

Live Dance Concert Attendance and Analysis Paper Assignment

Mott – Fall 2012

Assignment Description:

You are required to see and analyze a live dance concert for this class. You must attach a ticket stub, and I recommend you add this paper to your eportfolio. Remember, the concert MUST be university/college or professional level and in the genre you are studying in class. This means you may not attend a high school dance concert, dance studio recital, etc. for this assignment. If you are in the ballet class you should attend a ballet concert; if you are in the beginning dance and movement class you should attend a modern concert. Posters for upcoming concerts are often posted in the studios, and I will also announce those I know of as they arise.

For this assignment, you are to write a clear, concise response to ONE specific component/part of the concert you saw, and how it relates to you, your development as a dancer, and/or ideas we have been exploring in class. As this is a collegiate analysis paper, you are expected to show your best skills as a writer.

I do NOT want you to analyze the entire concert or write a ten page essay about all elements of dance. I am interested in your ability to discern the indescribable, and your ability to articulate, through writing, how/why seeing this concert inspires/influences/relates to you or informs your own goals as they relate to dance. Use appropriate dance terminology or vocabulary as we have learned in class to describe what you saw and what you thought about what you saw.

If you aren't sure what to discuss in your paper, consider choosing ONE of the following questions as a springboard/guide for your thinking and analysis:

*What, SPECIFICALLY, impressed or didn't impress you about an individual piece or the concert as a whole? How did this affect you? Go beyond "I liked it" or "I didn't like it" and try to explain why you had the reactions you had. Explore what was working (or not) and *why*.

*Were there any dancers that stood out to you? Who and why? In watching him/her/them, what is your reaction? Try to use dance language and be very clear and specific in your descriptions.

*How did secondary elements (such as costumes, lighting, props, etc) either add to or distract from your experience of the choreography? Did these elements help you analyze or reach a conclusion about how you interpreted the piece?

*Did you make any connections to class? What similarities and/or differences did you notice between the performance and the dancing we have been working on in class? (this could be actual movement, style, or quality) Does this revelation give you the courage to try something in class?

Assignment Objectives:

- *develop your ability to think critically about choreography, technique/execution, and performance
- *develop writing and analysis skills
- *learn from and be inspired by watching pre-professional and professional dancers
- * increase your awareness of dance styles and companies (especially locally)
- *develop your life-long role as a thoughtful and intelligent dance audience member

Expectations for the Assignment:

For each critique, I expect . . .

* papers which *thoughtfully and intelligently* reflect upon your experience, and which are written with the professional and intellectual standards befitting one seeking a college degree

*papers which are *clear and complete, yet concise* (in most cases one and a half to two and a half pages is sufficient).

*ticket stubs attached for full credit.

***The due date for your critiques is no more than one week after the performance and no later than the week after Thanksgiving! No late papers will be accepted.**

*In the event that you see a concert, but do not turn in the paper on time, you will create an opportunity for yourself: to see another concert and turn that paper in on time.

*If you fail to see a live performance within the semester, you may watch and critique a PRE-APPROVED (by me) video of a dance performance, but you will automatically be penalized 50%.

Assignment Organization, Formatting, and Mechanics:

Organization:

All papers should be organized as follows:

***a heading** in MLA format (your name, your instructor's name, the course name and number, and the date)

***a title which reveals something about the concert** (so, 'Ririe Woodbury Concert Critique' is not as strong of a title as 'Ririe Woodbury: a Successful Exploration of Nikolais Works'),

***an introduction:** usually one paragraph, good introductions should include a 'hook,' or opening sentence that engages the reader's interest, the essential information about the concert (the title of the performance, the name of the dance company, the date and the location of the performance, etc), a brief introduction to the topic of the paper, a **clear thesis statement**

***a body:** usually 2 – 4 paragraphs, each with a clear topic sentence; the body should include the 'meat' of your paper – description of what you chose to focus on and why, concrete details describing what you saw, and how/why it relates to you and/or class

***a conclusion:** usually one paragraph, summarizing your insights and learning

Formatting:

*papers must be typed

*use one inch margins all the way around

*double space the *entire* paper

*use a legible font in 12 pt. size (such as Times New Roman or Ariel)

*center your title, but do not put it in bold, italics, a larger font, or anything else fancy

*all paragraphs should be indented one 'tab,' or five spaces

Mechanics:

*spell-check and grammar-check

*manually **PROOF-READ** – your computer cannot catch all grammatical and formatting errors

*write in objective and active voice (avoid opinions when you can use description or concrete details to make a point, and avoid passive voice in all formal writing)

*avoid slang, abbreviations, and dead words (if you need clarification of any of these, please ask me)

**Here is a sample of formatting for the heading, title, and beginning of a paper – note that there are 1” margins, everything is double spaced, the title is centered, the 1st paragraph is indented, etc:*

Joe Student

A. Mott

THTR XXX-XX

September 30, 2012

Ririe-Woodbury: a Successful Exploration of Nikolais Works

With amazing precision and flawless technique, the artists of Ririe-Woodbury Dance Company awed audience members in their performance of “Tensile Involvement” on Saturday, September 27 at the Rose Wagner. . .

Other ‘dance-specific’ writing reminders:

*In artistic dance, choreographic creations are called ‘pieces,’ not ‘numbers;’ a ‘number’ applies to entertainment dance, such as a recital or a Broadway musical

*You should refer to performers in respectful terms: ‘dancers,’ ‘artists,’ ‘performers,’ ‘men,’ and ‘women’ are all appropriate. ‘Boys’ or ‘girls’ are not as respectful since they are adults who have trained and honed their art for many years.

If you need help writing, editing, or working on your paper, please use the campus writing center!

It is helpful, although not always required, to make an appointment with them in advance, and be sure to take your ID and this assignment description with you when you go.

Location/Contact

Giovale Library
Information Commons
Room 122
(801) 832-2271

http://www.westminstercollege.edu/writing_center/

Fall Hours

Monday-Thursday	10am-9pm
Friday	10am-4pm
Saturday	Noon-5pm
Sunday	2pm-7pm

Grading:

Papers will be graded using the rubric below. As you know, this assignment accounts for 10% of your overall grade in this course.

Name _____ Score _____ / 25

Dance Concert Analysis Paper Rubric

1. The student has used correct organization and formatting . The paper includes a heading, a title, an introduction, a body, and a conclusion, all of which are correctly formatted. The paper has one inch margins, is double-spaced, and is in a legible font.	0 1 2 3 4 5
2. The student has used correct mechanics and shown his/her BEST writing , including grammar, spelling, punctuation, etc. The writer uses formal, descriptive word choice, active voice, and avoids slang and/or dead words. The writing is well-crafted with few or no errors.	0 1 2 3 4 5
3. The student's paper focuses on one specific component of the concert and explains or describes it, and <i>why</i> he or she chose to focus on this element, thoughtfully and thoroughly. It includes specific, concrete detail and uses intelligent 'dance' vocabulary to clearly convey the writer's ideas.	0 1 2 3 4 5
4. The student paper includes a thorough interpretation of how this element of the concert is relevant to him/her and/or his/her development as a dancer and artist. It is related somehow to ideas we have been exploring in class.	0 1 2 3 4 5
5. The student met requirements for the assignment: the paper was submitted to the instructor within one week of the attending the concert, s/he attached a ticket stub as proof of attendance, the concert attended was university/college or professional level, and the concert attended was within the genre of the class.	0 1 2 3 4 5

Notes/Feedback: