

Advanced Dance Portfolio Projects

Freshman Year

- Persuasive Letter to school board: Importance of Dance/Arts programs in public schools– Due September 24th
- Anatomy/Kinesiology for Dancers Essay – Due October 23rd
- Famous Choreographer Research and Choreographer Project – Due November 25th & 26th
- Critique of a live performance – Due February 13th
- 1st Dance Teaching Lesson Plan – Due March 13th
- Portfolio Reflection – Due May 22nd

Sophomore Year

- Article for local newspaper/Letter to the Editor: A student's perspective/voice on the role of dance/arts as part of a well-rounded education and in preparation for college/careers – Due Sept. 24th
- Nutrition/Balanced Body Analysis – Due October 23rd
- Historical Dance Research and Choreography Project – Due November 25th & 26th
- Critique of a live performance – Due February 13th
- 2nd Dance Teaching Lesson Plan – Due March 13th
- Portfolio Reflection – Due May 22nd

Junior Year

- Persuasive Article/Letter – Topic of Choice related to Dance Education/Training – Due September 24th
- Pilates, Physical Therapy, or Dance Science/Somatics Careers: Explorative Essay– Due October 23rd
- Cultural Dance Research and Choreography Project – Due January 24th
- Critique of a live performance – Due February 13th
- 3rd Dance Teaching Lesson Plan– Due March 13th
- Capstone Project Reflection – Due May 22nd
- Portfolio Reflection – Due May 22nd

Senior Year

- Letter of Intent to future employer, college, pre-professional program and comprehensive resume–Due September 24th
 - Optional/Extra Credit (5 points): Dance Photos of yourself
- Dance on Film choreography project – Due October 10th
- Critical Essay/Article (dance science/somatics/important issue related to Dance for publication in a student dance journal) – Due October 23rd
- Critique of a live performance – Due February 13th
- 4th Dance Teaching Lesson plan – (4 different age groups/styles in total) – Due March 13th
- Capstone Project Reflection – Due May 22nd
- Summative Portfolio Reflection – Due May 22nd

Junior Year and Senior Year Capstone Projects (At least one is required for your Junior Year and another for your Senior Year. Consider doing an additional project each year for a well-rounded portfolio and for career/college preparation)

- *Student Choreography Showcase* – Choreographing a Dance
- *Dance on Film* – Director and Choreographer
- Choreographing a Cultural Dance for Ohlone Dance Festival
- Tutoring/Teaching Experience
- Student Internship/Work experience/volunteering in community – health/dance related

Persuasive Letter/Article Assignment
Due September 24, 2013
Worth 20 points

Grading Criteria:

- The letter is formatted according to the guidelines provided in class: 5 points
- The letter is persuasive and researched-based: 10 points
- The letter is well-written with few grammatical errors (proofread!): 5 points

Freshman Assignment

Issue: There has been much debate about the importance of Dance/Arts programs in public schools, especially in difficult financial times. In an era of state testing and declining enrollment, many schools are cutting or drastically reducing arts programs in public schools and placing greater importance on core subject areas.

Your Task: Write a persuasive letter (1 page) to the Superintendent of Schools on the importance of dance and arts programs in public schools (you can address NUHS specifically, or just talk about public schools more generally) and explain why they should be preserved/valued. Do some research and include any relevant data/evidence that you can to support your arguments, being sure to cite the sources for this information. You may also talk about your personal experience/opinion as a student.

Sophomore Assignment

Issue: The public needs to hear more positive stories about students in our community and at this school. Your hard work and dedication in dance deserves to be recognized, and your voice is a powerful tool in educating others about the benefits of dance/arts education in the lives of young people.

Your Task: Write an article (1 page) for the local newspaper or a letter to the editor to provide your perspective on the benefits of dance/arts education. You can talk about your personal experience and the impact dance/the arts have had on you as a student at NU. You can also talk about how the arts can help young people to have a well-rounded education, effectively preparing them for college/careers.

Junior Assignment

Issue: There are numerous opinions and issues related to Dance Education/Training. Some issues may include (but are not limited to): what defines “good” training, how to address injuries in dance, how to address unhealthy behaviors/attitudes about one’s body, where to get the “best” dance education, the competitive world of professional dancing, etc.

Your Task: Choose a topic that you feel passionate about, and do some research to support your point of view. Write a persuasive article (1 page) on the dance education/training topic of your choice. Be sure to state where you got any research information that you use to support your claims.

Senior Assignment

Part One: Letter of Intent – an introduction of yourself for potential employers, college/grad school admissions, or a dance company. Provide a brief explanation of any special/unique skills, dance experience/accomplishments, backstory about yourself, etc. that would make you a standout. (1 page)

Part Two: Comprehensive Dance Resume – put everything related to your dance training, education, summer programs/institutes, performance, teaching/tutoring/volunteering experience, working backstage/usher, choreographing experience, etc. Decide how you want to format it (branding, a logo of yourself). Your name should be prominent at the top and Dates always on the left on one side. (See example given in class)– Due September 17th

- Optional/Extra Credit (5 points): Include Dance Photo(s)/headshot of yourself

***Dance on Film* Choreography Project**
Due Thursday, October 11th for 50 points

The *Dance on Film* direction and choreography will be a Senior Year Capstone Choreography Project, but all dancers in the class will participate by “performing” in one of the films. Be thoughtful about the “story” you choose to tell with your film. As always, your complete piece (the film) should have a “spine” – clear intention/unifying elements to help this film be a work of art. It should “stand alone” as a complete piece. Don’t procrastinate: start working on this project as soon as possible, since much of the filming will need to be done outside of class. Save plenty of time for film construction/editing. Also, consider a variety of camera angles and close ups. Be sure to keep all filming in “widescreen” (don’t keep your iPhone upright or the picture will look very narrow when transferred to DVD – make sure to turn it sideways as you film). Be thoughtful about your editing and transitions for one scene to the next: avoid having tons of very short scenes, since it may seem jarring or abrupt cutting from one scene to the next in rapid succession if the transitions are not logical/well-designed.

Grading Criteria/Requirements:

- The film is at least 2 ½ minutes in length and has a title (visible at the start).
- The film should include credits at the end, including the name of the choreographer, names of dancers, and any other relevant info regarding your film.
- The film has a clear theme/storyline with creativity in the development of one scene to the next.
- Choreography is original, structured and demonstrates clarity of intent (don’t let your film look like dancers are just improvising their movements).
- The quality of the filmmaking is consistent (same camera used with widescreen angle)
- The film includes at least some editing for different perspectives/angles, and the editing has logical development from one scene to the next, without seeming too abrupt/jarring.
- The setting(s)/site(s) for the film are appropriate and safe, particularly for the choreography being performed at those locations.
- Technical movements are performed with good alignment, and the choreography looks well-rehearsed/coordinated.
- Dancers’ performance quality is appropriate for the piece.
- Costuming and music/sound is appropriate for the choreography.

We have a video camera and a video editing program here in the dance room for you to use, or you may use your own camera/computer/iPad, if you have these devices available. **Your film will need to be burned onto a DVD, and test it to make sure that it plays on a standard DVD player** (blank DVDs are also available in the dance room). Please also **save your film on a flash drive** and bring it into the dance room for us to copy for the master DVD.

Your film is due on **Thursday, October 10th**. This is the absolute deadline (films need to be sent to the Nevada Theatre early for testing). This group project is worth **50 points**, and more importantly, it will be for a public audience! ☺