



# *Dance Arts*

## *Now!*

The official NHSDA Newsletter for Middle and High School Students  
Summer Issue 2018

### *Dancing Amid the Waves of Our Lives*

**S**ummer is a wonderful time to reflect upon how dance positively affects our bodies, minds, and spirits. When facing challenges, dance moves us through the ever-changing waves of our lives.

In this issue we remember our lost students, we hail our mentors, students demonstrate leadership and creativity, and a teacher sends a gift for all graduates.

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*Photo of Dancer Samuel Gaines. Courtesy of DDI*



## ***Daring to Dance***

**By: Claire Donovan Suguitan (Graduate)**  
**Advisor/Sponsor: Jessy Kronenberg**  
**El Cerrito High School**

*Claire's philosophy: "Dance isn't just about the movement but how it makes you feel. Throughout high school I used poetry to strengthen my story of what I was dancing. When you connect words to movement you realize how interconnected everything is." She wrote this when she was fifteen and is now in college.*

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***I***deas flood my mind  
But putting them into my body takes time.  
So, I try to break my walls,  
So, I can show my all.  
But dancing without a filter,  
Exposes my vulnerabilities much quicker.

*Putting your emotions into motion is no easy task,  
You must take off your mask and look deeper into the past.  
Putting your story on stage allows the audience to be on the same page.*

*Then there is the act of occupying space  
& not just with your body but with your presence.  
To let your presence, seep out of your skin  
& slide down your face,  
eventually evaporating into the audience without a trace.*

*Dance with a passion that leads to purpose.  
Paint a picture with your liquidlike limbs,  
Forming a river that flows through others,  
& fills them up beneath their skin.*

## *NDEO Message about School Violence*

**By: Susan McGreevy-Nichols,  
NDEO Executive Director**



*Jaime Guttenberg. Courtesy Dance Theatre*

The National Dance Education Organization continues to grieve with the nation in the aftermath of the attack at Marjory Stoneman Douglas High School in Parkland, Florida, and the shooting at Central Michigan State University. Our hearts are with the victims of these horrendous incidents, and all affected by school violence nationwide.

We stand with our members who work in K-12 schools and universities and their students, who are faced with the potential for violence daily. Yet we remain inspired by the action and activism of the Stoneman Douglas students and all who are working to honor the victims and ensure that such a grievous act never again occurs in America's schools. We are especially moved by the dance community's tributes to the memory of dance students who were among the Parkland victims, including Jaime Guttenberg and Cara Loughran, both 14 years old.

NDEO stands in solidarity with those working against school violence of any kind and believes that dance can play an integral role in the effort to create safer, more peaceful school communities. Research suggests that incorporating dance into the curriculum can:

- ✚ Enhance emotional well-being, fostering self-expression and helping students feel validated and accepted
- ✚ Help students develop and practice empathy
- ✚ Aid in collaborative skills and encourage positive relationships between students
- ✚ Promote conflict resolution
- ✚ Promote inclusion, especially for immigrant students, English-language learners, and special education students
- ✚ Improve attendance rate and student mobility, lowering suspension and drop-out rates
- ✚ Encourage the development of higher order thinking skills
- ✚ Improve student academic performance when integrated with other disciplines
- ✚ Create a positive school culture by improving teacher morale, increasing social support for learning, high expectations, challenging work, and student success



*Cara Loughran. Courtesy Memorial Facebook Page*

We encourage all our members and followers to unite with us as we work to promote inclusive, positive, and peaceful school communities where all feel welcome, engaged, and fulfilled. We support you in taking the meaningful action you feel is most appropriate to oppose violence in schools and stand up for the rights of students to enjoy a safe, productive environment. Most importantly, we invite you to join with us to ensure access to a quality dance education for all students, so that all may benefit from the transformative power of dance in their lives.



## NEWS

### Highlight: Two Young Leaders



#### Assistant Instructor

**D**ance Prodigy Studios offers the Assistant Instructor Program to train advanced students as future educators. The interns learn how to prevent injuries to themselves and their students and to work well with all abilities. Assistant Instructor Callie Golden (pictured), who has taught for over five years in this program, stated, "I strive to bring out the best in every student."

