

# SPOTLIGHT ON DANCE



A publication of the National Dance Association  
Holiday Issue 2011

NDA is an association of the American Alliance for Health, Physical Education, Recreation & Dance (AAHPERD)

## 2012 Heritage Award Winner ~ Dianne Walker

2012 National Convention

March 13-17, 2012

Boston, MA

In partnership with Eastern District Association  
& Massachusetts AHPERD

*I am just finishing my 'on the road' touring... I am speechless and honored to be included among the previous honorees of the National Dance Association! My best to you —Dianne Walker*

The National Dance Association is proud to announce the 2012 Heritage Honoree—tap dance icon, Dianne Walker! Ms. Walker has been praised as the "Ella Fitzgerald of Tap Dance" in a 30-year career of lighting up Broadway, television, the movies, and the international stage. Among her students she has mentored is Savion Glover, who affectionately calls her Aunt Dianne. Performance credits include the movie *Tap* with Gregory Hines and the musical hit show *Black and Blue*.

Ms. Walker's talents are exemplary as a choreographer, performer, teacher, director, and mentor. She has earned numerous awards and was a leader in the Dance USA Task Force on Dance Education. As an internationally acclaimed woman in the field of tap dance, we honor her achievements in advocating for this art form.

In a class at Jacob's Pillow, Ms. Walker described how the steps should vibrate like an "articulate" voice, "oh my goodness, it is a pleasure to listen [to] clarity of sound." In a sense, the tapper should clearly and beautifully announce the feet with every move.



*Dianne Walker*

Ms. Walker will be honored at the Heritage Awards Banquet on Saturday, March 17, 2012 at the AAHPERD National Convention in Boston (time and location TBA). As a special treat, she will teach a master tap class immediately following the celebration.

To see Dianne Walker in action, visit the links at [http://www.aahperd.org/nda/profDevelopment/dianne\\_walker.cfm](http://www.aahperd.org/nda/profDevelopment/dianne_walker.cfm)



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**President's Message  
Let's Dance and Move Toward the  
Future  
Gladys M. Keeton  
Associate Professor, Texas Woman's  
University**

Dance is now recognized globally as a forum that promotes art, ethnicity, identity, and nationalism. It connects world events via personal and communal experiences and is a valuable form of physical activity among youth and adults. Dance has even made its way to reality television with the shows *So You Think You Can Dance* and *Dancing with the Stars*. The physicality, critical thinking, and social interaction required of the dancers for these shows accompanied by critiques from experts invite viewers to become more knowledgeable about dance in many cultural and historical contexts. With these points in mind, dance education should be included in schools, elementary through college levels.

Join NDA in **Let's Move—Let's Dance** as it unites with AAHPERD's Let's Move in School (LMIS) initiative that supports First Lady Michelle Obama's Let's Move campaign. NDA invites our members to develop the dance aspects of this program, so please send ideas and sample lesson plans that you have developed and presented, to NDA ([nda@aaahperd.org](mailto:nda@aaahperd.org)). We will incorporate these into a special online toolkit. We want to share your ideas and activities with our members and the dance community.

To see what we are currently working on, go to our LMIS Webpage at: <http://www.aaahperd.org/nda/issues/lmis.cfm>

There is also a basic toolkit available that focuses on all of the HPERD disciplines with more ideas available at: <http://www.aaahperd.org/letsmoveinschool/index.cfm>

As the role of dance in society is ever changing, the NDA Board welcomes your comments about where you think dance will be in the next 5 to 10 years. It is important that the NDA leadership hear from members about the services that will help the most in developing relevant, quality dance programs. Please respond immediately to any surveys as you receive them. It takes effort on the part of all members to support NDA's goal in *moving toward the future*.



## Let's Move in School— LMIS Dance Updates!



### Lesson Plan Toolkit

The National Dance Association invites our members to contribute to the new **Let's Move in School—Let's Dance Lesson Plan Toolkit** and Web page.

- Check out the basic AAHPERD LMIS Toolkit for ideas  
<http://www.aahperd.org/letsmoveinschool/tools/peteachers/index.cfm>
- Check out the NDA LMIS Web page  
<http://www.aahperd.org/nda/issues/lmis.cfm>
- Send us ([nda@aahperd.org](mailto:nda@aahperd.org)) lesson plans for before/during/after school dance programs
- Send us ([nda@aahperd.org](mailto:nda@aahperd.org)) links to your lessons online so that we can share them with our members

Let's get the word out that we want high quality, comprehensive dance education in our schools!

