



DANCE EDUCATION ON THE MOVE

July, 2008 Volume 1 No 5

This is the fifth edition of a new initiative for Dance/New Jersey. During this summer, Dance Education on the Move will be posted once in July and once in August and resume the bimonthly e-blasts in September. As a Dance/NJ member, you are invited to submit information for the newsletter. Enjoy this issue.

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Presentation Opportunity

A call for Dance Educators, Choreographers, Performers, and University Dance students to submit a proposal for a presentation at the 2009 annual convention of the New Jersey Association for Health, Physical Education, Recreation and Dance.

Convention Dates: February 23 and 24, 2009

Location: Ocean Place Resort and Spa, Long Branch, New Jersey.

The presentation can be a technique class, creative dance session, or teach social dances, hip hop, cultural dances or do a lecture demonstration. The convention participants are dance educators, physical education teachers Pre-K - University level and college/university students. Proposal deadline is September 30, 2008

For questions, more information, or help with submitting a proposal, contact: Steve Cone at cone@rowan.edu.

Proposal forms are available at: <http://njahperd.org/annualconvention.html>

Fun Quotes About Dance and Beyond

"Dance is the art of expressing emotion by means of rhythmic bodily movements"
Emile Jaques Dalcroze.

Dancing is, "A language whose words are movements of the body." Peggy van Praagh and Peter Brinson, dancers.

Dancing, for me, is movement in time and space." Merce Cunningham, choreographer

Dance is, "An art form in which the body is both presenting and representing and in some way challenging, the culture from which it emerges. Helen Thomas, writer

"The arts, perhaps more than any other subject, help students to understand themselves and others, whether they lived in the past or are living in the present."
Rod Paige, Former US Secretary of Education,

Resources:

Featured Website

Check out this website and videos about Matt (no last name identified) who is dancing around the world. This is a job we would all like to have. www.wherethehellismatt.com

Featured Dance Education Books

McCutchen, B, (2006) *Teaching dance as art in education*. Champaign, IL: Human Kinetics.

This is a comprehensive introductory textbook that helps dance education majors and dance specialists understand and incorporate the aesthetic foundations of educational dance in grades K-12. Unlike other models of teaching dance, this book delineates what a standards-oriented, aesthetically driven program should encompass for both the dance specialist and his or her k-12 students.

Kassing, G, (2007). *History of dance: An interactive arts approach*. Champaign, IL: Human Kinetics.

This book provides an in-depth look at dance from the dawn of time through the 20th century. Using an investigative approach, this book presents the history of dance in relation to other arts and to historical, political, and social events. For more information visit: www.HumanKinetics.com/HistoryofDance

Music Resource

This is not a new release, however it is a CD I have recently discovered that has several great possibilities for music accompaniment for dance. The CD is titled *Dances of Time (1998)* by Adiemus. The CD has 13 selections that range from Rumba, Bolero, Square Dance, Tango to Waltz. The selections are composed and orchestrated by Karl Jenkins and performed by the Adiemus singers. Each *Adiemus* album is a collection of song-length pieces featuring harmonized vocal melody against an orchestral background. There are no lyrics as such: instead the vocalists sing syllables and 'words' invented by Jenkins. However, rather than creating musical interest from patterns of phonemes (as in scat singing, or in numerous classical and crossover compositions), the language of *Adiemus* is carefully stylized so as not to distract the listener's attention from the pitch and timbre of the voice—for example, as in African languages, syllables ending in consonants are rare. The core concept of *Adiemus* is that the voice should be allowed to function as nothing more than an instrument, an approach that has become something of a trend in recent choral writing (compare, for example Vangelis's score for the film *1492: Conquest of Paradise* (1992)). The word *Adiemus* itself resembles a Latin word meaning 'We will draw near', though incorrectly formed; Jenkins claims to have been unaware of this.

Karl Jenkins has composed the following Adiemus CD's which can be purchased on amazon.com

- *Adiemus: Songs of Sanctuary* (1995)
- *Adiemus II: Cantata Mundi* (1997)
- *Adiemus III: Dances of Time* (1998)
- *Adiemus IV: The Eternal Knot* (2001)

- *Adiemus V: Vocalise* (2003)
- *The Journey: The Best of Adiemus* (2000)
- *Adiemus Live* (2002)
- *Adiemus New Best & Live* (2002)

- *The Essential Adiemus (2003)*

If you have music resources please send them to me for future newsletters

Students Speak

The following student comments were originally printed in the Spring 2002 News from daCi USA, a US chapter newsletter of "dance and the Child international". The comments reflect the ideas about dance from the children at the Brunswick Acres School Performing Dance Group in Kendall Park, New Jersey. This dance group of 9-10 year old girls and boys had its final performance in June 2005 after 22 years of existence.

The comments were in response to the question, "Why do you think children like to dance?"

- "Because it is healthy for your body and it is fun."
- "They [the dancers] can express what they are really feeling, they try to work together to make a nice dance."
- "Because it is a way to let themselves be free, share their ideas and show how good they can be when they work at something."
- "To express their feelings. Children need to dance because like if they are mad they don't push anyone, they just can dance. And if they are sad they can dance to make them happy again."
- "It gives kids a chance to perform in front of people and express their feelings."
- "It is another language of the body. I have fun. I get to make different actions in the dance. One of the best things is you get to choose difference dances and create you own movements."
- "It's cool."
- " It's to make everyone notice the true feeling inside of them."
- "It is a way to meet new people."
- "Because it helps kids get more experiences and have a friend."