

SNDO

 **Academy of Theatre and Dance**
Amsterdam University of the Arts

BA in Choreography

Choreography occupies the main portion of the program curriculum. In actuality all components of the four-year course are implemented in order for students to develop their own understanding, approach and choreographic practice as an expanded practice which is in dialogue with other disciplines (performance, visual arts, expanded cinema, critical theory, etc.) and contemporary cultures. For the clarity of organization of courses this cluster carries an explicit label Choreography. These courses occupy afternoons in the first and second study year or full week(s) workshop format throughout.

Course description Course: Concept Development

Teacher(s): Andrea Zavala Folache

Year group:

Study year: 2022-2023

Period: SNDO1

Weeks (block:)

Time: Hours:---- x per week: 12hrs per week) Total amount of contact hours:

Total amount of self-study hours (reading, writing, homework tasks, etc.):

Study points: Student acquires credits/study points based on minimum of 90% participation in the course (in case of additional unavoidable absence the minimum required is 70% presence). The full course study points are awarded if student participated in the above mentioned amount and in relationship to the quality of participation and development expected for the course.

Content (concept and week to week outline): (concept and week to week outline)

How do I create a method? Deconstruct a method to be applied by others or by one self in several processes with one's own machinery. For that we will make a Resourceful Map. I will guide the students through a structure in which to approach their own Infra System Method to trace, register, track, investigate their own tools (mapped out in the R M). We will work based on the concept of archeology where we leave things up to their findings, where the rhythm of investigation and creation is an alternative to the rhythm of production mind that comes from industrialization of creativity. The Resourceful Map will start indicating how to construct that machinery or set of tools from what is under, latent, and most importantly, to play.

Week one: Each day each student - for the first hour - (and 1 day 2 students) will lead a training for the whole group based on being spontaneous experts (what they are experts on will be decided in the moment by the rest of the group). The first day there will be no leading training but an introduction to the Resourceful Map and how to start playing with it in order to unfold the set of tools. The Resourceful Map is drawn, designed, made as the workshop goes, so we will spend half of the rest of the time finding the keys that will indicate the process. The other half of the time, in order to practice what comes up in the map, the students will start a process of making their work, that can be shown at the end of the 2 weeks and during the workshop. In this second half they can take the role of working on their own project or perform for someone else, being an assistant or having one or more assistants.

Week two: Each day each student - for the first hour - (and 1 day 2 students) will lead a training for the whole group based on being experts. For the rest of the 4 days of the workshop they will keep

developing further the Resourceful Map day, arriving to it by assignments based on interviews to each other, feedback sessions, tarot and other proposed games. The other half of the session they will continue working on their projects, and choosing for each working session whether to work on their own project, perform or assist. The circulation of these roles will create a laboratory field and will engage everyone in everyone else's processes.

Objectives and assessment criteria: (the student is able to..):

The student is able to make conscious their own method of artistic creation. Is capable of seeing through the game of the workshop their own software/machinery that can be applied later on in any process. With this game they enable a system which runs on its own control for the emergence of their practice and strategies. Is able to de-learn as a way to make visible patterns and viruses gained throughout conventional education and emotional experience. The student can set in relation what they want to transform from a virus into a code that can function in a healthy way for the environment they choose to work in. Is able to take personal distance from the emotions arising in the process of making work in order to give value to an already existing shared stream of consciousness. Can use this to give and receive caring feedback for and from each other.

Literature, websites, background: (as reference or actual course material):

Teaching format:

task directed education
learning through performance
project seminar / group work
instruction, self-study, feedback
peer to peer feedback

Form of students output:

process
product
presentation

Assessment by whom:

teacher
group

Assessment:

dialogue

Which competences the course contributes to (please refer to the end goals/competences in the SNDO study guide):

I CREATIVE POTENTIAL – The graduate is capable of making choreographic work that expresses their personal artistic vision

IV POTENTIAL FOR GROWTH AND INNOVATION – The graduate has the ability to constantly develop and deepen their artistic practice and way of working and thereby contribute to the development of their professional field and society

VII COLLABORATIVE ABILITY – Following on from their function, the graduate contributes constructively to the realization of an artistic product or process

Conditions:

Remarks: