

## *Dance Arts Now!*

The official NHSDA Newsletter for Middle and High School Students  
Back-to-School 2016

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*Believing in yourself means understanding your own identity.  
Once you have that established along with hard work,  
possibilities become endless!*

*A personal message to our NHSDA members from Nyle DiMarco,  
Winner, Dancing with the Stars, and graduate of Gallaudet University*



©ABC/Craig Sjodin

## *Welcome Back to School, Where Creative, Healthy Activities Abound!*



Nyle DiMarco and professional dance partner Peta Murgatro ©ABC/Adam Taylor

**W**ith all the excitement of returning to school, we thank Nyle DiMarco, *Dancing with the Stars* winner, for his inspirational message!

As we move through this special issue, we discover the brave stories of dancers overcoming injuries, applying creativity to conquer depression, and teaming with communities to encourage healthy living and to prevent the negative impact of bullying.

**Note:** Nyle DiMarco is a graduate of Gallaudet University, the world's only institution of higher education devoted to deaf and hard of hearing

students. While performing on *Dancing with the Stars* he visited his alma mater, which gave him in his own words, "the roots of my success."

This university celebrates a highly acclaimed dance company,

<http://www.gallaudet.edu/act/gallaudet-dance-company.html>

*~ From the desk of the  
Dance Arts Now! Editorial Staff*

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## NEWS



*Photos courtesy of All That Dance*

### Love Your Body Week

**All That Dance Studio**  
**Promotes Healthy Body Images**

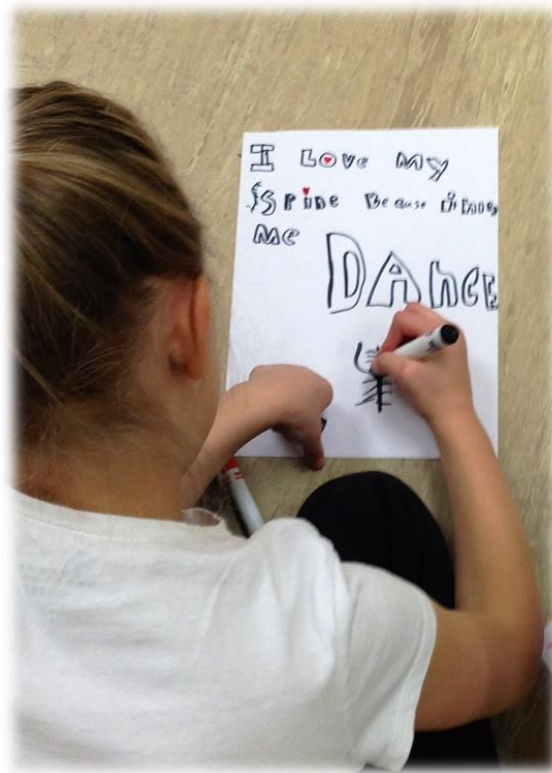
**Advisor/Sponsor: Mary Gorder**  
**Adapted from a blog by**  
**Nichelle Suzanne, Founder/Editor ~**  
**Dance Advantage**

**I**t is no secret that dancers often struggle in their perceptions of themselves as they strive for perfect technique. This paradox motivated the Seattle dance studio, All That Dance (ATD), to develop **Love Your Body Week**, which is an annual event filled with classes that foster healthy body images and creativity for dancers.

The program was developed in 2005 by instructors who witnessed 5-year old students comparing the sizes of their thighs. Action had to be taken to counteract this negative message with positive programs.



Faculty turned to their students for insight and, as a result, members of their NHSDA chapter now make **Love Your Body Week** an important part of their community service. They spend a Sunday afternoon decorating the studio to kick off the event and lead activities with both their dancer friends and younger students.







A parade of fun, age appropriate activities ~ including dance, music, visual art, science, and literature ~ leap across the studio to the delight of all involved. Student notes, with positive words scrolled, decorate the studio walls.

In the process, participants are invited into the world of arts integrative learning and physical literacy. They depart with renewed confidence and an understanding of community sharing.