#### Musical Captain

**N**YSDEA honored Emma Laufersweiler (pictured) for her achievements at Monticello High School. She served as musical captain and Monticello Dance Company president. Emma shared, "These leadership roles have taught me a great deal about how to work with others."



#### "The Studio" and Community Involvement

**T**his past year, "The Studio" NHSDA members presented uplifting benefit performances to support quality educational programs for the East Pennsboro School District Foundation (PA).

The dancers presented both a hip-hop "Atomic Diva Dolls" and tappers' "Proud Mary" choreography. One audience member raved, "They were fabulous and the dances were especially fun to watch!"

## News (cont.)

**NDEO** developed **#ThankADanceTeacher Day** as a global movement to spotlight our mentors who ensure quality dance education. Here follow three insightful News reports, plus a heartfelt correspondence between teacher and students (pp. 12 – 14).

### One Student's Homage

By: Emily Rauchut

Advisor/Sponsor: Daria Rose

Dance Unlimited

**NHSDA** member Emily Rauchut shares how dance specialist Daria Rose, of Dance Unlimited, has positively impacted her life. Ms. Rose helped her students plan events, run the chapter, volunteer, and maintain their GPA's. In thanking her teacher for her wonderful guidance, Emily explained:



Pictured: (Emily, 2<sup>nd</sup>, 4<sup>th</sup> row and Ms. Rose, 6<sup>th</sup>, 1<sup>st</sup> row)

*"It is necessary for every dancer to have a mentor he or she can look up to and I know I can be that teacher thanks to my inspiration, Ms. Daria Rose, who has guided me. I now plan to one day teach at a studio and encourage dancers to find themselves through this powerful discipline. I hope to influence young dancers to not let the competition negatively get to their heads (like some do), and to seek their highest personal potential with respect for all."*



### Texas Site Committee (TSC) Award

**C**ongratulations to Denise Maxwell Cochran, TSC Outstanding Service and Leadership Award recipient! As the Round Rock Independent School District "Coordinator for Elementary Dance for the Arts Integration Academies,"

she is instrumental in the Future Dance Educators program and in raising state standards.

Ms. Cochran's efforts in elementary dance positively impact local middle and high school curricula and competitive team programs. Dancers may also earn fine arts and PE credits in the Visual and Performing Arts Academies.



Students dance in class. Photo courtesy RRISD





## News (cont.)

### Community Service Blast!

By: Alexa Isidoré

Advisor/Sponsor: Janice Monsanto  
Flagler Palm Coast High School



The amazing Janice Monsanto, our chapter sponsor, runs the FPCHS Dance Department ~ she, along with all our dedicated students, shared a pure love for the art by volunteering around the community with countless performances throughout this year.

Our visit to the Brookdale Senior Center was especially moving because, after weeks of rehearsals, we performed a **Blast from the Past!** for the honored guests. This particular performance included a hugely popular Swing number that Ms. Monsanto choreographed.

During Homecoming Week, we put on a Disney-inspired number to go along with this year's school theme, which the audience described as "a delightful performance to remember." Our dancers, representing the only all-girl team, boldly participated in the school's "Insanity Games." More community-based performances (with additional choreography) included Dance Around Flagler, Carnival in Venice, and the Starlight Parade. Students also

attended Hillsborough Community College for a fantastic ballet and modern master class.

This spring the Dance Department put together a **Stories in Motion** showcase with dance works created through our Fine Arts Program that would celebrate contemporary, hip-hop, jazz and tap styles. The entire FPCHS student body was invited to preview selected dances during 5<sup>th</sup> period class just prior to opening night. This year the seniors also were guests on a WNZF broadcast to discuss the show that would inspire people to dance, attend the performance, and support the arts. The awards banquet and induction ceremony recapped the year, giving the graduates an encouraging farewell. The students enjoyed having their friends and family to support them at the finale event.

***Kudos to Ms. Monsanto and our alumni who are a huge part of this process and who give back every year by creating innovative and inspiring dances for us ~ without them, none of this wonderful experience would be possible!***



**NHSDA Inductees C/O 2018** – Dereatha Sanders, Elizabeth Recker, Renee Pierre, Alexa Isidoré, and Stephanie Branch



**FPC Dance Banquet and Awards 2018**



**Arts Immersion Day,**  
Hillsborough Community College, Ybor



**Brookdale Senior Living Center,**  
Palm Coast, FL

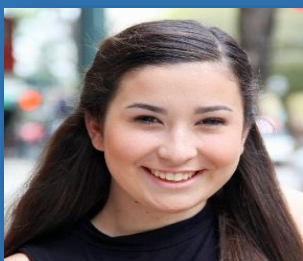


**Insanity Games, Homecoming, 2018**



**FPC Alumni**





## Special Feature

### Compare & Contrast: The Choreography of Trisha Brown

By: Mollee Bearden

Advisor/Sponsor: Katherine Miller

Murphy High School

*Mollee is a sophomore in Mobile, Alabama where she participates in the International Baccalaureate program and performs with the Dynamics Dance Company. She studies at Sheffield's School of the Dance and plans to pursue a career in the arts.*

*Dancing on the Edge is the only place to be.... ~ Trisha Brown*

Choreographer Trisha Brown (1936 – 2017) maintains a significant impact on the postmodern dance movement today and should continue to do so for future generations. She was an artist and major collaborator with musicians who complemented her electronic scale pieces. By watching her works, it is evident her vision was to constantly evolve so that all “pushed the envelope” of typical modern dancing and practical arrangements. To evaluate her mastery, I will focus on specific choreographic choices and challenges that define her artistry within the dance world.

#### Twists & Angles

Brown's early works, based on defying gravity and equipment, include *Walking on the Wall* and *Roof Piece* (1971). These industrial pieces were known for their site-specific quality but, looking further into their aesthetic, there were additional factors that made them unique. Her focus meticulously framed a structure of the human body with pedestrian movements. It is well-documented that she preferred a mixture of these elements, but her reason *why* is unknown to me. From viewing these early pieces, I believe they were based on anatomy as an exploration of twists and angles. No specific level changes, traditional use of space, or classical lines were emphasized.

For these works it appeared she was stepping out of typical modern dance, but the practicality of small isolated movement and pedestrian-like style was the same. These choreographic choices make sense as they were her earliest pieces which became some of my favorites because of the unlimited messages and underlying meaning that I could draw from.

#### Vulnerability

As Brown moved into more usage of space and technique, I noticed an increase in choreographic devices. Articulate and bolder work created in later years include *Set and Reset* (1983) and *If You Couldn't See Me* (1994).

In *Set and Reset*, the first concept noticed was the visual of *setting and resetting* or *push-and-pull*. Within this idea I also discovered groupings, cannons, and weight sharing with, it appears, the earliest instance of a more costume-like dress. I could then relate this to more contemporary concert pieces, which demonstrates the influence Brown still holds on present day choreography.

In *If You Couldn't See Me*, I clearly understood the message and choreographic intent, blended between angular and gestural movement, as well as pristine technique and various level changes. By consistently facing the back of the stage, she expressed a sense of hiding and vulnerability. I also observed a keen sense of control in the arms, back, feet, and legs, with exact changes in



timing and pace (augmentation and diminution). This was perhaps the first case of more skin revealed in a costume, which gave the piece a definite womanly quality and reflected the influence of feminism that she pioneered ~ a bold move that would ultimately explain why she was the first woman choreographer to receive the MacArthur Foundation Fellowship “Genius Award.”

### ***The Solo as Controlled Chaos***

Another phase and grouping of Brown’s choreographic style were her solos danced by Trisha Brown herself.

***Accumulation*** (1971) displayed the most evident usage of a choreographic device. Although I enjoyed this piece the least because it did not clearly express the title’s literal translation, I do think it is interesting that one choreographic device and one phrase could encompass a whole piece.

In ***Watermotor*** (1978), I observed a quality of ***controlled chaos*** with large swings of the arms and legs. This dance obviously presented the theme of a motor, but I also sensed a deeper meaning of expression...a whirlwind of passion. I could not tell if there was supposed to be any music or if the sounds heard were to be of the dancer’s connections with the floor, but it inevitably was choreographed perfectly to sounds resembling this. Therefore, I liked the choice of ***acapella***, which somehow applied a mixture between an electronic scale and silence.

### ***A Wide Range***

Without a doubt, Trisha Brown continues as a huge influence on the dance scene today. All aspects of her explorations ~ technique, gestures, pedestrian steps, and groupings ~ hit a wide range of concepts. One common thread I discovered were thematic textures of personal reflections and emotions rather than broad social issues, all woven into ***controlled chaos***. This is my favorite quality because it challenges great choreography while encompassing artistry and acting to be portrayed. Her movement was created intellectually, pertaining the human body ~ and admirably so.

***Trisha Brown’s repertoire is impeccable through all areas of art, and although she passed recently, her legacy will continue to be carried on.***

Learn more about the Trisha Brown Dance

Company: <https://www.trishabrowncompany.org/>



*If you couldn’t see me. Dancer: Jamie Scott.  
Choreographer: Trisha Brown. Photo by Alice Gebura*



*Set and Reset. Choreographer: Trisha Brown.  
Photo by Julieta Cervantes*

## ***Journey***

By: Maya Addie

Advisor/Sponsor: Shantele Peterson  
Skyline High School

*Maya was chosen as a 2017 NHSDA Award Finalist for outstanding leadership as well as artistic and academic achievements.*

***Journey***, an act of traveling from one place to another. Throughout this piece I wanted to showcase my own journey as a dancer and as a compassionate human being.

The ability to freely express myself through movement is a blessing, and choreographing has always been a passion. Since eighth grade, I have created dances with others and I have loved the process ever since. Surprisingly, composing a solo for myself was a little weird at first, but the process was amazing. One solo that is of great personal significance is titled ***Journey***.

I began dancing at the age of three, but at ten years old I first competed, which helped me gain confidence to perform in front of judges and to absorb constructive criticism. In addition to training at my studio six and sometimes seven days a week, as well as dancing and choreographing at school, I spend my summers studying at professional institutions to prepare for the rigorous programs both at a university and in the professional world.

### ***Dance, Compassion, and Social Justice***

My love for the arts has also influenced my commitment to social justice. As a student in the arts program, I have felt that the arts have been overshadowed by sports. Each year my school exhibits a banner called "Legacy of Excellence" that acknowledges our top athletes, but none of the arts is recognized. After a meeting with the administration, my idea became a reality with the very first "Legacy of Excellence" banner for the



performing arts. The arts should be treated with the same level of gratitude as sports and this banner was my first step to addressing an ongoing issue throughout academia across the nation.

I hope to continue to be an advocate for the arts, especially for children in need. Over the years I have been fortunate to learn from some of the best choreographers and teachers, but sadly, many young boys and girls in less fortunate areas are unable to get the proper training for dance. At some point in my career I hope to travel to Africa to open a dance studio, to teach deserving children who cannot financially afford basic quality lessons. I will give back to others who are as interested in dance as I am.

Since I began dancing, I have significantly grown technically, physically, and emotionally. With every new challenge, I strive to be a better artist and person. With a positive attitude and dedication, I continue to work towards my goals. As I approach graduation, and all my challenging work over the years surmount to attending college in the fall, I reflect upon the lessons I have learned from school, service, activities, family, and mentors. These have prepared me for success that will propel me onward.

My dance ***Journey*** shows my progression in life and highlights my great experiences both from the past and are bound to happen in the future.



Photo courtesy Day Camp Sunshine

## ***Dancing Through the Summer ~Day Camp Sunshine***

By: Madison Maguire

Sponsor/Advisor: Rachel Miranda  
Ridge High School

*Madison has been dancing for fourteen years, with experience in jazz, tap, hip hop, and ballet. She is active in the Ridge Dance Collective, Ridge Dance classes, and within her community.*

**O**ver the summer going into my sophomore year of high school, I had the opportunity to volunteer at my local **Day Camp Sunshine** for four weeks. I was ecstatic to work with the counselors I always admired when I was a camper from ages five to thirteen.

