



CALIFORNIA DANCE EDUCATION
ASSOCIATION

2017 STATE CONFERENCE

“I am California Dance”

January 28 & 29, 2017

UC, Irvine CA and
Irvine Valley College

A G E N D A

SATURDAY JANUARY 28th, 2017

- 7:00-8:00 Breakfast available for purchase at the University Shopping Center across the street from the Barclay Theater (4100 - 4255 Campus Drive, Irvine, CA 92612)
- 8:00-9:00 Registration Opens:
Welcome! Conferences are for sharing ideas, sharpening insights, shaping your next phase of teaching the art of dance, networking, conversation, collaboration and rejuvenation. If you need anything please do not hesitate to ask any of the CDEA interns or members of your executive board and 2017 State Conference planners: Kristin, Jennifer, and Lydia
- Opening session will take place in Studio 1100 (bleachers and studio space)
California Wall Map-Mark location
- 9:00-9:30 WELCOME INTRODUCTIONS, and COMMUNITY FOLK DANCES
STUDIO 1100
- 9:30-10:20 BUSINESS MEETING STUDIO 1100
Gain insight into the power and scope of your state dance organization, latest accomplishments, happenings and upcoming opportunities.
MEMBER BRAINSTORM
NDEO Fall 2017 Conference in SAN ANTONIO, TEXAS
NDEO Fall 2018 Conference in LA JOLLA, CALIFORNIA
- 10:20-10:30 BREAK

10:30-12:00 CHOICE OF MASTER CLASS OR IGNITE DISCUSSION IN THIS BLOCK OF TIME *Find group, sign in, and get comfortable

MASTER CLASS: Room 1100

IGNITE SESSIONS: Room 1130

10:30-12:00 MASTER CLASS #1 AND LECTURE/DISCUSSION STUDIO 1100 (90 min)

Master Class with LATANYA D. TIGNER

Expanding & Connecting Genres: Bridging between Hip Hop, Ballet, Jazz and Modern

West and Central African Dance

10:40-11:15 IGNITE SESSION ROUND 1 STUDIO 1130 (35 min each)

TOPIC A: *Language of Dance Motif Notation - Mini lesson*

Teresa Heiland

Experience Language of Dance Motif Notation in a sample composition lesson that explores Elements of Dance:

Explore the elements of dance in a quick, creative, composition experience using an 8-step lesson plan and Motif Notation from Ann Hutchinson Guest's Language of Dance—a pedagogical framework that uses Motif Notation, which starts with action words (verbs of dance) and can be further nuanced to serve your teaching and your community of students. The 8-step lesson plan will be used as a model upon which many lesson structures can be arranged. A lesson plan will be provided. Discussion will be used to gather and shape possibilities for student engagement in this type of dance-based dance literacy.

TOPIC B: *Implementation of National Priorities for Dance Education: Where do you fit in?*

Susan McGreevy-Nichols

Learn about National Priorities for Dance Education and determine your role in that effort:

In October 2016 NDEO announced its new 5 year strategic plan "National Priorities for Dance Education". This plan identifies three priority areas that support the organization's mission "Advancing Dance Education Centered in the Arts." The three priority areas are: Connect the Field, Build Knowledge, and Cultivate Leadership in the Field. This session will discuss these priorities and will give participants the opportunity to provide insight on how these priorities will impact them and where they see themselves fitting into the action needed to meet the goals of the plan.

TOPIC C: *Water Dances: Igniting water activism through the Arts*

Vannia Ibarquen

Global Water Dances: Igniting water activism through the Arts:

Global Water Dances connects the local to the global community to safeguard all humans having access to clean drinking water, to ensure that the water flowing through us is sustaining and not harming us. Taking responsibility for, valuing and protecting water can shift people easily into other ways of caring for the planet. Global Water Dances raises the awareness of participants and observers about the importance of water, and provides a model for empowering local communities to take action. The Global Water Dances event brings local environmental experts and organizations, artists and members of the community together in a process that can build ongoing collaborations.