Read more about this health-related event,

<http://www.danceadvantage.net/love-your-body-week>

Here is just a sample of classes that are offered throughout the week, developed by and for the students.

### ***"Love Your Body" Technique and Theory Classes:***

- ✚ **Ballet** ~ Photo timeline of the evolution of the "ideal ballet body," discussion of how this has changed over time (for both male and female dancers)
- ✚ **Jazz** ~ with video and discussion of dancers as athletes
- ✚ **Lyrical** ~ Dancers choose a favorite and least favorite body part, then improvise movement initiating with each one.
- ✚ **Modern** ~ Choreographic tasks inspired by a word each dancer uses to describe his/her body
- ✚ **Tap** ~ Discussion of positive body image, from the perspective of thankfulness and respect for oneself and others; dancers write thank you notes to their bodies to post on the mirror.

## NEWS (Cont'd)

### **Joy Giuffre ~**

**2016 NDEO**

**Artistic Merit, Leadership,  
& Academic Achievement  
Award Winner**

Congratulations to Joy Giuffre, recipient of the 2016 Artistic Merit, Leadership, and Academic Achievement Award. Joy is a graduate of Linda D'Amico's Academy of Dance and the Passaic County Technical Institute School of Performing Arts Dance. Through both institutions, she has received training in ballet, tap, jazz, hip-hop, modern, and contemporary dance. Her performances include PCTI's Annual Winter and Spring Dance Concerts, Dance New Jersey's Show Up and Dance, and performing in Hananel's music video, *In the Rush*.

This past year, Joy placed second with her team in the SkillsUSA Career Pathways Showcase, combining environmental awareness and dance, and received the Governor's Award for Artistic Excellence and Leadership in Dance.



Huzzahs to all of the student award recipients! For the entire list of winners and additional information about the honors program,

[nhsda-ndeo.org/AwardWinners2016](https://nhsda-ndeo.org/AwardWinners2016)

An extended version of Joy's essay about her elegant choreography is featured on the following page.





*"Apollo and the Muses" by Baldassar*

## ***Embodying the Muses ~***

### ***Inspiration for Solo Choreography***

***By: Joy Giuffre***

***20016 NDEO***

***Artistic Merit, Leadership, and Academic Achievement***

***Award Winner***

***Advisor/Sponsor: Jennifer Keane Ackermann***

***Passaic County Technical Institute School of Performing Arts Dance***

**T**he ability for dancers to articulate their thoughts through their bodies and articulate their bodies through their strength and training makes dance a truly wonderful and well-rounded art form. It is a tool of expression that allows us to speak volumes, to visualize words amid the essence of poetry in motion. Ideas and words can inspire movement, or movement can be translated into speech and thought. Over time, I have discovered that dance is more than just physical; it is an art that utilizes interpretation. Dance introduces us to ways that convey our thoughts other than through the spoken word.

#### ***Titled, purely, "The Muses..."***

In this spirit, I set out to choreograph a piece in which I embodied each of the Nine Muses of Greek mythology and to illustrate what each inspired.

The Muses were Greek goddesses who presided over the arts and sciences and invoked discovery for the people in those fields, such as dance, comedy and drama, poetry, history, and music.

While they are only a myth, it is awe-inspiring that these nine deities were thought to be the protectors of and influences for all things concerning these disciplines.

#### ***Challenges Transform***

One of my many exciting challenges was to represent all of the Muses within a solo contemporary performance. I began by creating a pose representative of each goddess. The first to enter was Terpsichore, the Muse of Dance, who served as my personal inspiration ~ as a Muse would.

I then created movement for each beauty that encompassed a regality and etherealness possessed by all of them, yet showcased their unique qualities. At the end, their nine poses linked within a flowing tableau.

For my accompaniment, I chose music that was both celestial and possessed airy vocal melodies that the Muses might sing and would reflect their spirituality. The song ~ "Halcyon and On and On" by Orbital. I felt deeply that my artistic choices were most representative of these powerful goddesses.

As someone who has dealt with depression, verbalizing my feelings and problems was a difficult roadblock. I wasn't sure of what I wanted to say, nor how to express myself. Once

I found what was important to me through movement, I discovered a way to articulate my emotions into words. Over time this has given

me the courage and confidence to express my thoughts as well as transform them through space.

Through the art of dance, and with Terpsichore as my Muse, I have found my voice. I can translate my emotions into movement, so that when it is difficult to find the right words, I know that I can first turn to dance to convey what I feel.

To view Joy's award-winning dance,

[nhsda-ndeo.org/AwardWinners2016](https://nhsda-ndeo.org/AwardWinners2016)



*Joy dancing in the spirit of a Muse. Photo courtesy of JG*



## ***Snapping Back From a Hip Injury***

**By: Jenny Petras**

**Advisor/Sponsor: Kelly Berick**

**Akron School for the Arts at Firestone High School**



*Jenny, a junior, is in the Akron School for the Arts dance program and a member of NHSDA. She has grown as both a person and dancer as a result of her hip injury and resulting surgery. She currently dances locally at 8 Count Dance Studio and plans to continue performing through college.*

**I** used to come home from dance class with great pain in my right hip and finally I went to a sports medicine doctor to learn what was wrong. At first I was told that I had *snapping hip syndrome*, so I went to physical therapy for help. After about two months of treatment, my sports medicine doctor, Dr. Salata, realized that I had been misdiagnosed, and that there was something much more serious ~ a MRI verified that I had a tear on my labrum and muscular tendinitis in my hip, which was a chronic condition. Both dancing and extra bone in my hip were the main causes of my injury. As a result, when I did a jump or kick, the extra bone would hit my labrum. After this diagnosis, I had to get surgery.

### ***Surgery and Recovery***

In 2015, Dr. Salata performed the operation at University Hospitals Ahuja Medical Center. My labrum was reshaped, the extra bone shaved, and my hip socket tightened because being loose jointed, this would help prevent another tear. The down side ~ it will be hard to gain back my flexibility. Also, another tear was discovered during my surgery that had to be repaired. My surgery was *laparoscopic*, which meant putting instruments through three incisions on my hip that left three scars.

Over the next few weeks I had to wear a brace up to my hip and to use crutches, which was quite a balancing act at school. This was one of the worst parts of my recovery because it was difficult to get around, and a friend had to carry my bag to all of my classes.

For the first three weeks after my surgery I also had to use a machine that manipulated my hip to make sure it was moving without my having to use my own muscle. I was not allowed to do much else physically. There were a few complications during my physical therapy, which seemed to cause more pain than I was supposed to have three months post-surgery.

In the meantime, I accidentally slammed my right foot into a chair; an x-ray confirmed that it was broken. Soon I had to see Dr. Salata because of a resulting limp, which caused even more pain than before the accident. Akron Children's Hospital staff gave me a boot to wear on my foot, but it was very heavy on my hip. Dr. Salata agreed that the boot was the cause of irritation, so he replaced it with a special shoe and told me to use only one crutch. Then he focused on the



*Google Photo*



constant pain in my hip. Diagnosis: bursitis, which is common after this form of surgery. An injection of cortisone eased the pain. Being injured was rough ~ I missed being active, and especially dancing, but at least physical therapy resumed with positive results. I ended up having to quit competing at my studio, but hope to be back dancing full out by next summer. I have also danced at school, because I am in the Visual Performing Arts Program for dance at Firestone High School. This year in the program I am scheduled to choreograph a solo piece.

Since I cannot dance right now, I have been assigned an alternative project. Currently, I am researching once performing dancers who, due to injuries, now have other careers that are still dance-related. This project gives me a creative outlet that helps me to relate to many dancers and other athletes who have triumphed over their misfortunes. One day I wish to go into the medical field, ideally physical therapy, so I can help dancers and athletes recovering from similar injuries. I will be able to relate to these

patients as I help them heal and maintain healthy lifestyles.

### ***An Optimistic View***

Being injured is not something anyone wants to go through. Though I do not like having to sit out of dance, I know I did the right thing by getting surgery. I was told that if I did not have the procedure that I might never dance again! Also, I may have ended up eventually needing a hip replacement, if not for the surgery and post-op. I am also glad that I saw my orthopedic doctor about my broken foot, which otherwise could have damaged my hip even more.

It may be hard to admit to being injured, but it does no good to dance with an injury. I am grateful that I did not try to continue to dance because the condition could have become even worse and perhaps I would have had to give up my love of dancing forever.

***At last, I can now look forward to a bright future of healthy dancing!***



*Jenny dancing beautifully Photo by Starlyn Stroud*

## ***SPECIAL REPORT***



### ***Acting Out Dangerous Scenarios In Safe Spaces Success Stories of Dance Driven Anti-Bullying Campaigns Part Two***

*I constantly heard stories by children who shared their bullying experiences and how cool this was to learn a dance together.*

*– Hilarie Neely, Footlight Dance Centre*

**U**nless we at the grassroots level implement anti-bullying programs, we cannot progress on this issue. In this three part series, the *Dance Arts Now!* editorial staff and contributing NHSDA members examine programs that successfully counter the negative by spreading the positive message of respecting everyone.

This Back-to-School issue highlights how a studio in Idaho unites the community in a travelling “No More Bullies!” campaign. In Part One, which appeared in our Summer edition, film projects set up within two Arizona schools were discussed. Part Three, to appear in our Holiday issue, will examine how the Dancing Wheels Company & School transforms the classic tale of Dumbo into a dance about how a girl with disabilities triumphs.

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***A Studio, the School District,  
And the Community Unite ~  
NoMoreBullies!***

**A**s members of NHSDA and Footlight Dance Centre, instructor Hilarie Neely and her students make a positive difference in their Idaho community. This private studio has partnered for over 15 years with the school district to produce educational lecture-demonstrations. In 2013, they unanimously selected an anti-bullying program because of the topic's urgency.

Neely teaches dance at her studio, a K-12 private school, at the local high school, and a community college. At all of these sites, her students have confided that "bullying goes on in their schools." In response, they all agreed that creative dance would be a masterful vehicle to get the message across that bullying is intolerable, that we must reverse the trend from negative to positive behavior.

United in this mission, Footlight Dance Company presented *NoMoreBullies!* as part of the local school campaign. One student

commented that this would help "empower us to resist all aspects of bullying."

**Project Focus:** to explore how dance can bring the message "NOMOREBULLIES" into the school and community, and in the process, emphasize respect for all.





Early planning, collaboration, and follow through were essential for the campaign to succeed. Here is a brief summary with a vivid description of dances,

### ***The Creative Process***

- ✚ Research prior to production
- ✚ Student writings integrated into performances
- ✚ A medley of dances with purpose
- ✚ Tours at eight schools
- ✚ Classroom teachers handed each K-12 audience member a bracelet with inscription *NoMoreBullies*
- ✚ Flash Mob dance with both the audience and dancers repeating “No More Bullies!”
- ✚ Interactive discussions about ways to solve this issue with respect, empathy, tolerance, compassion, and action

Now visualize the contemporary dance:

*One by one the dancers enter the stage, carrying signs. In a disturbing stance, their mouths taped shut ~ representative of those, all witnesses of bullying, who are silent.*

*But, wait, as they carry signs that declare “You have the Power”, “It Can Happen Anywhere”, “It Only Takes One”, “You Can Prevent Bullying,” demonstrate that we must have the courage to speak out against abuse. The dancers symbolically strip off the tape to be heard. By speaking out, we are empowered to eliminate bullying.*

*The performers dance about loneliness, isolation, but then realize it only takes a moment to befriend someone, to help someone in distress.*

In another modern piece, gossiping and pushing caused the exclusion of an innocent girl from others. Yet, in the end, inclusion of all created positive resolutions.

