



Activity 1:
Water as Inspiration
GWD as a Model for Creating Dance



Reflecting Pool

Teacher Reflection on Activity 1: Water as Inspiration

Submitted by Juliana Silveira on 2022-06-19

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This lesson was adapted to the course DAN 119 - ART OF MOVEMENT I, that I taught at Universidade Federal de Viçosa, in Minas Gerais, Brasil.

Before teaching the lesson, what did you want your students to understand about creativity and exploring movement?

In the specific case of the course DAN 119 – Art of movement I, that I am teaching in Universidade Federal de Viçosa, I see that being inspired by water to create dance can be a way of integrating the contents that are being addressed in the course. One of the motivations for participating in the GWD Educational Program was that I would minister this course that includes an initial approach to Rudolf Laban's Art of Movement. I thought that applying concepts and categories created by Laban in a specific context would be helpful in the learning process. In addition, water is an element that can connect us with our own body and with the environment, also the local with the global.

What did you observe about the movement your students chose to explore?

They explored fluid movements, with varied dynamics: slow and fast movements at different spatial levels. They also have explored movements with light and strong active weight as well as passive weight in some moments of fall. In general, the movements had a flexible quality in relation to space. The students I worked with are starting the Dance course at the university and, many of them, do not have previous experiences on creating dances, so it was a very meaningful opportunity to exercise creation.

What did your students draw, say, and write about how their movement was inspired by water?

The drawings and testimonies of the students were very meaningful for me. Words and images emerged that mentioned peace, fear, calm, agitation, renewal, relaxation, abundance, survival, in(constancy) etc.

What did you learn about dance-making upon observing how your students were inspired by water?

I reinforced for myself the importance of offering multisensory stimuli, such as water sounds, images, drawings and verbal stimuli.

What parts of the lesson resonated and did not resonate? Why?

All parties resonated, as they stimulated different aspects of the relationship with water in various activities.

What will you do differently next time?

I would reserve more time to explore the activities, in different classes.



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Students Creating during Activity 1: Water as Inspiration

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Students Performing during Activity 1: Water as Inspiration

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<https://drive.google.com/file/d/1qc6xMIEkcsHa8rBgBC0fzCAFUkXXVr/view?usp=sharing>

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Students Connecting during Activity 1: Water as Inspiration

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After developing the activity, I asked some questions and the answers are presented below:

1) What did you learn about creating, performing and observing water dance studies:

Answer 1 (A1): When I went to the drawing, I drew on water fluidity and a water blockage. I thought about how the water gets by. I haven't been creating dances for two years, like an artistic blockage because of the pandemic. I brought the blockage as something possible to be circumvented by fluidity. Nothing is something, too. Fluidity, stop, lock, go on.

2) What inspires you in water?

A1: The lightness of the water. Water can bring fear and peace.

A2: I like the fact that water is adaptable when it is in a liquid state. How it can transform.

A3: Calm.

3) How does being inspired by water affect your relationship with water?

A1: I am a riverside, so this relationship brings me peace.

A2: I didn't think about fluidity or lightness. I think of the dilution power of water. You can dilute almost anything in water. During the drawing moment, I did the exercise of free writing because it is something that helps me a lot.

4) What was challenging in the creation of this water study?

A1: At the time of the drawing I could not do anything, until I arrived at the possibility of associating water with feelings. Fluid for me is what adapts to space. I always try to adapt to other people's feelings while I dance. My dance was inspired by the fear of water reported by my colleague and in lightness.

A2: The transformation factor was challenging. Whether in the storm or in a splash, I thought of texturing the dance and the various changes of water.

A3: I only drew in blue to symbolize lightness. But I felt the freedom to bring water as a trauma, since I have a difficult experience with it. So I decided to paint it red to represent fear and anguish. I tried to bring the idea that water can control us in some situations. The sea has its own rhythm and may knock you down.

A4: I'm from the coast. Beach for me is the most amazing thing in the world, being calm or angry. Water is like life, carries you and doesn't ask for permission. Even when the sea knocks you down, it's trying to warn you of something. Water as a teaching. Being knocked down is good, too.

5) What are you still curious about with respect to exploring movement to create dance?

A1: I would like to experience more of the broken movements and not the fluid movements, as much as that song annoyed me (a song with a person exploring different sounds).

R2: I would like to try the creation with the water itself. Try to look, hear, feel and smell the water.

6) What do you need to better understand to create dance?

A1: Knowing how far I can get with my body. What are the limits of my body?

A2: I want to find technical and conceptual pieces to create dance. I feel the need for experiments and laboratories. I like the instigation.