



On Technique III

A Semester-Long Journal for
Undergraduate and Graduate
Level Technique Courses,
Including Distance/Online
Learning

Created by Jill Homan Randall | July 2020

Introduction

In 2020, I am excited to share with you a third technique journal for undergraduate and graduate level dance courses. In light of the COVID-19 pandemic, this journal offers questions specific to distance learning and online learning. In addition, I hope that these questions can be explored in a variety of dance courses, expanding beyond modern/contemporary dance.

Let's keep moving, creating, reflecting, and articulating!

Jill Randall

How To Use This Journal

Students can print out the journal and write in it each week. I highly encourage students to use a pen and actually *write* in the journal, versus typing each week. The physical act of writing is a beautiful and kinesthetic thing. There is also a paperless option for this third journal - a PDF version in which students can type. My hope is that the journal can inspire dialogue within a course, or dialogue between a student and their professor/advisor.

The journal is separated into *Beginnings*, *Central Work (middle)*, and *Endings*. The questions for “Beginnings” launches the semester with hopes and goals. For the “Central Work” section, there are 24 questions/prompts which can be explored in any order, any week. Students can select their own questions, or professors can assign specific questions for each week. “Endings” wraps up the course.

There are also two pages to capture and note *Feedback and Corrections* throughout the semester.

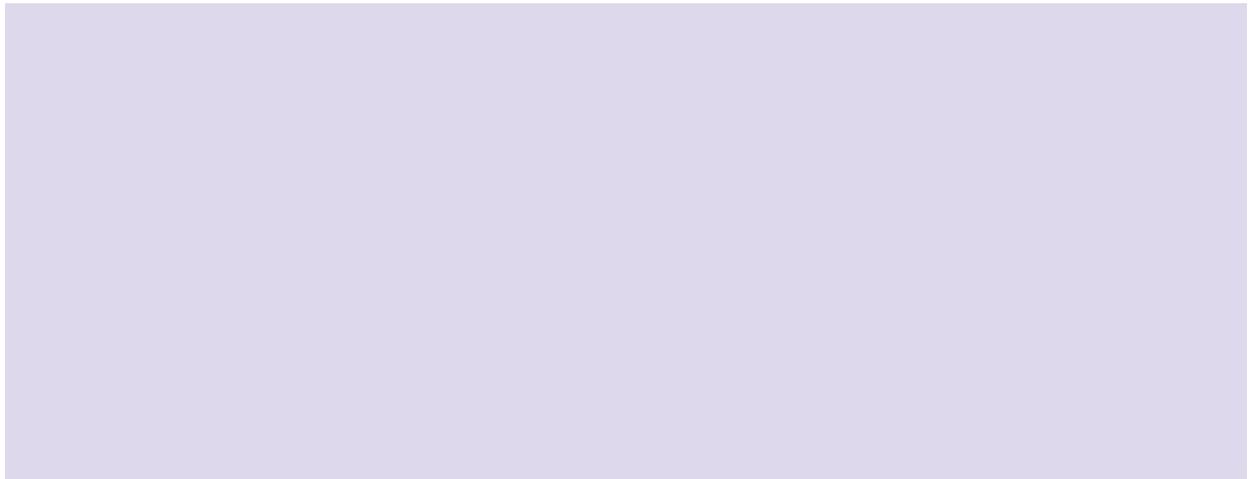
Thank you to...

Adriane Fang (dance professor at University of Maryland) and Nina Haft (dance professor at Cal State East Bay) for reading this journal in draft form, adding questions, and offering valuable feedback.

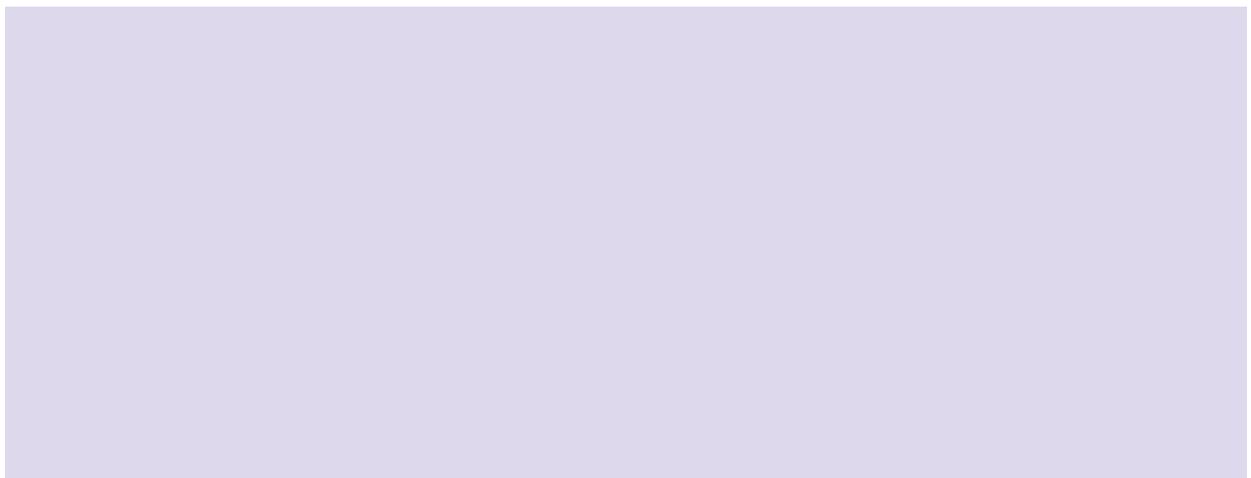
Beginnings: Week 1

Here are several questions to consider as a set, as you begin your course and journey. Write for 10-15 minutes to touch upon all five. Question #4 might also require some further research.