Hip-Hop dancers explored the power of self in order to realize that we must make a

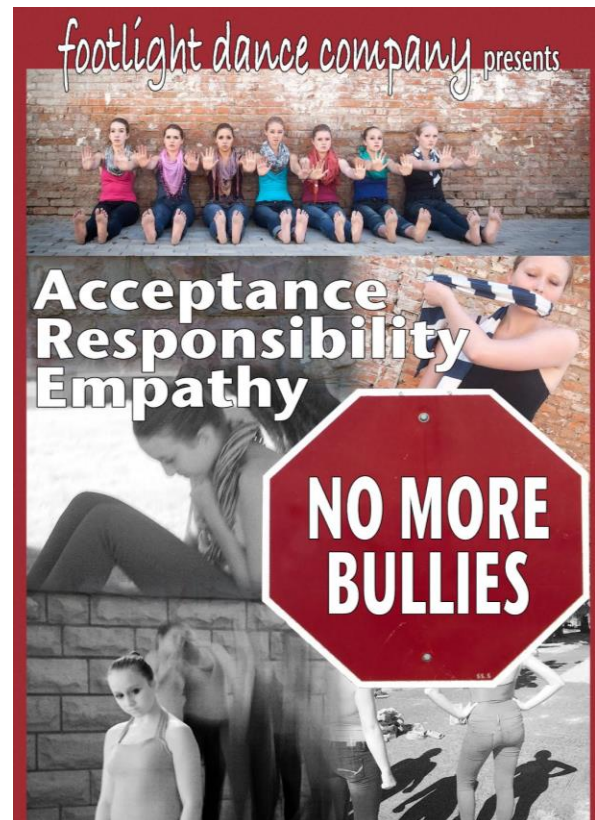
difference with our own life and others. Portions of the dance, along with children’s attentive reactions, are posted on YouTube,

<https://www.youtube.com/watch?v=X4PbKYJwkvE>

An important part of the campaign, noted Neely, was the impact of collaborating with the community organizations,

*...the sharing of our ‘NoMoreBullying’ dance was enough to make each child smile and for a moment find safety to address an issue head on and know that if we work together and speak up we will make a difference.*

The success of the *NoMoreBullies!* Tour inspired the students’ next show ~ “Compassion/Weaving Community.”





## ***A Student Dancer's Reflection***

### ***I Believe I Grew!***

***Anonymous***

***Footlight Dance Centre***

*...I think that what I just did  
for the people that I danced in front of,  
we definitely made a difference.  
When I danced the modern piece I believe  
I projected enough emotion to show all  
that I was hurting, and being bullied.*

*To show the smaller kids this was  
definitely strong ~ we have to show them  
at a young age, so when they get older  
hopefully they still know that bullying  
is wrong in every possible way.*

*It was great to see some of the kids  
at the elementary schools supporting us  
and sounding out as loud as possible  
'NO MORE BULLYING!'  
This put a smile on my face.*

*I had a great time doing this for my  
lecture-dem performance for  
the very first time.  
This topic was clearly defined  
in each of the dances.*

*I was nervous at some schools,  
especially at my present school,  
and at my old school,  
because they were competitors.*

*I am glad to be a part of such an  
amazing performance.  
As a dancer I believe I grew and showed  
what was needed to perform.*

*I am excited to do another performance  
even though it's a year away!*





***Special Invitation!***  
***Be Published***  
***Be Recognized for Your Artistic Talents***

***Dance Arts Now!*** is the official newsletter of the National Honor Society for Dance Arts™ (NHSDA) for middle and high school students.

The online publication highlights the creative gifts and community service of student members and their chapter sponsors. Young candidates may submit materials to earn points towards NHSDA induction.

We produce 4 issues a year ~ Back-to-School, Holiday, Spring, and Summer. Submissions are accepted year-round and should be e-mailed to,

NHSDA Newsletter Senior Editor Colleen Dean ([colleendean12@gmail.com](mailto:colleendean12@gmail.com))  
 or NHSDA Program Associate Tiana Chambers ([tchambers@ndeo.org](mailto:tchambers@ndeo.org))

We want to hear from you!

Learn more,  
[nhsda-ndeo.org/DanceArtsNow](http://nhsda-ndeo.org/DanceArtsNow)

# Welcome Back to School!



## ***Dance Arts Now!***

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