TOPIC D: *Self-Reflexive Choreography***Jocelyn James**Exploring an anti-oppression movement model for higher education dance classrooms:

"Self-reflexive choreography," an anti-oppression education model I developed for my MA thesis, focuses on gaining insight through movement as a means to grow in self-awareness and dismantle oppression(s) toward self/others. Within my thesis, "Dancing Dialogue, Dancing Freeing Action," self-reflexive choreography is described as an anti-oppression educational model that may be used in higher education dance classrooms as a kinesthetic process of unlearning oppression. This model draws from the phenomenological concept of the lived body as well as the dance therapy discipline of Authentic Movement. In my work, I value the intersections of traditional learning with movement exploration. For this program, I propose to discuss and gain feedback how this model may be potentially integrated into dance education classrooms.

TOPIC E: *Dance and Dialogue. Breaking barriers, Making connections with teens in Los Angeles***Ricka Glucksman Kelsch**Making a lasting impact with our students, and community:

Dance and Dialogue brings together students from various socioeconomic backgrounds and cultures. Through meaningful dialogue, dancers drop their judgement of others using a more empathetic lens to view the world, and their own surroundings. In learning more about others, they learn about themselves and their ability to move others with their art. They learn to find creative ways to serve their communities.

And finally, Dance and Dialogue creates stronger dancers through this process of self discovery. As they grow in confidence, these young dancers take risks with their movement, and techniques, transcending the choreography and bringing the story behind the moves to life.

TOPIC F: *Bridging The Community Through Dance***Andrea Hansen + Fara D'Aguiar + Andrea Chesley**KDA has developed unique programs to bridge the Kern County dance scene with the greater Kern County community:

KDA is the only dance advocacy organization in Kern County, CA. Our work focuses on providing dance related opportunities, while the bigger picture showcases a community with multiple arts and culture offerings to incite passion, creativity, empowerment, and innovation. KDA impacts Kern County by seeking to reform arts and culture awareness and inspiring a new generation of creative thinkers that can harness their skills to make an improved difference.

KDA strives to provide niche programming to bridge the Kern County dance scene with the greater Kern County community. KDA serves a diverse population of youth and young adults through a variety of programming:

SHINE for Girls: MATH + DANCE = SUCCESS serves middle school girls, grades 6-8th grade by teaching math through dance. CHILDREN'S DANCE EDUCATION + OUTREACH PROGRAM serves socioeconomically disadvantaged children, ages 7-18, from the Bakersfield Homeless Center, Boys and Girls Club of Kern County, Garden Pathways, The Jameson Center, and Court Appointed Special Advocates (CASA).

danceABILITY PROGRAM serves youth and young adults, ages 5-22, with a large range of disability diagnoses including but not limited to Autism, Downs Syndrome, Cerebral Palsy, Spina Bifida, Mitochondrial Disease.

BOOKS IN MOTION serves youth, Kindergarten-3rd grade, by offering dance performances at local libraries based upon summer reading curriculum.

SUMMER DANCE CAMP serves Kern County at-risk youth, ages 12-18 by hosting classes taught by internationally acclaimed dance artists for one week.

NATIONAL HONORS SOCIETY FOR DANCE ARTS (NHSDA) serves Kern County dancers, ages 12-19.

12-1 LUNCH OUTDOORS (ALDRICH PARK)

1-2 PANEL DISCUSSION Studio 1100
Nicole Robinson, Rosa Rodriguez-Frazier, Amy Lynn Schiffner, & Michelle Riggs
Diversifying the “Face” of Dance:
Changing the Diversity of Dance from the Ground Up

The United States is a kaleidoscope of races and cultures. As a result, answering the question “How can we increase the diversity in dance?” has become a topic at national dance conferences and in dance education. The answer to this question can be complicated and convoluted.

Diversifying the “Face” of Dance is designed to discuss and evaluate the importance of implementing and maintaining dance education programs in underserved dance populations (i.e., minority, low socioeconomic, English language learners, first generation high school graduates, etc.) and why dance education must be available to these populations in order to change the landscape of dance in pre-professional and professional dance communities.

The panel will: (a) offer insight and practical knowledge about teaching underserved students; (b) provide ways to build successful dance communities and the keys to sustainable programs; (c) discuss how the impact of dance education in these communities can close the achievement gap and increase student engagement and advancement to higher education; and (d) discuss the student evaluation, audition and application practices for higher education dance programs and how those practices may inadvertently lead to the exclusion of underserved populations.

Participants will be asked to look at common practices in classical dance forms to identify how they may decrease diversity instead of increasing it. As leaders, how can the dance community begin to adapt practices that will redirect our educational perceptions and pedagogical habits to allow better representation of underserved populations in dance?