1. What are your hopes and goals? Write 3-5, whether broad or specific.



2. What are your concerns or anticipated challenges towards achieving your goals?



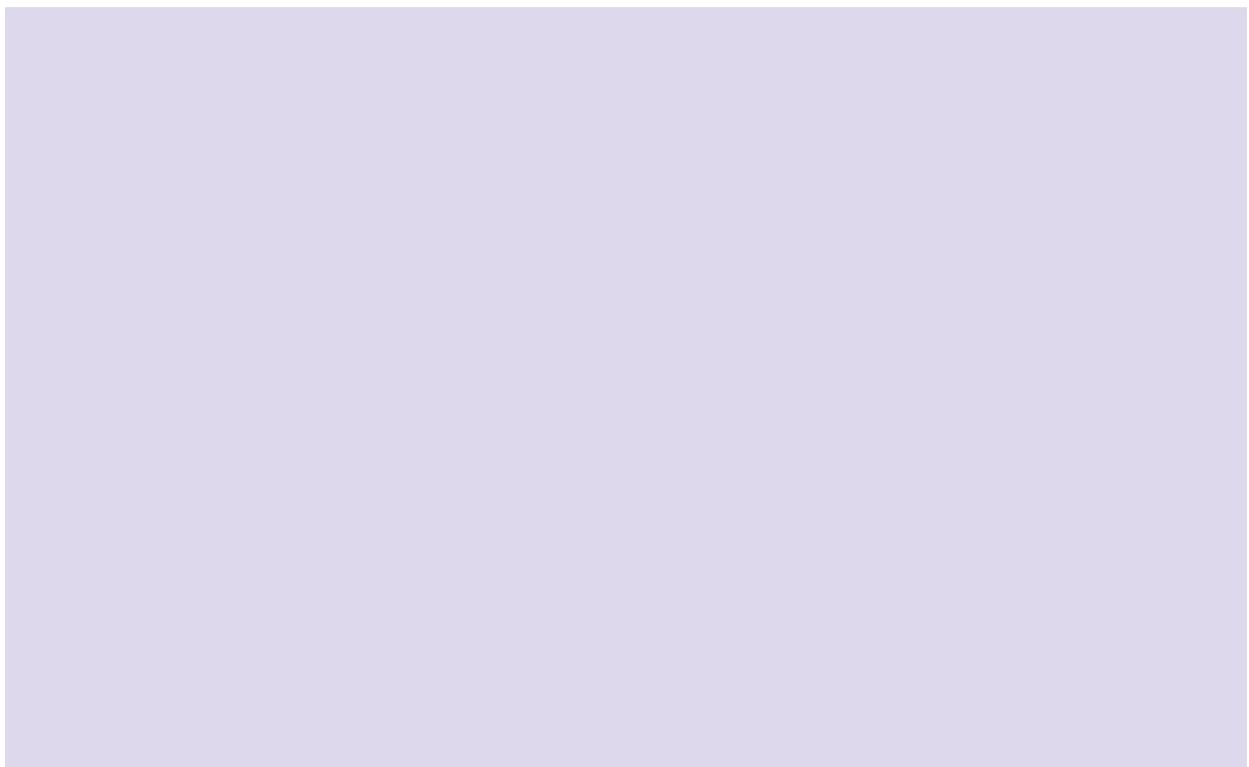
3. What previous dance and/or movement experience do you expect to build upon and expand this semester? If this is your first time studying this technique, what do you think will help you learn this new “dance language?”

A large, empty light purple rectangular area intended for student responses.

4. What prior knowledge do you know about the dance professor? If little knowledge and background about the professor, where can you find out more information? Spend an additional 10-20 minutes researching and reading online. Jot down some notes.



5. Write down 3 questions/curiosities you would ask your professor to get to know them more.



Throughout the Semester: Feedback and Corrections

Capture and note ideas for each week.

Week 1:



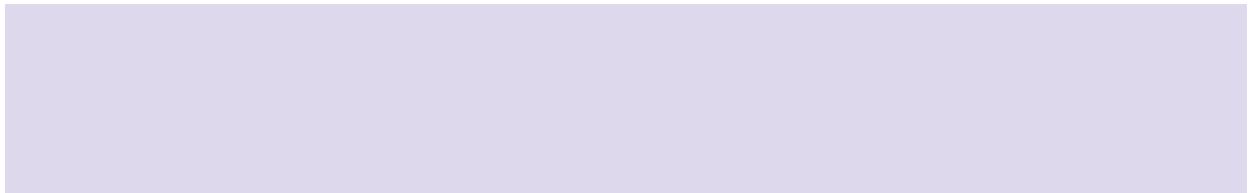
Week 2:



Week 3:



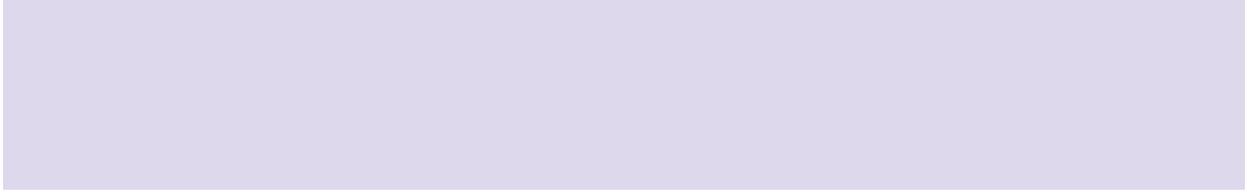
Week 4:



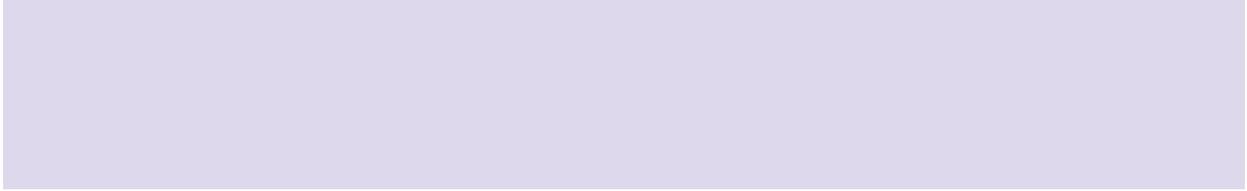
Week 5:



Week 6:



Week 7:



Week 8:



Week 9:



Week 10:



Week 11:

Week 12:

Week 13:

Week 14:

Week 15:

Week 16:

“Central Work”

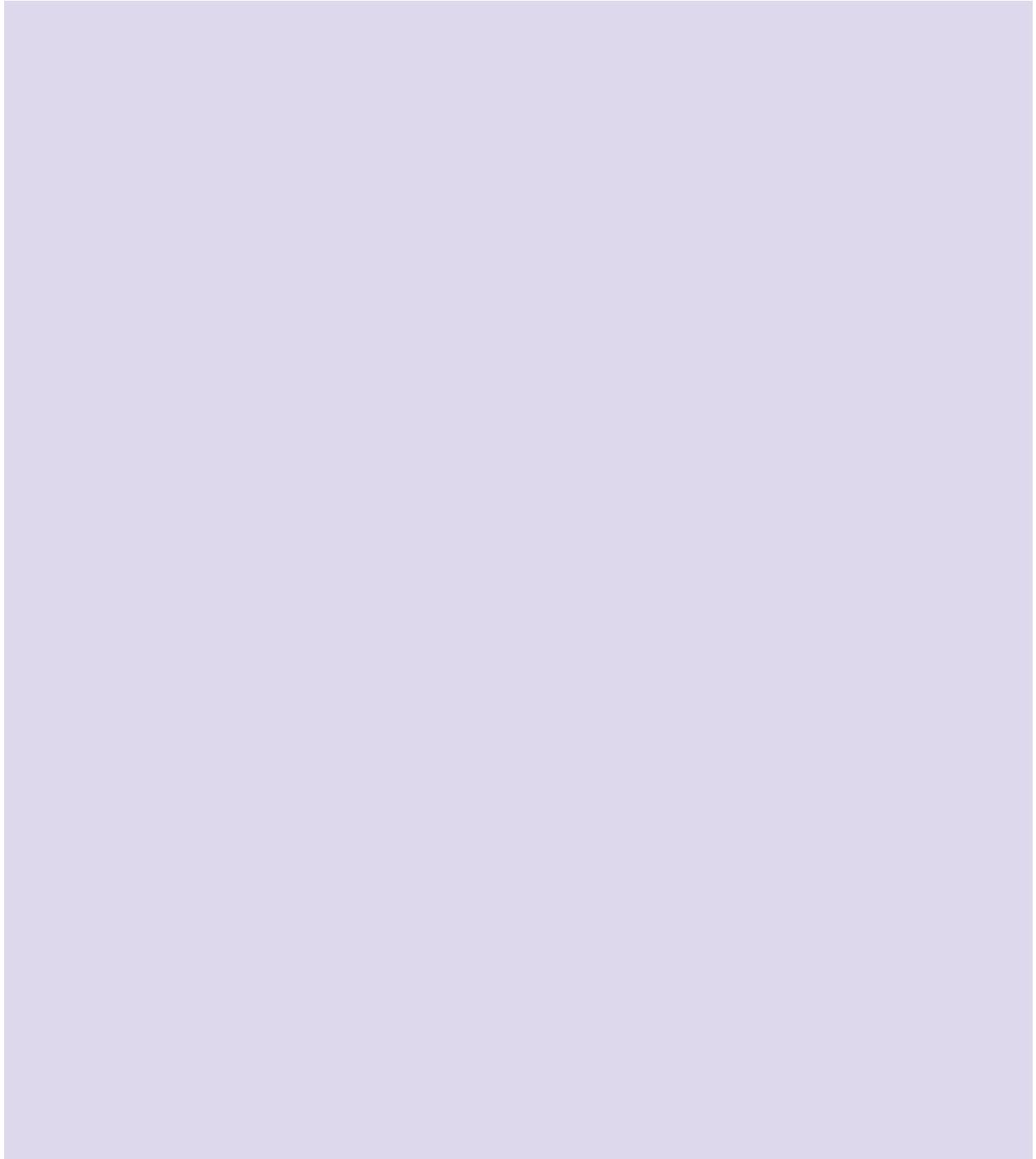
(i.e. the semester)

Listed here are 24 prompts to select from in any order. Your professor might assign a particular page, or you can select a page each week that speaks to you.

Mid-Semester:

Review all of your notes so far in this journal, starting with your hopes and goals. Where are you at in terms of exploring and achieving these goals?

Whether on campus, outside, or in your home, where are you “taking class” these days? Describe the space in terms of size, light, and flooring. How does this environment affect your dance experience? Describe your history with this space.



As a learner, what tools do you use to embody the exercises or tasks at hand? Do you focus on words, moving along with the teacher, counts, sensing the music, etc? Do you speak up if you need the teacher to share the material in another way?

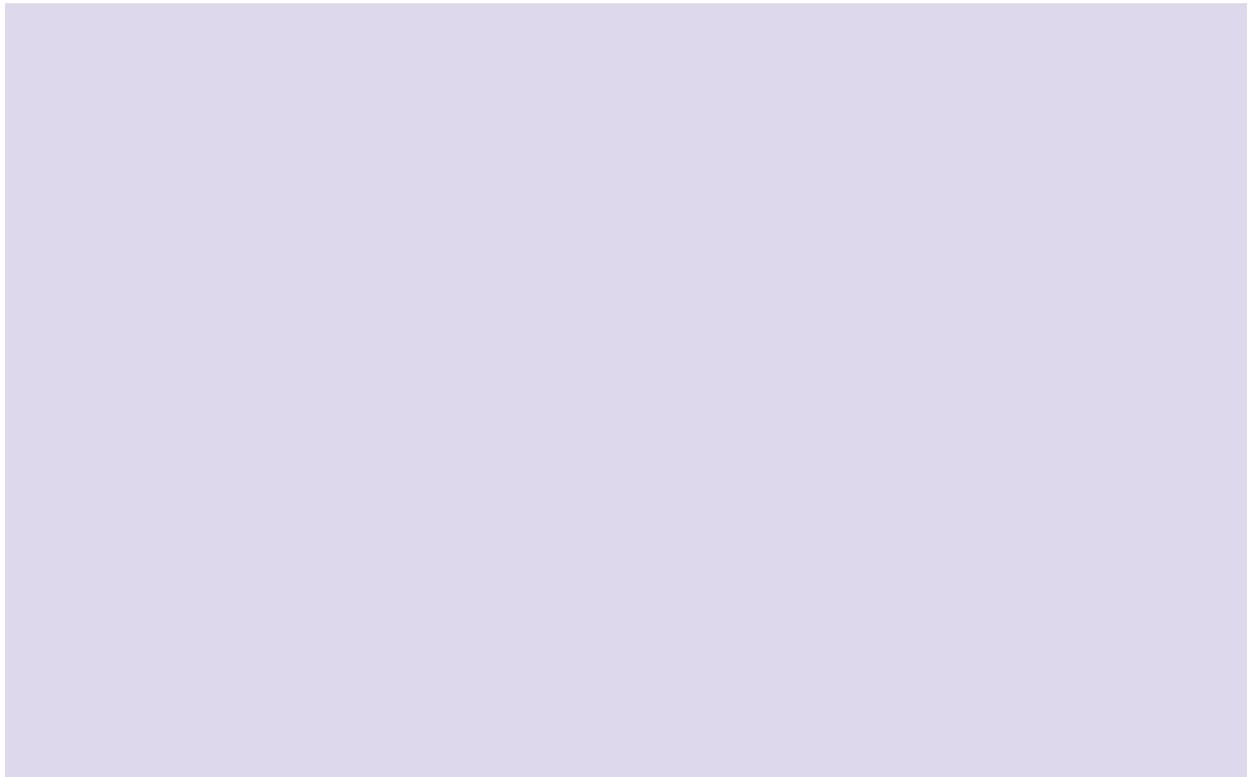
A large, empty light purple rectangular area intended for journaling or writing.

Listing words for the week:

The actions/steps in classes this week (jumping, falling, twisting, shaking, etc):



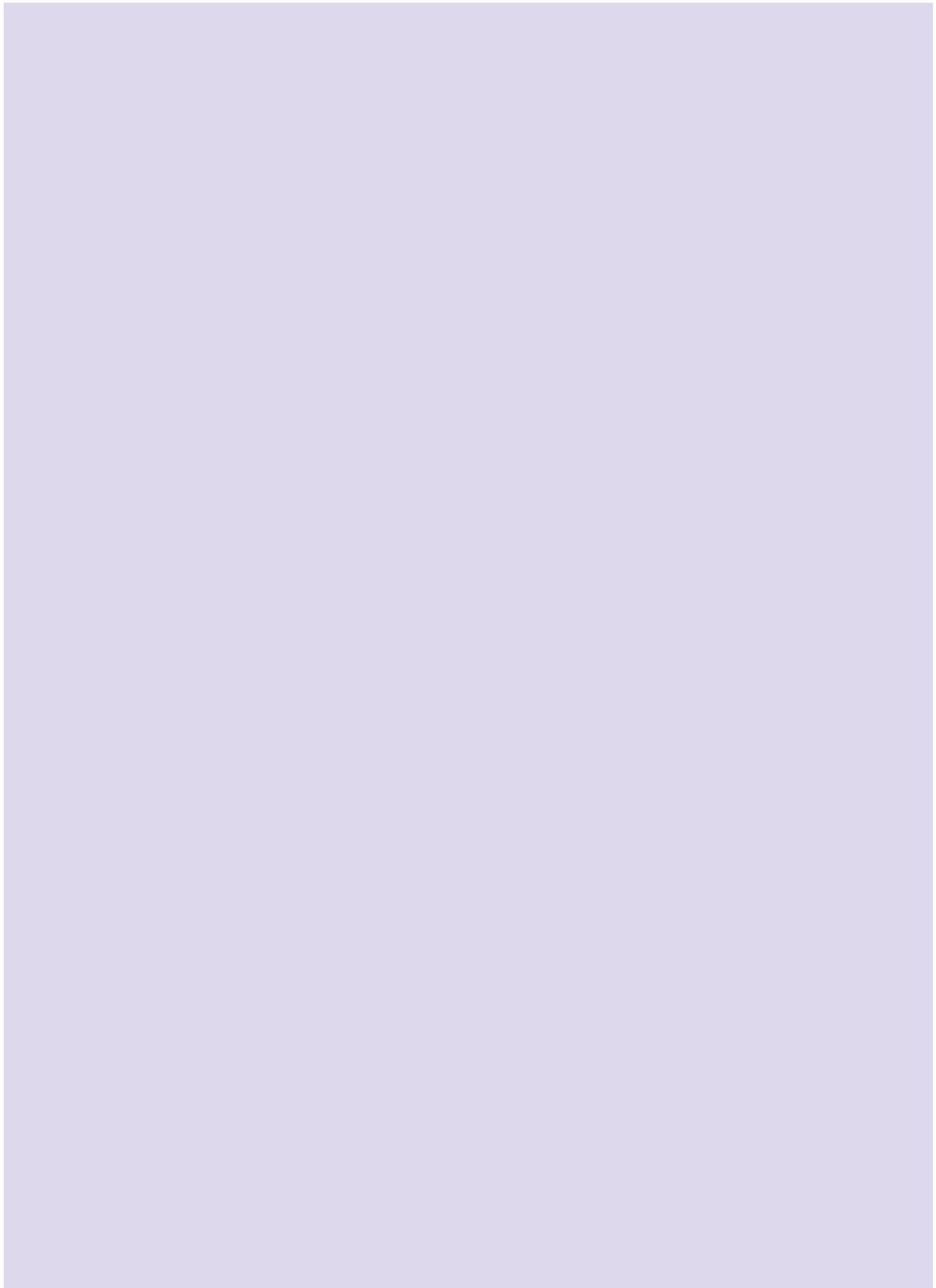
A key phrase the teacher offered (i.e. “How expansive can you be?”):