### Cindy Jones to headline LMIS Showcase 2012 AAHPERD National Convention

**K-12 National Dance Educator of the Year (DEOY), Cindy Jones**, will lead an original upbeat dance for the young participants of the LMIS showcase, scheduled for Thursday, March 15, during the AAHPERD National Convention in Boston.

In January, AAHPERD will post Cindy's dance with step-by-step instructions online. Prior to the showcase, AAHPERD will also post groups performing Cindy's dance. Be on the lookout for a broadcast e-mail on when you can go online for this fun exercise!

The K-12 DEOY program is sponsored in part by Sportime.



### Let's Move—Let's Dance—in School Special Event!

Tuesday, March 13, 2012

2012 AAHPERD National Convention & Exposition

Join our presenters in bringing quality dance classes before, during, and after school! Here is the schedule:

**Dancing through the Curriculum**

**SPARK**

**Fit2Dance Groovin' Kids**

**Hip Hop to Glee**

**Rhythms & Sports Themes**

**Dance to Improve Parental Involvement**

**Waltz Basics**

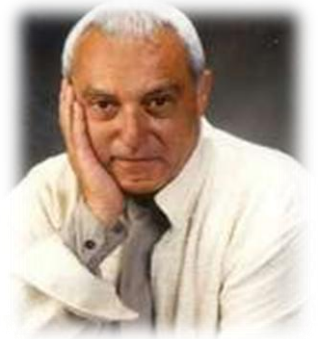
Plus more exciting dance events throughout convention week!

**Contact: NDA, 703.476.3464, [nda@aahperd.org](mailto:nda@aahperd.org)**

## This Holiday Season Contribute to the NDA Heritage Fund!

Dear Honored NDA Member,

Since 1963 the National Dance Association has spotlighted innovative contributors in the world of dance and dance education. NDA has done so by honoring such notable artists as Lula Washington, Donald McKayle, Katherine Dunham, Gus Giordano, Marlys Waller, and others, with the NDA Heritage Award.



*Gus Giordano*

In 2012, the tradition continues as the Heritage Award is presented to tap dance icon Dianne Walker, who has blazed a trail of success on Broadway, television, in the movies, and on the international stage throughout her 30 year career.

To continue casting the spotlight on revolutionary contributors in the dance world, NDA asks that you consider supporting our legacy for future Heritage Award recipients. Your donation will help further the success of NDA members like yourself and within the global dance community who have shown significant service to dance education excellence.

Please make checks payable to “NDA/AAHPERD” and include in the memo: “NDA Heritage Fund.” All donations are deductible for income tax purposes to the extent allowed by law.

Mail contributions to:

National Dance Association  
1900 Association Drive  
Reston, VA 20191



*Mary Jane Wolbers*



*Katherine Dunham*

To view the entire list of Heritage recipients:

<http://www.aahperd.org/nda/profDevelopment/heritagewinners.cfm>



## DANCE EDUCATION ADVOCACY

### UN Summit Event on Physical Activity and NCDs

Michael Patrick Hearn represented NDA at the Preconference on Physical Activity (PA) and NCDs held in conjunction with the United Nations High-level Meeting on Non-Communicable Diseases (NCDs) on September 18, 2011 in New York City. Topics included: Society Movers; Game Changers among Athletes, Patients, and Ministers of Health; Advancing toward a Healthier World; Opportunities and Barriers to Increasing PA and Improving Health; and Taking Action on the UN Declaration.



In her keynote address, US Surgeon General Regina Benjamin, MD, MBA, spoke about how dance can be an effective physical activity in combating NCDs and living a healthy lifestyle. In a separate interview, she noted that dance is a form of physical activity that she personally enjoys.

*US Surgeon General Regina Benjamin, MD*

### NDA Board Meeting

The NDA Board of Directors assembled on October 22-23, at Texas Woman's University (TWU). TWU student, Katie Webb, helped organize the meeting. Agenda items included AAHPERD unification; convention planning; NDA programs, products, and services; and the future role of NDA.

### Call for Board Nominations

Become a leader in NDA and dance education! NDA members interested in serving on the NDA Board of Directors, or learning more about the nomination process for the offices of **President-Elect, Board of Governors Representative, Dance Science and Somatics Vice-President, and Dance Education Vice-President.**, contact **Marcey Siegel**, Nominations Chair: [marcey@the-siegels.com](mailto:marcey@the-siegels.com); phone: 630.247.9750. Elections will be held during the NDA Assembly at the 2012 AAHPERD National Convention (March 13-17). Application Deadline: November 30, 2011.

