

**OUTLINE FOR SITE SPECIFIC WORKSHOP – CREATIVE APPROACHES
THE ART OF DANCE AND ARCHITECTURE**

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(acknowledgements to Anna Carlisle and Youth Dance England)



DESCRIPTION – a practical introduction to using site and architecture in dance making

AIM: To develop an active understanding of people’s interaction with public spaces and the built environment through observation and movement response

Using site as a stimulus for dance will provide an opportunity to examine and respond creatively to different spaces, observing and mapping their features using various methods and connecting human interaction with the environment

WARM UP – Structured improvisation – people as site and landscape –focus on body design, spatial concepts and relationship: ‘under/over/round/through’: counterbalance and contact, shape and design

Guided Improvisation

Explore shapes and design in the room through observation, focusing on body parts and body shape create a short phrase of movement that echoes your observations introducing travelling and a change in level.

Find a partner and find a way of joining your phrases to together using mirroring, contrast and reflection. This introduces the choreographic structure of statement and response.

Working in groups and using a “Frieze” as a structure/compositional device, explore changing shapes and connections

CREATIVE EXPLORATION – using the environment as a stimulus – looking at geometry of architecture, visual designs, outside world glimpsed through window, trace forms and mapping. Introduce ideas of composition.

(this will take place in the studio space)

DEVELOPMENT – Creative Task

Class is split into smaller groups to work together (20 mins)

Research and explore

1. Find a space in the building/or spaces will be allotted to each group
2. Choose 2-3 features that interest you and activate a movement response. Look at Geometries/Shape/Design/Texture
3. Share with your group, you may find already you have common themes or interests, document using photography, drawing and words.
4. Work to create a short piece of composition in movement, this could be set or have an improvisational element
5. Include contact and counterbalance



SHARING – Decide how audience will view the work, whole group to view pieces in their site

A MOVEMENT ANALYSIS OF USING SITE:



SPACE – the geometry of sites, buildings, markers, features, forms can be explored through body design, floor pattern, air pattern, levels, scale, symmetry/asymmetry, orientation: focus, negative/positive space

DYNAMICS – relates to moods, qualities, character, textures in the environment
Dynamic Concepts; strong: weighty: jagged:
smooth: soft: slippery: crumbly: rough:

delicate: warm: cold: elegant: liberating: claustrophobic: exciting: calm: sad: dignified:
spooky: intense: quiet: flowing: rhythmic etc.

RELATIONSHIP – refers to the dancers’ relationship to the site, to themselves and to the audience

RELATIONSHIP CONCEPTS: changing proximities: contact: approaching: leaving: passing:
weight sharing: leading: following: together: alone: groupings

ACTION - relates to features on the site which provoke a direct action response

ACTION CONCEPTS: rising: falling: tilting: turning: twisting: rolling: contracting:
expanding: collapsing: spiralling, stepping: crawling: jumping etc

Cross Curricular Links:

Art and Design: A practical observation and examination of designed spaces and their features

Geography: To promote a sensitive awareness of environment and to encourage in students a sensitive awareness of peoples, places and landscapes

Dance: Introduce the fundamentals of dance - the body, space, dynamics and relationships through practical and creative tasks

SPHE: Promotes creative thinking and collaborative learning, physical and emotional wellbeing and an opportunity for self expression