Connections: Are there concepts in this class that relate to one of your other courses right now (dance or non-dance courses)?



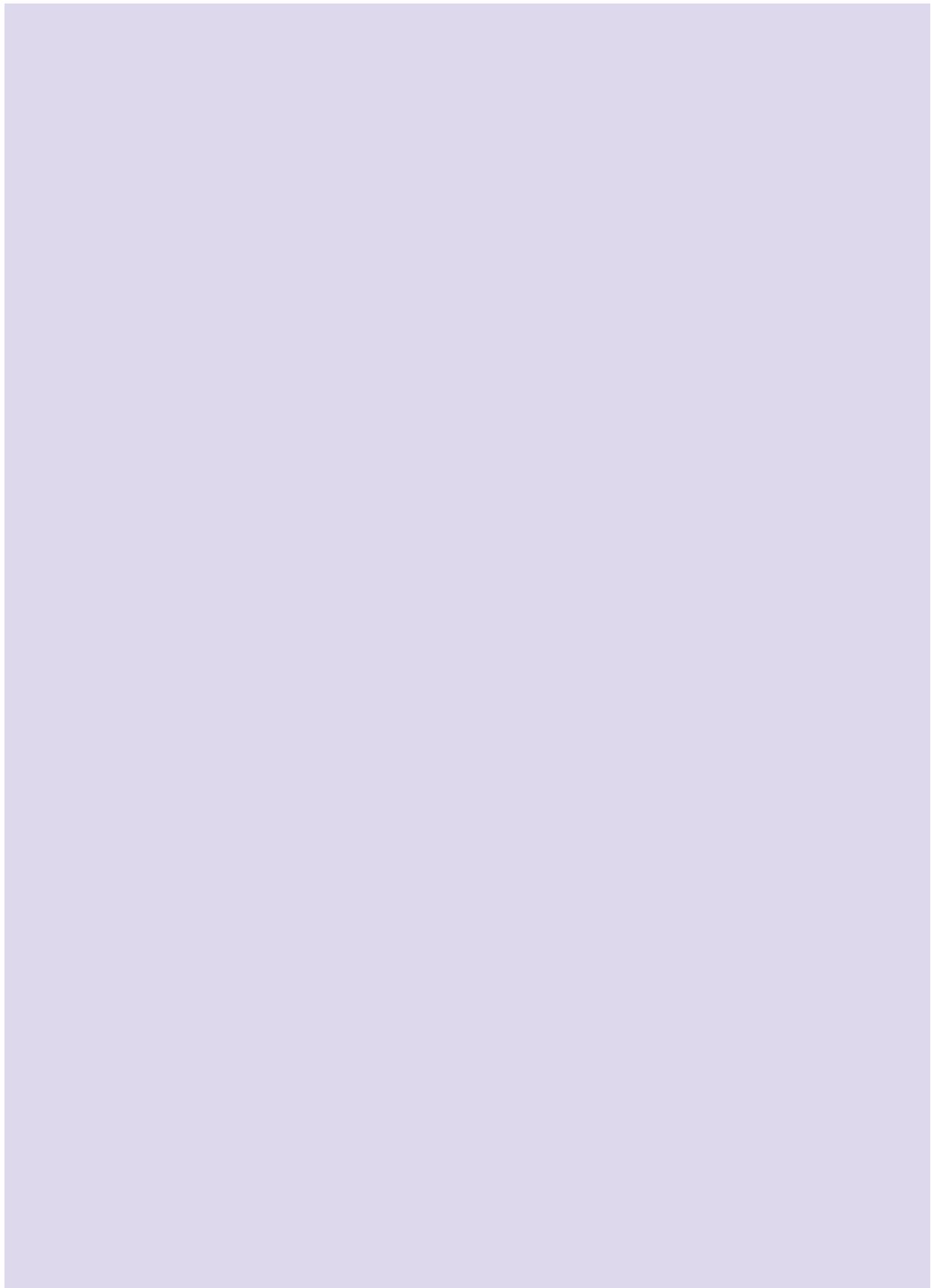
What brought you joy in class this week?



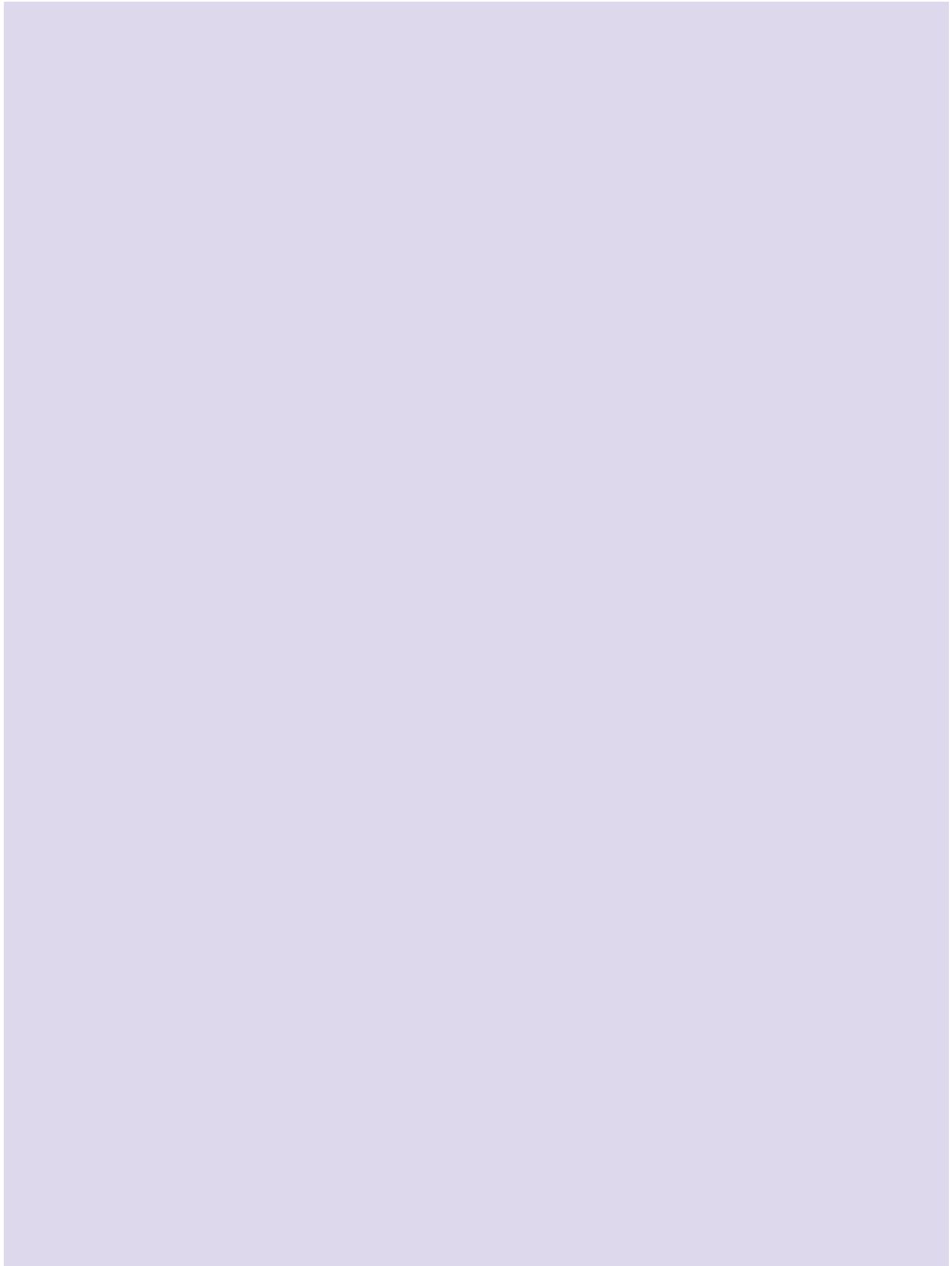
What does the term “make it your own” mean to you? What does it feel like? Look like?



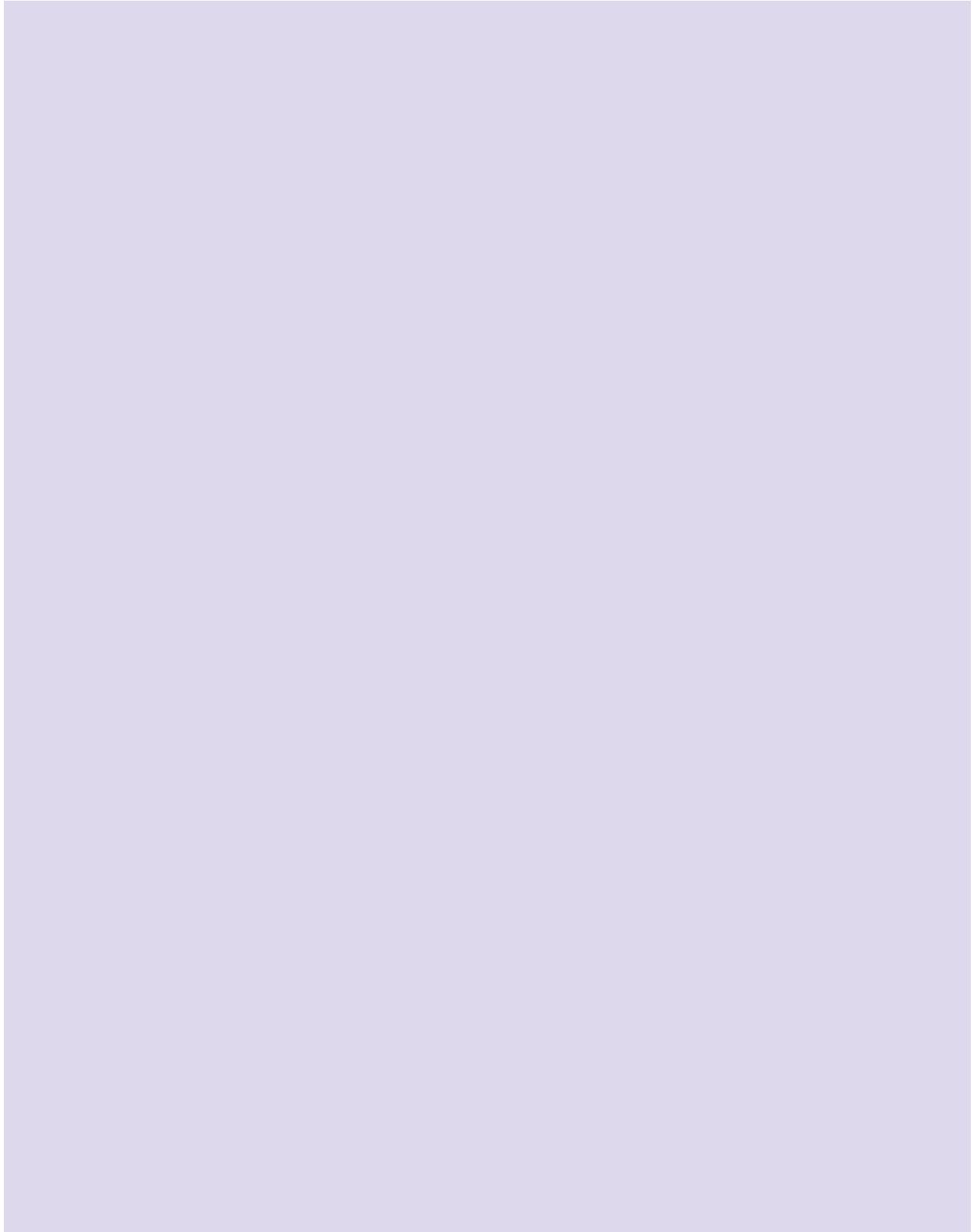
Why dance, now?