2-2:10 BREAK

2:15-3:45 CHOICE OF MASTER CLASS OR IGNITE DISCUSSION IN THIS BLOCK OF TIME *Find group, sign in, and get comfortable

MASTER CLASS: Room 1100

IGNITE SESSIONS: Room 1130

2:15-3:45 MASTER CLASS #2 AND LECTURE/DISCUSSION STUDIO 1100 (90 min)

Master Class with DANTE PULEIO

There is a great distance between Limon technique's origins and most learners today. Jose Limon, born 1908, a poor Mexican immigrant, worked his way up to become one of the key figures in U.S. modern dance, hence attaining a kind of status we associate with classicism in modern dance. Appointing Doris Humphrey as his artistic director, he went on to create dances that had global appeal and still call to audiences today. Contemporary teachers working with a new generation of dancers using Limon technique have to find a way to bridge that vocabulary and create connections. Dante Puleio will share some of his approaches and methods for expanding access to Limon through an infusion of contemporary approaches and vocabularies of movement that open up new possibilities and can promote deeper engagement.

2:25-3:00

IGNITE SESSION ROUND 3

STUDIO 1130 (35 min each)

TOPIC F: *Bridging The Community Through Dance*

Andrea Hansen + Fara D'Aguiar + Andrea Chesley

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IGNITE TOPIC G: *American College Dance Association*

Amber McCall

The American College Dance Association Regional Festival: Enriching your students' ADCA experience:

This ignite session will highlight some of the events typically offered at ADCA. We will brainstorm about how to give your students richer learning experiences when taking master classes and how to process the feedback given through the adjudication process.

3:05-3:40

IGNITE SESSION ROUND 4

STUDIO 1130 (35 min)

IGNITE TOPIC H: *Implementation of National Priorities for Dance Education: Where do you fit in?*

Susan McGreevy-Nichols

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IGNITE TOPIC I: *Igniting Learning with Streamlined Feedback*

Meghan Price-Wlodarczyk

Learn how you can use ipad apps to streamline student feedback in the classroom:

With teacher to student ratios rising across the country it can be tricky to provide timely feedback to students in a classroom. Allowing technology to assist can not only streamline the process but also help build 21st century skills for our students. This session will overview several apps you can employ in your classroom to streamline the teaching, learning, and feedback process.

3:45-3:55

BREAK

3:55-5:00

WELCOME BEN ALLEN AND UCI Dancers PERFORMANCE STUDIO 1100
There is a Time excerpt: Special Performance
Senator Allan
Introduction and Award
Senator acceptance address
Photos with the Senator
Party invitation

7:00-10:00

TADA CELEBRATION!
Join us for this special celebration at the ATRIUM HOTEL
*Separate Registration & Payment is Required for this event



SUNDAY TECHNIQUE CLASSES

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"I am California Dance"

January 28 & 29, 2017

UC, Irvine CA and

Irvine Valley College

SUNDAY JANUARY 29, 2017

IVC- Irvine Valley College (studios PE 270 & PE 160)

8:40 AM BYO Coffee & Morning Meet 'n' Greet (PE 160)

9-11 AM MASTER CLASS A (PE160) KATHRYN MILOSTAN_EGUS

Class Description:

Kathryn Milostan-Egus provides a welcoming restorative class on Sunday morning that may be just what the body ordered. Move, relax, and explore various methodologies such as yoga, self-massage, Pilates, and **GYROKINESIS®** body therapies. Class also includes ways to utilize various props to modify movements to achieve maximum benefits and encourages a dance science approach into the exploration of sequencing, cueing, and new ways to teach dance technique and dance science classes.

9-11 AM MASTER CLASS B (PE 270) DANTE PULEIO

Class Description:

Dante Puleio leads a grounding and organic class to leave you feeling strong and connected on the last day of the conference. Class will begin with a simple pattern of movement on the floor to connect the breath and body. This investigation will carry through class to help discover the body's natural weight and its role in momentum based movement and self expression. Class will further that exploration towards experiencing the width of movement the body is capable of to effectively travel through space. These opportunities of physical and personal research will provide ways in which a dancer can investigate a deeper command of true fall and recovery, and honest suspension and opposition.

11:00-11:20 Final Debrief and Thanks (PE 160)