### National Whole Child Resolution

[H. Res. 1093](#) designates March as "National Whole Child Month." NDA, ASCD, and all whole child partners support this approach. [Send a letter to your senators](#) urging them to co-sponsor the Whole Child Resolution.

### NDA "Best Practices and Beyond" Dance Education Forum

#### March 15, 2012 AAHPERD National Convention

Assess and share innovative dance education programs with award-winning experts in this pedagogy forum for all committed to quality dance education and the Whole Child. Journey into diversity and self-awareness created through the rich tapestry of dance. Bonus: Stay for the credentialing training session immediately following. Information:

[www.aahperd.org/convention](http://www.aahperd.org/convention)

### Dance Discussion— "Let's Travel!" Radio

Dance educator Denise McClellan recently spoke on behalf of NDA and the Let's Move in School initiative on "Let's Travel!" Radio. She served on a panel that discussed the positive values of dance for both social/cultural and medical well-being. To hear the interview:

<http://www.letstravelradio.com/podcasts/>

### Americans for the Arts

"The Arts—Ask for More" public service advertising campaign helps educate adults on providing more arts education in and out of school:

[http://www.americansforthearts.org/public\\_awareness/default.asp](http://www.americansforthearts.org/public_awareness/default.asp)

### Cultural Exchange Association of Performing Arts Presenters (APAP)

With support of the Andrew W. Mellon Foundation, funding is offered to U.S.-based professional artists traveling abroad for research, and development of cultural exchange projects:

<http://www.apap365.org/KNOWLEDGE/GrantPrograms/Pages/cef.aspx>

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### Now on the NDA Website!

**\*NDATalk for sharing our favorite dance moments**

**\*Interviews, Articles, and Reviews of professional dancers, performances, and events**

**\*Upcoming Dance Auditions, Performances, and Events happening around the nation**

To see the latest go to <http://www.aahperd.org/nda/>



*Lauralee Zimmerly*

## **LESSON PLAN** **"What is Dance?" Response Paper & Forum Discussion** **Online Instruction in Dance**

Lauralee Zimmerly  
College/University National Dance Educator of the Year 2011  
School of Performing Arts-Dept. of Theatre & Dance  
Idaho State University, Pocatello, ID

**Lauralee Zimmerly will present her research, *Dance Online: Developing Digital Coursework in the Arts and Humanities*, at the 2012 AAHPERD National Convention.**

**Keywords:** dance appreciation, online, curriculum, distance education

### **OVERVIEW—DISTANCE LEARNING**

Distance education is fast becoming a major part of academic life on many university campuses (Simpson, 2010). Administrators encourage, if not demand, that a proportion of classes be taught online and that faculty participate in technology-related endeavors (Bower, 2002). In spite of the rapid growth of distance education, there is concern about its effectiveness in education (Johnson & Aragon, 2002), especially among educators in the performing arts, where social interaction and reflective collaborative learning environments are key. It is only in the complex interplay of technologies with pedagogies that quality distance education emerges.

### **LESSON PLAN**

This lesson plan delineates a two-part critical thinking assignment in the online university level Arts & Humanities course *Survey of Dance*, which explores the historical development of dance, cross-culturally from early to modern times. Students study the language, literature, and forms of dance through readings, demonstrations, and performances. The relationship to the fine arts and other disciplines is also examined.

Technology sets the beat; pedagogy defines the moves (Anderson, 2003). Quality of instructional design determines course efficacy (Johnson & Aragon, 2002). If appropriate and informed design for quality online instruction is implemented, specific coursework within a university dance curriculum should be supported in an online learning environment, thus meeting demand for technological

innovation in instructional delivery required by the current and future educational landscape.

### **INSTRUCTIONAL GOALS**

- Cultivate understanding of dance as a cultural, sociological, aesthetic phenomenon
- Increase student knowledge of historical facts influencing the development of dance
- Increase student knowledge of the inter-relationships among dance and other fine arts
- Cultivate broad understanding of the human body and movement as a tool of expression
- Introduce scholarly historical research as a branch of dance education

### **NATIONAL DANCE STANDARDS**

- Understanding dance as a way to create and communicate meaning
- Applying and demonstrating critical and creative thinking skills in dance
- Demonstrating and understanding dance in various cultures and historical periods
- Making connections between dance and other disciplines

### **WHAT IS DANCE? Response and Forum Discussion**

"There are almost as many definitions of dance as there are people writing about dance. There is great disagreement on how broad this definition should be. Some definitions include practically all human

movement, while Webster's Dictionary limits it to 'rhythmic movement of the feet or body ordinarily to music.' Others assert that unless movement has symbolic meaning or expresses emotion, it is not dance. Still others claim that even animals can express emotion through movement, and therefore they dance. Exploring the meaning of dance, as expressed in either choreography or the written word or both, has become a lifelong search for some individuals." (Lihs, 2002, p.1)

As an individual viewer of dance you will be developing your own personal aesthetic and viewpoint to the experience of dance (Lihs, 2002). When you view a dance, the concept is channeled directly through your imagination to bring new interpretation in the hermeneutic process (Stanford Encyclopedia of Philosophy, 2005). The more you view dance, the more informed your interpretations and understandings will become.

Quotations that follow (pg. 8) reflect ideas of persons involved in the experience of dance. All are individualized, informed comments that highlight an interrelation to dance, yet with commonalities.

### **ASSIGNMENT—RESEARCH, WRITING, ONLINE FORUM**

For Response#1 assignment: Read all quotes, contemplate the following: What are commonalities among these expressions? What are differences, unique characteristics of expression?

Pick one quote that aligns with your viewpoint; discuss how. Add applicable quotes. Research Web or textbook material about the person whose quote is chosen. Examine the writing and choreographic work. What has he or she said? What has he or she created? Report on your findings.

Write your response to the above questions in a word document. Save it to a folder on your desktop or disc to submit to the Web course. The assignment guidelines, grading rubric, and a sample response paper are posted on the Web Course site. Save the paper as follows:

**Example:** Response 1\_your last name.doc

Join the online Forum Discussion that corresponds to the chosen quote. Post a statement (3-5

sentences) that delineates why the quote was chosen and how it relates to your personal life.

Post a link (i.e. You Tube) to a dance style that you find interesting. View and comment on the other postings in your forum group and at least three postings in one of the other forum groups.

### **GRADING RUBRIC—Response & Forum Discussion (50 points total)**

#### **1. Evidence of Understanding (10pts)**

Accuracy of summary, analysis of content, and depth of understanding are exhibited; delineates the main points of the article. Writing is insightful, identifiable, plausible, novel, sophisticated, and ideas are presented with clarity.

#### **2. Originality and Critical Thinking (10pts)**

Personal insights are integrated with knowledge in the field and are reflected with relevance to the topic. Novel connections are made to outside material (from other parts of the class or other classes), which illuminate the main ideas.

#### **3. Presentation (10pts)**

The paper follows the correct format: paragraphs are organized, neat, with correct grammar/spelling, writing style, and skill. Sentence structure, grammar, and diction are excellent, with correct use of punctuation and citation style; minimal to no spelling errors and no run-on sentences or comma splices. Sources are properly cited in APA or MLA format.

#### **4. Group Interaction—Online discussion (20pts):**

Participation in group discussion

- **Promptness and Initiative**  
Consistently responds to postings and demonstrates good self-initiative
- **Relevance of Post**  
Consistently posts topics related to discussion topic; cites additional references related to topic
- **Expression within the Post**  
Expresses ideas in a clear, concise manner with obvious connection to the topic
- **Contribution to the Learning Community**  
Aware of needs of community; frequently attempts to motivate the group discussion; presents creative approaches to topic

## QUOTES (feel free to refer to a quote of own finding)

### **Ted Shawn**

*Here the constants of beauty, ease, proportion, vitality, technical mastery, of the communication of ecstasy to the beholder, are within one's body-soul. And the greatest constant of all is that we experience a rhythmic beauty, the activity of God Himself.*

### **Walter Sorell**

*Movement is the essence of life, dance is its ultimate expression...The artist creates out of the world that has made him in order to remake it according to the image of his inner world.*

### **Jose Limon**

*Movement in order to have power and beauty must spring from the organic center of the body. It must be intensely human or it will be gymnastics and mechanical and empty.*

### **Mary Wigman**

*What are we looking for? To attune our innermost feelings to the mood of the time.*

