis is placed on developing the “Butoh Body”, a body that can do any movement anytime, and introducing the students to the fundamental as well as

the more progressive elements involved in dance and choreography.

First Semester, First Month: Introduction to the components involved in Butoh dance/theatre.

Physical training/Butoh body

Manipulations/Stretching system

Pushing - Discussion

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

Qi Gong

Hatha yoga

Meditations

Whirling

Nutrition

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

First semester, second and third months:

Emphasis is placed on the underlying components of choreography and performance.

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

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)

Dance Level 2: Second Semester.

Goal: Dancers will achieve superior levels of skill in techniques and knowledge in dance/theatre and composition. Reinforcing and refining the ability to

control and manipulate time, space and rhythm in relation to physical movement. Prominence is given to presenting students to the more sophisticated mechanisms involved in Butoh 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.

Standard 1:

- Apply and demonstrate critical and creative thinking skills in dance to express perceptions, feelings, images, thoughts and dreams
 - Assessment Strategies: Peer review, teacher observation
 - Suggested activities:
 - Create movements expressing specific paintings
 - Perform sequence using two Dance Techniques
 - Perform sequence highlighting stops
 - Create movements expressing verbal images from literature
 - Perform sequence using different Dance Technique

- Create movements expressing images from nature
- Choreograph dance sequence using 3 imaginations simultaneously
- Perform sequence alternating between energies highlighting stops

Standard 2:

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 3:

Investigate, create, and communicate different qualities of energy through dance observation, composition, and performance

- Explore how movement choices and energy communicate abstract ideas in dance
 - Assessment Strategies: class evaluations, rating scale, essay
 - Suggested Activities:
 - Demonstrate movements that express the energy in feelings
 - Choreograph a dance sequence using two energies and Dance Technique
 - Perform sequence using different energies
 - Demonstrate movements that express the energy in colours
 - Choreograph a dance conveying the energy from a song by Maria Callas
 - Perform sequence combining energy and Technique
 - Observe and interpret a dance through verbal or written expression
 - Choreograph a dance sequence using three imaginations combined with one

- other Dance Technique and a variety of energies
- Perform sequence using different Dance Technique
- Create a dance that effectively communicates a theme from a Nordic myth
 - 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 using all Dance Techniques and a variety of energies with both fluent and abrupt transition
 - Create soundtrack for solo
 - Participate in other aspects of concert (technical crew, publicity, video, stage manager)

Standard 4:

Make connections between dance and other disciplines

- Discuss how skills developed in dance are applicable to a variety of careers
 - Assessment Strategies: class discussion, essay

- Suggested Activities:
 - Identify possible career choices related to dance
 - List skills that you have developed in dance and how those skills can be used in other career fields
 - Choose a non-performance career and show how your skills in dance can be applied
- Explore other disciplines through dance
 - Assessment Strategies: teacher observation, rating scale
 - Suggested Activities:
 - Study fractions while learning rhythms
 - Create a dance that demonstrates cell division (mitosis)
- Demonstrate how technology can be used to enhance, reinforce or alter dance
 - Assessment Strategies: check list, rating scale
 - Suggested Activities:
 - Use at least one technological medium to enhance a dance presentation
 - Create a web page for the Dance Department
 - Create sound track for performance
 - Choreograph dance for soundtrack

Standard 5: 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 6:

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
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- 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)

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