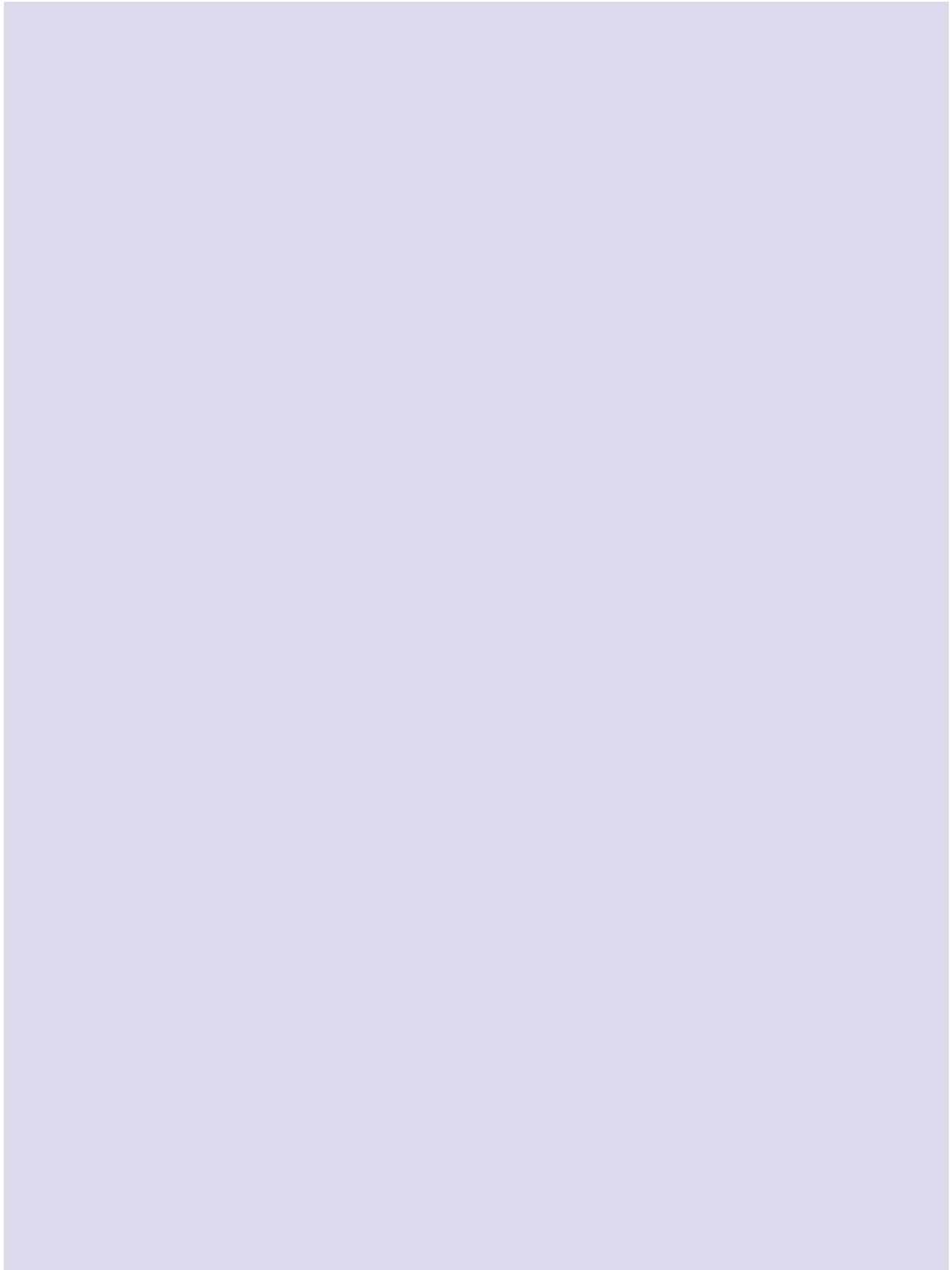
What actions, or parts of class, did you look forward to revisiting or exploring this week?



What was challenging about coming to class this week? What are some of your own resilience strategies you use?



What role does dance serve in your life right now?



If dancing at home or outside this semester (distance learning), how is the experience like site-specific choreography or site-specific performance?



Before and after class: Try this activity out each day for the entire week. Write down 3 words, before class, to describe how your body feels. Afterwards, write down 3 words to describe your body after the technique class.

A large, empty light purple rectangular area intended for journaling. It occupies the central portion of the page, below the instructions and above the footer. The color is a soft, muted purple, providing a visual cue for the journaling activity.

Space. Wherever you are dancing this semester (in a studio, outside, or at home) - what is your relationship to this particular space? When do you feel “at home” and comfortable? Confined? Even in a physically small space, what allows you to move in an expansive and extending way?

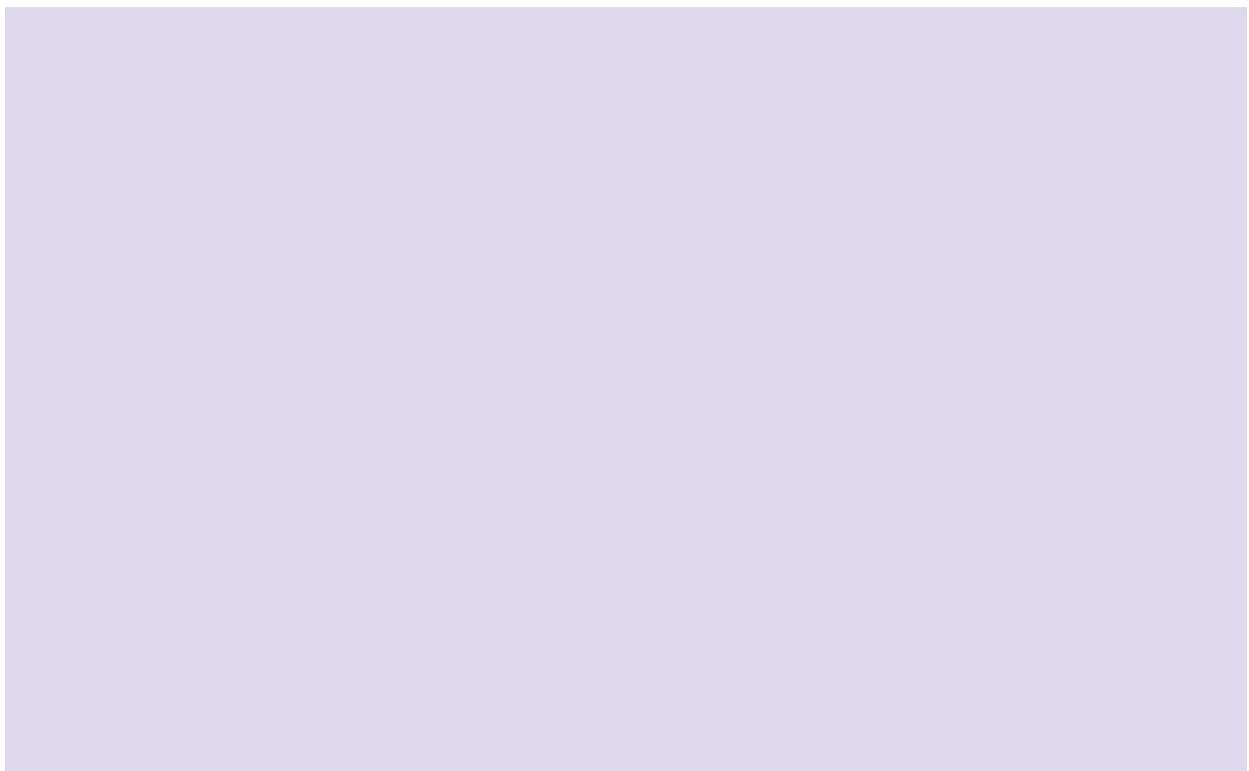


Listing words for the week:

The actions/steps in classes this week (jumping, falling, twisting, shaking, etc):



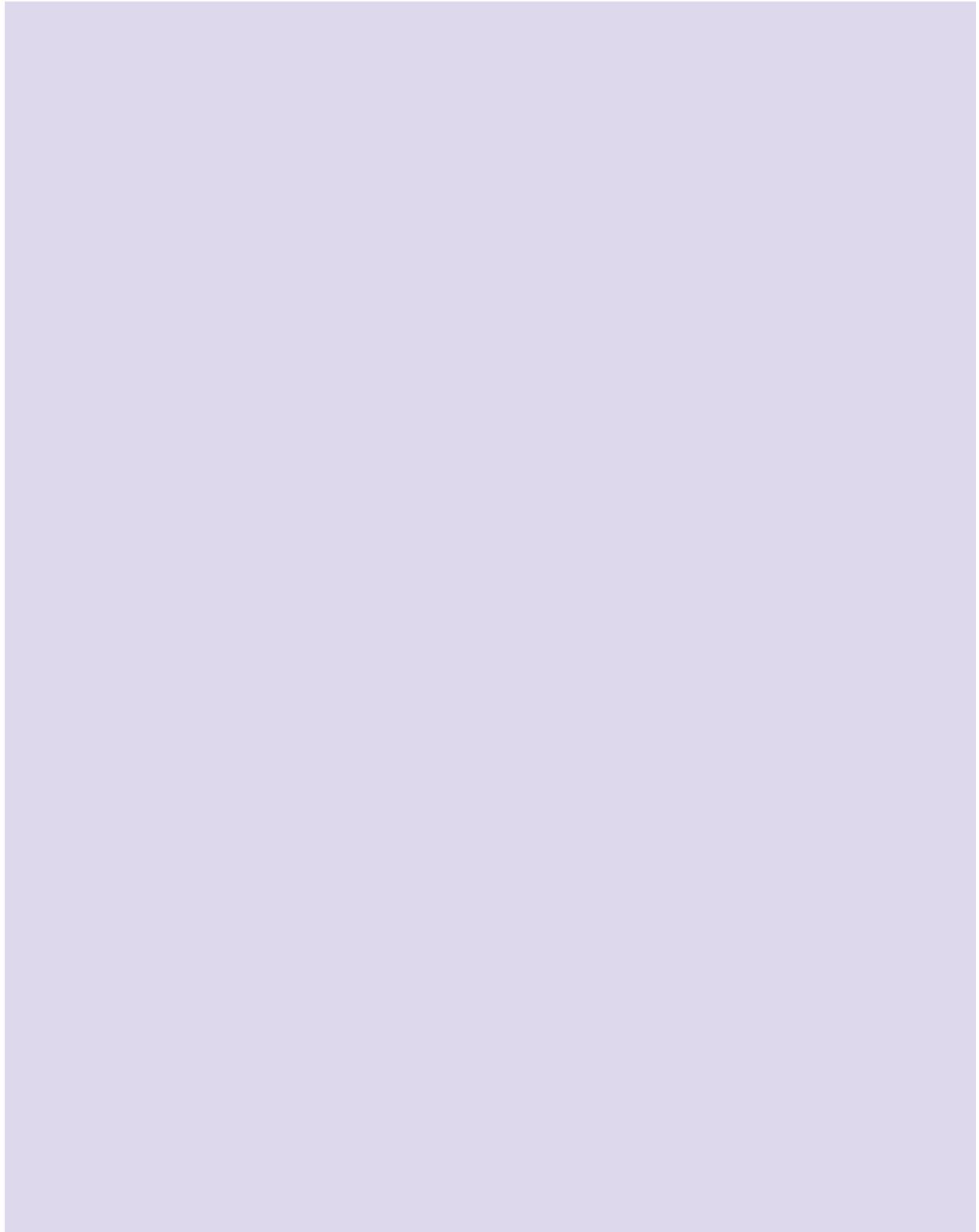
A key phrase the teacher offered (i.e. “How expansive can you be?”):



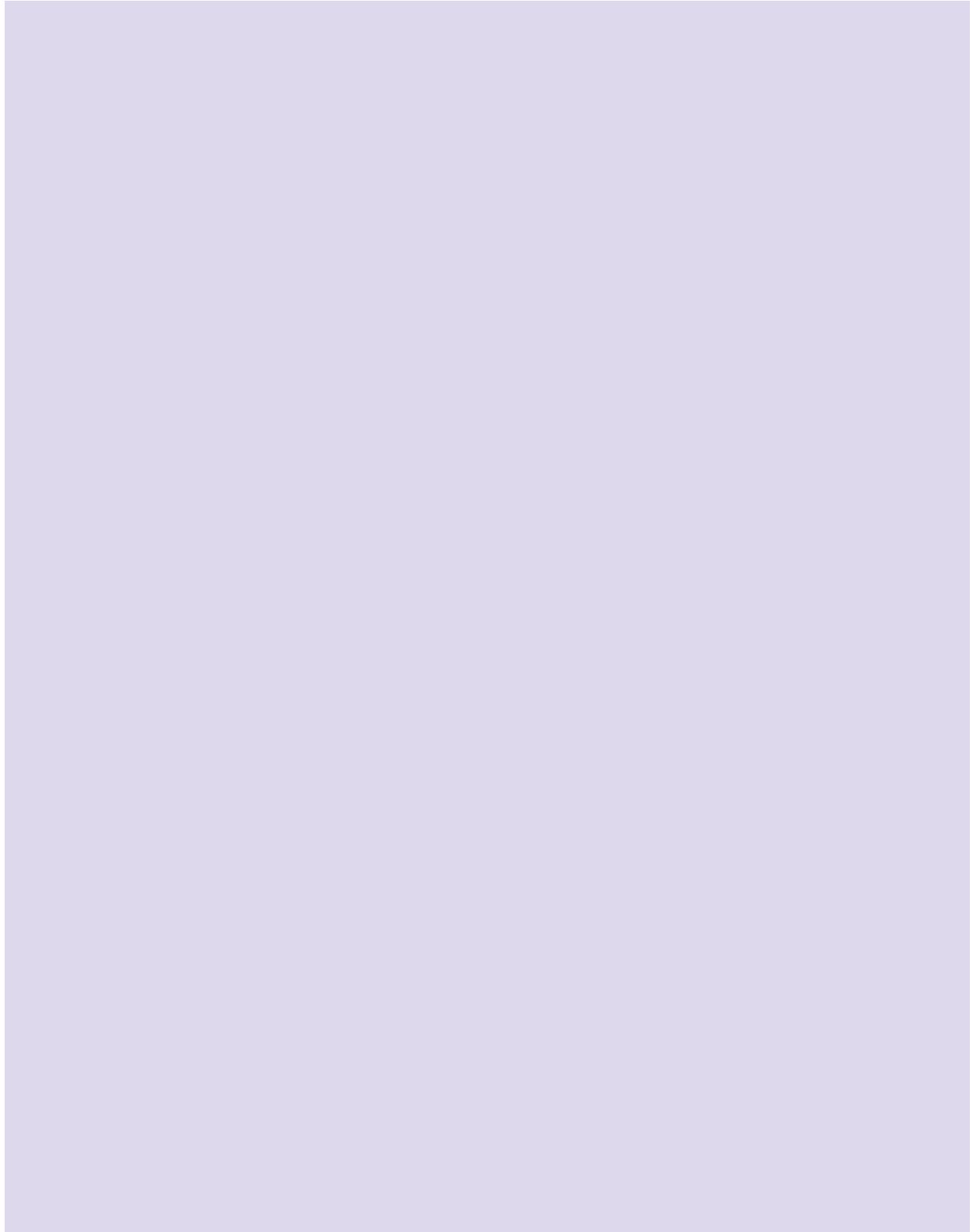
Corrections - specific to you or general to the class. How are corrections shared in your course this semester, whether online or in person? What is your personal process within a class to explore a correction? How do you remember corrections and consider them further and more deeply in classes - days or weeks afterwards?



