

Student Name: Courtney Pearse-Ward

Module Leader: Sophie Douglas

Credits: 40

Tutor: Gillie Kleiman

Synopsis of study:

In this section you should describe the work you propose to present/submit within your assessment portfolio. You can refer to the module information on Canvas to support you in your explanation. (approx. 400 words).

- You should clearly state **what** you want to do, **how** you want to achieve this, and the reasons **why**.
- You should also indicate the format of the work you propose to contribute to the festival (e.g. a performance, workshop, presentation, installation, event) and should also indicate the critical context(s) of the work (e.g. describe how your work relates to current thinking and development relating to dance practice). You may refer to key practitioners whose work informs your practice if that is relevant.
- Ensure that your proposed work clearly links with the module aims and assessment criteria, all assessment components are clearly stated and that your proposal is realistic and achievable.

What: My contribution will be a trio contemporary dance performance for the theatre, involving film and projection. The piece will explore access barriers in dance, with a focus on social class, and how this can pose obstructions and restrictions to individuals effected by barriers in terms of social exchange and finances.

How: My choreographic process will explore the subject through improvised tasks and scores, developed from research about access barriers in dance for social classes, which will build into set choreography from this influence. Throughout the process we will explore physical, environmental, and emotional elements to this theme such as financial impact, social class exchange within a studio/ class setting and the feeling of frustration and not fitting in. In my opinion, these barriers to dance are not always seen, therefore I would like my contribution to visualise these. I will explore strategies to show the obstructions and restrictions throughout the rehearsal and development process such as limiting body parts the dancers can use, restricting and placing objects in the space they have to move in, experimenting with dynamics, speed and sound and using contact work with a wrestle like approach.

Why: Growing up in a low-income household, I have my own experiences of social class, specifically finances posing a barrier to accessing dance as a child due to the long-term financial commitments. This includes participating in dance classes and witnessing live performances within the sector. GOV UK states 23.8% of pupils in the UK are eligible for free school meals, which represents over 2 million young people, therefore dance fees create an active barrier for potential artists and audiences. This has led me to explore barriers to dance in a wider context through the use of contemporary dance, props, set and lighting.

Throughout my time on the degree course, I have been given the opportunity to engage with current contemporary dance works with discounted and free tickets. From watching Speakeasy by Southpaw, Myths and Dreams by Fertile Ground and SURGE and SUB: VERSION by Tom Dale Company, I have found a particular interest in projection and the use of lighting to support and enhance themes and choreography. Therefore, I have chosen to explore this interest within my contribution to enhance the pieces' themes through the use of projection and lighting specials.

Assessment/workload Plan

You should construct a relevant action plan / schedule to demonstrate that your proposal is achievable within the time available, and to help structure the learning process. You should discuss it with your tutor(s). You can use the below framework or create your own format.

Assessment Output	Date of assessment	Support / resources needed
(A) Festival contribution.	<p>Within Festival (Wed 29th, 30th and 31st May 2024)</p> <p>Contribution to be performed on Thursday 30th May 2024</p>	<p>29/02/24 – Tutorial with Supervisor, Gillie Kleiman</p> <p>01/03/24 – Rehearsal with Emily and Scarlett</p> <p>05/03/24 - Rehearsal with Emily, Scarlett, and Daisy</p> <p>06/03/24 – Tech meeting with Nick Rogerson and Jess Avery – discuss what material would be best for projection, showing dancer behind & best way to edit film to be correct size.</p> <p>11/03/24 – Rehearsal with Scarlett and Daisy</p> <p>15/03/24 – Send draft learning agreement to Supervisor, Gillie Kleiman</p> <p>15/03/24 – Send rehearsal footage to Supervisor, Gillie Kleiman for feedback.</p> <p>18/03/24 – Rehearsal with Emily and Daisy</p> <p>18/03/24 – Tech Testing Day – Test Dust Sheet and Projection with Jess Avery</p> <p>21/03/24 - Tutorial with Supervisor, Gillie Kleiman</p> <p>22/03/24 – Rehearsal with Emily and Scarlett</p> <p>25/03/24 – Rehearsal with Emily and Scarlett</p> <p>28/03/24 - Tutorial with Supervisor, Gillie Kleiman</p> <p>26/04/24 – Rehearsal with Emily, Scarlett & Daisy</p> <p>01/05/24 – Rehearsal with Emily, Scarlett & Daisy</p> <p>07/05/24 – Rehearsal with Emily, Scarlett & Daisy</p> <p>07/05/24 – Gillie Kleiman observation & feedback on rehearsal</p> <p>14/05/24 – Kabuki Testing with material & Rigging Rope to check measurements with Nick Rogerson & Jess Avery</p> <p>14/05/24 – Rehearsal with Rope in theatre with Daisy</p> <p>16/05/24 – Rehearsal with Daisy</p>

DAN338 Festival Project - Learning Agreement

		<p>20/05/24 – Rehearsal with Emily & Scarlett 21/05/24 - Tutorial with Supervisor, Gillie Kleiman 24/05/24 -Rehearsal with Emily, Scarlett, and Daisy 28/05/24 – Rehearsal with Emily, Scarlett, and Daisy Independent Studio Time Research ongoing from Jan – May 24: The arts, social inclusion, and social class: The case of dance – Patricia Sanderson</p>
<p>(B) Supporting documentation:</p> <ul style="list-style-type: none"> • A final learning agreement detailing my proposal, providing context in relation to the work of others. • Critical evaluation material and supporting documentation (learning journal / scrapbook). 	<p>In discussion with tutor.</p> <p>Total 2000 words (500 end of term 2, 1500 end of term 3)</p> <p>Online Website as assessment portfolio to be handed in 04/06/24. – this will include learning agreement, critical evaluation, research taken, description of rehearsals and video footage, improvisation task and scores, choreographic process and thoughts on lighting, projection, and costumes.</p>	<p><i>Tutorials</i> <i>Library resources</i> <i>Draft submission to Gillie</i></p> <p><i>Tutorials</i> <i>Library resources</i></p>