As a junior counselor-in-training, I assisted in many daytime electives: archery, swimming, ball games, you name it! But dance was always what I gravitated toward. As a kid, I thought it was so awesome that I could dance over the summer at the place I loved the most. And in my new leadership role, I was happy to get the chance to teach dance to my campers. Before the first week, two counselors and I choreographed a dance that we would teach to the campers who signed up. The song chosen was ***Me Without You*** by TobyMac, and we wanted to make the choreography simple yet fun to learn. A lot of jumping and energetic movements would work well with the campers.

Once Monday rolled around, it was the start of a week teaching these campers for an hour and a half every afternoon. We started with a short stretch and then got right to work. All of us counselors stood in the front of the room to go step-by-step with the campers. Every day we taught more choreography, and the dance quickly came together for our performance.

in front of the whole camp on that Friday.

In each class, I saw a smile on every girl's face in the room. Although they were sometimes frustrated if they couldn't get a new step at first, after going over a few repetitions, they finally got everything and were extremely pleased with the result. All were nervous before the performance, but I knew it was their time to shine! Once the music started they looked at each other and went right on stage and into the movements.

I danced in front of my young performers, just in case one might forget anything, but every time I turned around, I was pleased with what I saw. Their smiles were glowing so I could tell they were having a fantastic time showing off their talent. It was beautiful seeing all the girls perform so well and I was glad to share my passion with them. All I could hope for was that I inspired them to express themselves and they would continue showcasing their dazzling talent.

***My training as a counselor and choreographer was a magical experience that I would repeat in a minute; or as a dancer would say...an eight count!***



***A Gift for ALL Graduates:  
Lessons in Dance to Help  
Choreograph Your Future***

**By: Claudine Ranieri  
NHSDA Advisor/Sponsor  
Paramus High School**



*Photo courtesy PHS*

***Approaching graduation, I wish to share my poem....and, after several drafts, I present this small gift to my senior students and all NHSDA members as they prepare to move into the world.***

***Teaching is an ongoing process with many obstacles, detours, and at times moments of uncertainty. But through it all, dance evolves into the deep virtues of life. As a teacher, I remain a student and continue to learn that there's so much more to explore, create, and choreograph.***

***Flexibility*** ~ stay as flexible as possible because every situation may require you to bend.

***Respect & Honor*** ~ your body and mind; if you respect your body and mind, others will too. Remember, you only have one.

***Passion*** ~ do what you love with all your heart and others will realize it and you will never feel like it's a job; it will be a blessing and a gift each day for you and others.

***Perseverance*** ~ with which comes patience: don't let hardship tear you down or break your spirit; let it give you strength to carry on, to pass through a detour and explore a different path.

***Discipline*** ~ stay focused; enter all situations like a performance. Think of all the time, training, rehearsing and attention to details, knowing in the end all your discipline and challenging work will pay off.

***Improvise*** ~ just like in dance, there will be situations that you will need to think on your feet and react immediately. Remember to identify the emotional connection to it: if it's positive then it will be right.



*Dancer Jenna Tormey. Photo by Erica Kim*

**Reflection** ~ as dancers we use mirrors to see ourselves and make corrections. Use your reflection to see beyond yourself and see all the people in you that have made it possible for you to be where you are today.

**Breathe** ~ find the moments where you can catch your breath as well as be able to take someone else's breathe away.

**Honesty** ~ like in dance the most impactful performances are the ones that are most honest. Stay true to yourself and your beliefs and don't be afraid to sometimes stand alone. Embrace your individuality; being different is being unique.

**Listening** ~ requires your full attention with your eyes, ears and heart. Be still to listen and hear your own voice.

**Celebrate** ~ your accomplishments, but always remember to celebrate others.

**Gratitude** ~ be thankful for all situations even for all the storms. Without them, you would never know how beautiful a rainbow is. Don't be afraid to give thanks to others.

**Dance** ~ create a dance in every situation: find the rhythm and music in all you do, don't just go through the motions in anything or mark it. Dance full out; you may surprise yourself by your success and accomplishments.

### **ATTN: Dance Educators!**

The NDEO "Dancing After High School Lesson Plan," found in the Dance Education Literature and Research descriptive index (DELRdi), provides students with career options plus related performance and choreography notes.

**Learn more:**

[http://www.ndeo.org/content.aspx?page\\_id=1106&club\\_id=893257](http://www.ndeo.org/content.aspx?page_id=1106&club_id=893257)

## Student Responses to *"Lessons in Dance"*

### Response #1

**...There will be situations that you will need to think on your feet and react immediately...**

The above quote, my favorite from Ms. Ranieri's piece, impacted me deeply because it showed how dance helped prepare me for the future. Dancing is my voice, and through this, I have learned life's lessons to be carried throughout my life.

For me, being a high school senior meant it was time to decide what I wished to do for the rest of my life. It is not easy figuring this out at a youthful age, however, Ms. Ranieri's effective words prepared me for the adventure I am now embarking upon. College was scary at first because I was always one of the quietest students in class. Although I do speak my mind, I prefer to respectfully listen.

I am proud to say that dance has helped me break out of my shell to become a confident individual.

~ Jenna Tormey  
 Dance Major, Mulhenberg University



Dancer Erica Kim. Photo by Alysia Martinez

Dancer Erica Kim. Photo by Alysia Martinez

### Response #2

The inspiring poem opens my eyes to the world around me. As a dancer, the beginning of every stanza has become part of my everyday vocabulary. At first, they were just a collection of letters, but as I started to grow as an artist and person, the words slowly shaped who I was.

As a dancer, I physically felt my body stretch, working on my flexibility. As an artist I found passion as I lay awake, excited to bring a story to life through film. As a person, I listened to the stories around me where I became open minded to differences. The words danced through me, radiating to my daily life, with a greater purpose to keep dancing and moving forward in life.

~ Erica Kim  
 Film Major, New York University





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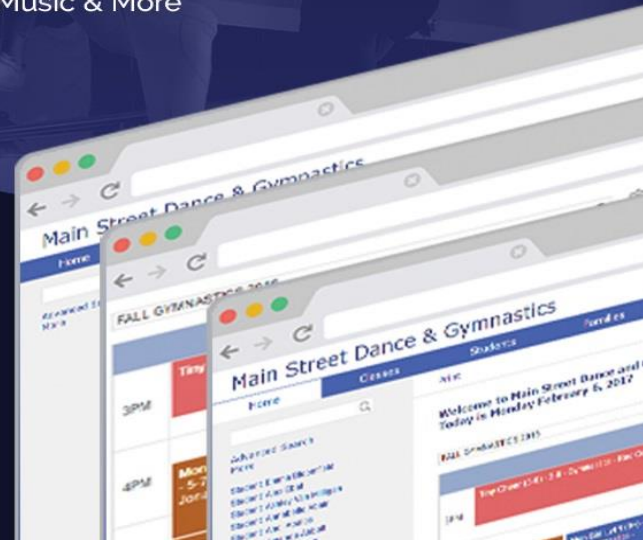


Photo by Scott Shaw

## Train in New York City!

Gibney Dance proudly welcomes visiting students to our centers in NYC to study with our renowned faculty, get a glimpse of life as a professional artist, and take advantage of the resources our community has to offer.

Programs are available throughout the year for both Group and Individual study. NHSDA member discounts available on select programs.

**Learn more at [GibneyDance.org/Explore-Classes](http://GibneyDance.org/Explore-Classes)**

GIBNEY DANCE

***Congratulations to***

***All Our***

***2018 Graduates!***



*Photo courtesy of The Dance Corner*

***Dance Arts Now!***

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*Contributing writers, or their institutions, submitted all photos unless otherwise noted.*