### **Isadora Duncan**

*The dance is love, it is only love, it alone and that is enough...now, I would like to no longer dance to anything but the rhythm of my soul.*

### **Alvin Ailey**

*I think that dance should primarily be entertainment. It's a visual theater and an oral theater...beautiful people, beautifully dressed, doing beautiful and meaningful things.*

### **Rishit Sheth**

P.S. 102 (Elementary School Student) Queens, NY  
(not on Web)

*What is dance! Dance is entertainment. Experiencing the movement. Feeling the beat. Following the rhythm. Balancing the steps. Practicing on stage. That's Dance.*

### **George Balanchine**

*I never think I am going to do something original. You just do what you want to do...our movements have to be performed in the composer's time. That's what makes ballet so exciting- the movements of the body in time.*

### **Charles Weidman**

*The artist is...the bearer of a message and it is his responsibility to tell it- in whatever medium it might*

*be- intelligently, forcefully and with his utmost artistic ability.*

### **Jacques D'Amboise**

*Dance is your pulse, your heartbeat, your breathing. It's the rhythm of your life. It's the expression in time and movement, in happiness, joy, sadness, and envy.*



*Jacques D'Amboise inspires students. Photo courtesy of NDI*

### **Twyla Tharp**

*Art is the only way to run away without leaving home.*

### **Anna Halprin**

*Just as the ancients danced to call upon the spirits in nature, we too can dance to find the spirits within ourselves that have been long buried and forgotten.*

### **Hopi Indian Saying**

*To watch us dance is to hear our hearts speak.*

### **Curt Sachs**

*The dance is the mother of the arts. Music and poetry exist in time; painting and architecture in space. But the dance lives at once in time and space.*

### **Joan Acocella**

*No, dance is not a portrayal of the way we live and to think that it is seems to me to betray an excessive attachment to the way we live or the way we explain our lives to ourselves, in the language of reason and morals. As everyone knows, the mind can operate in completely different languages- dream, music, higher mathematics- and dance is one of those languages. Its logic is not discursive but lyric. Like music, it is a force field, an orchestration of lines of force, lines of energy, and that is the only way to start understanding it. Dance is not a story; it is a song.*

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*Photo courtesy of Lauralee Zimmerly*

## Dreams x (Discipline + Technique) = Freedom!

Gary Moore, Dance Instructor  
Booker T. Washington Magnet High School  
Montgomery, Alabama



*Gary Moore mentors a dance student in a Shakespearean ballet*

When I set foot on campus on that inevitable first day of school, one can almost hear the sound of trumpets blare out...

“Beware...Anachronism approaching!” The students see me and question what business they could possibly have with a gregarious, white haired, overweight, once-upon-a-time dancer who, they soon discover, takes gleeful delight in sharing all of the fabulous experiences that life has given him. At that juncture, I am nothing but a museum piece, a curiosity; something to gawk at and then ignore. Silly them: little do they realize that they are about to become my cause celeb, my paint, my words, my clay. My dream, my greatest challenge, is to transform them into works of wonder for others to gawk at, but certainly not ignore.

### Language versus Extraterrestrials

As the days go by I delight in eaves-dropping on my students’ trans-campus conversations. Mortified by their inability to utilize the vast extent of the English language, I am compelled to immediately correct their vocabulary: I just can’t help myself. Their first reaction is to look at me as if I were an extraterrestrial demanding “Take me to your leader!” What they are not prepared for is someone who euphorically provides corrective commentary of their dialogue. For example: “Oh please, you’re going to meet her ‘on tomorrow?’” Are you serious? “On tomorrow?!” Or, “You are not going to ‘dat’ room; you are going to ‘that’ room.” And my personal favorite, ‘BE’ is NOT a verb! “I be going to dat room on tomorrow.” Not in my lifetime you’re not! I refuse to let them be content with their verbal cave paintings, just as I refuse to let them be content with mediocre output. I must ignite a desire within them to go beyond their colloquial limitations.

Then it hits me like a sledge hammer: “Wait a minute! I’m not an English teacher; I’m a dance teacher...in the public school system! Have I lost my mind? Why should I care that they can’t communicate?”

### I Do Care

Well, I do care, because Dance is the first form of communication. Before we are even born we dance

and move within our mothers. We communicate precisely how we feel. Dance, therefore, is the perfect tool to teach children the art of communication. Every day when we cross the studio threshold we enter into a world with a five hundred year history of progressive technical development. This progressive development invigorates a world that never rusts. It is a world dominated by the single equation:

**Dreams x (Discipline + Technique) = Freedom!**

At first, the students are not accustomed to the considerable restraints of a classical ballet class. The going can get rather tough: but, when the going does get tough, the tough do even more tendus, plies, degages, developes, and on and on. What does this teach? Aside from the obvious technical merits, it teaches tenacity. It teaches that Rome was not built in a day; it takes time, a concept they must now confront in their world dominated by multi micro-second bytes that insist everything is instantaneous.

The challenge is to get the students to reach their own, personal revelatory ah-ha moment. It’s an incredible moment when they suddenly realize that, until now, they have entrusted themselves to an illusion, a façade, and that it is they alone who will be responsible for their future. It is for that moment that I direct my energies. When their inner light turns on you can see it in their faces and in every movement they create. Once it is lit, nothing can stop them. Everything changes: their look and demeanor, their academic output, their budding artistry...everything!

I do not delude myself into thinking that all of my students will continue with dance or even entertain the thought of becoming a professional. Some do and even a few have, but that’s not my purpose. If I were geared to that mode of thought I’d live in a constant state of despair. My joy, my success on a daily basis, is to see the interior glow of inspiration suddenly beam forth from the eyes and soul of a child who, until that moment, had no idea that there was even a spark to kindle.

**To Choreograph a Painting**  
**Degas' *Dancers at the Barre***  
**Point and Counterpoint**

**The Phillips Collection, Washington, DC**

**October 1, 2011-January 8, 2012**

To walk up 21<sup>st</sup> Street, NW, in Washington, DC, is like taking a step back to an era of whimsical and elegant townhouses and secret gardens, that leads you to The Phillips Collection. And what treasures are inside! From October 1 to January 8, an array of Edgar Degas' paintings, drawings, and prints of dancers are on display.

One painting, *Dancers at the Barre*, is described by Chief Curator Eliza Rathbone as "a great, late Degas masterpiece." What is so intriguing about this work is how Degas painstakingly realized his artistic vision. We can even suggest that his approach is like that of a choreographer, constantly experimenting with shading, colors, focus, subjects, and movement.

In the recent conservation of *Dancers at the Barre*, unexpected images, hidden deep within layers of paint, were revealed by means of scientific tools. It was discovered that the artist kept changing the dancers' positions and "intensified the color palette."

The illumination of Degas' creative process is a fascinating highlight of the exhibition. Other pieces show how the artist explored the same subjects in several media forms. He experimented with where he should place a leg, whether to capture the moment when the dancer lifts it from or rests it on the barre, and how one should carry the arms.

Many questions arise in composition. Should the dancers face away from each other? Should their heads tilt slightly to the right or to the left? Are the angles of their bodies toward "corner one" or "corner four" or in-between? What should be the color of their costumes or the background? How does one accomplish pointing the foot? How supple are the dancers' backs?

Form, rhythm, depth, and motion, are all elements of the artistic process.



*Hilaire-Germain-Edgar Degas, Dancers at the Barre, c. 1900*

Rathbone notes that in the final painting the creative process "evokes Degas' own repetitive work as he continually revisits, revises, and works through his visual ideas. The exhibition brings out the parallels between Degas' work and dance itself, both of which require incredible discipline and dedication." She also explains that many of his completely finished works are the ones he sold, so he could no longer touch them.

A choreographer would most likely agree with Rathbone that "there's nothing halfway about either one [dance or painting]. It has to be total love to achieve greatness." This exhibit is not to be missed!

**There are many special events for all ages scheduled in conjunction with the exhibit:**  
<http://www.phillipscollection.org/exhibitions/degas/index.aspx>



## Reflections on... Page to Stage: Our World, Our Dance

Karen Lynn Smith  
Washington College  
NAA Advisory Committee Chair

In February 2011, NDA partnered with Centennial High School (CHS) in Maryland to present the Page to Stage workshop, *Our World, Our Dance*. The CHS chapter of the Nu Delta Alpha dance honor society collaborated with NDA in Targeted for teachers and students (middle school and older), a broad range of subjects were covered.

Fifty-one sessions offered by 19 master teachers were featured during the 2-day event, permitting teachers to earn Continuing Education Units. Technique classes included ballet, jazz, tap, musical theatre, modern dance, salsa, partnering/lifts, Bollywood, Classical Indian dance, Appalachian clogging, Spanish Sevillanas, Caribbean, African, and Native American Indian dance. Students received instruction in Paul Taylor technique, Dunham technique, hip-hop, and choreography. Participants also learned musical theatre repertory from *Cats* and *Sweet Charity*.

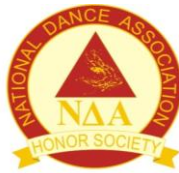
Dance was recognized as an important component in facilitating cultural understanding and achieving academic success by means of the National Dance Standards. Somatic sessions were offered in yoga, Pilates, T'ai Chi, and body rolling. Lectures covered topics about the flash (dance) mob phenomenon, organizing stepping teams, writing for dance, healthy dancing, preventing injuries, and kinesiology.

Of special interest was networking with other dancers and teachers, and learning forms of dance that are not readily available in studios or public schools. An evening concert showcased original student choreography of diverse pieces in many styles.

Both participants and faculty enjoyed this rewarding weekend, revealing the many reasons why dance education is essential in teaching the Whole Child.



*High school students take a hip hop master class at the Page to Stage workshop*



**Jump to New Heights & Receive Accolades!**

**Establish Your Chapter of Nu Delta Alpha Today!**


*The **FIRST** National Dance Honor Society*

- ★ Recognizes high achievement in artistry, academics, and community service
- ★ Middle/High School through College/University levels
- ★ Members participate in special events throughout the United States
- ★ Opportunities to write for the Nu Delta Alpha Journal
- ★ Choreography and performance opportunities
- ★ Leadership roles

For more information, contact  
 NDA, 1900 Association Drive, Reston, VA 20191  
 703.476.3464  
 nda@aahperd.org  
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### CALL FOR WRITINGS!

NDA requests original articles, lesson plans, and creative writings to be published in one or more of these publications: Spotlight on Dance, JOPERD, UpdatePLUS, LMIS Toolkit, Nu Delta Alpha Journal, textbooks, and the NDA Website. Send submissions via e-mail in word format. For sample articles in the Nu Delta Alpha Journal [click here](#).

For more information, contact  
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 703-476-3464  
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## Wonderful Holiday Gifts!



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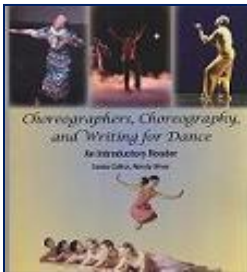
**\$35 NDA Member Price**



### **Estándares Nacionales para la Educación en la Danza**

Traducidos por Maria Carolina Vélez Gaitán, abogada y bailarina, bajo la dirección de Iliana Aljure, Colegio Rochester en Bogotá.

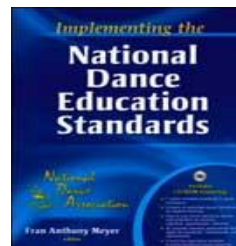
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### **Choreographers, Choreography, and Writing for Dance – An Introductory Reader**

Examine the creative process for aspiring choreographers and writers.

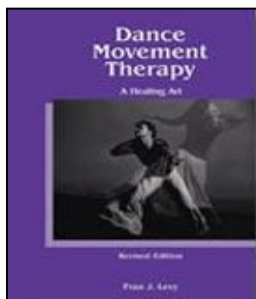
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### **Implementing the National Dance Education Standards**

Benchmarks, lesson plans, and assessments for developing state educational requirements and curriculum.

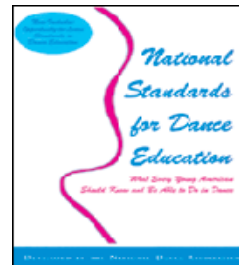
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### **Dance Movement Therapy: A Healing Art (revised ed.)**

Celebrate the history of dance movement therapy's pioneers and healing aspects of psychomotor expression.

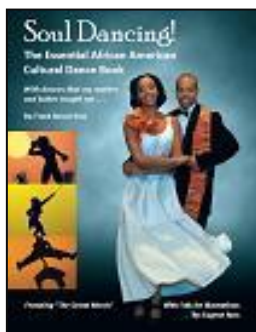
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### **National Standards for Dance Education & Opportunity-to-Learn Standards in Dance Education**

Guidelines on what children in grades K-12 should be able to do in dance class.

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Presentations from NDA's Pedagogy Conference at the National Museum of Dance.

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Wishing You Peace and Joy  
in the New Year!



*Photo courtesy Karen Kaufmann, MOVentures*