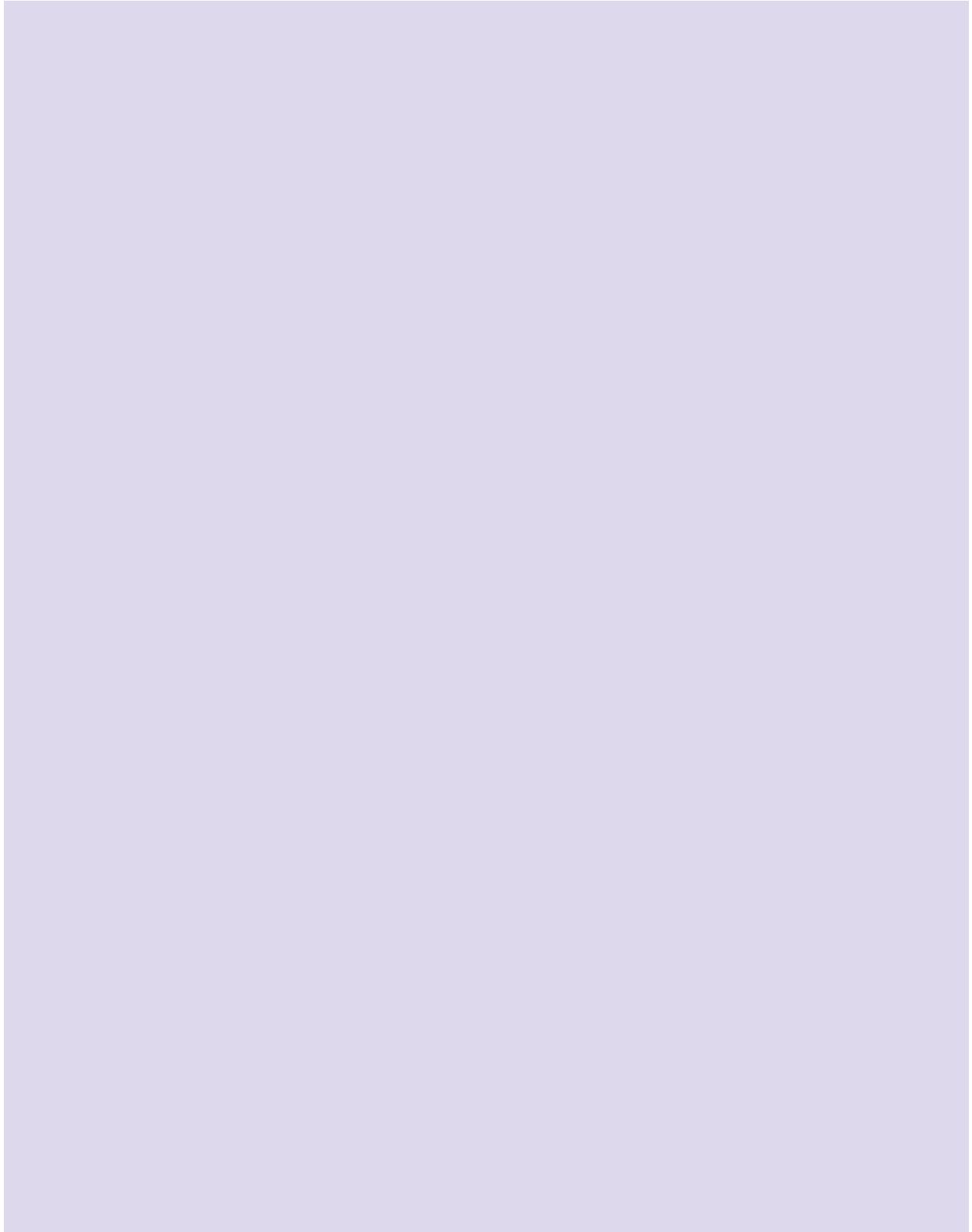
How is class both a solo practice and community practice? When do you feel a part of the group? When do you feel on your own?



How are you learning from others in the course right now? What inspiration and ideas do you gather from classmates?



What does presence look like and feel like in an online course, speaking of students and teachers alike?

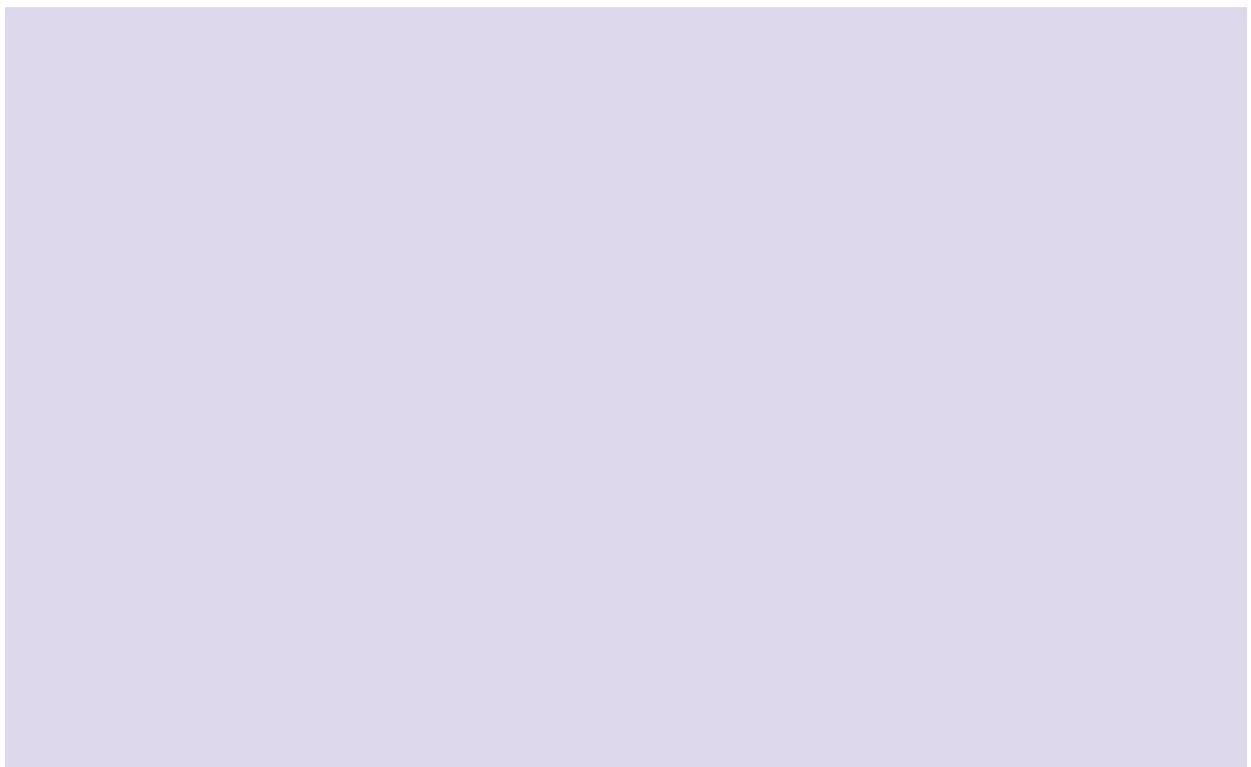


Listing words for the week:

The actions/steps in classes this week (jumping, falling, twisting, shaking, etc):



A key phrase the teacher offered (i.e. “How expansive can you be?”):



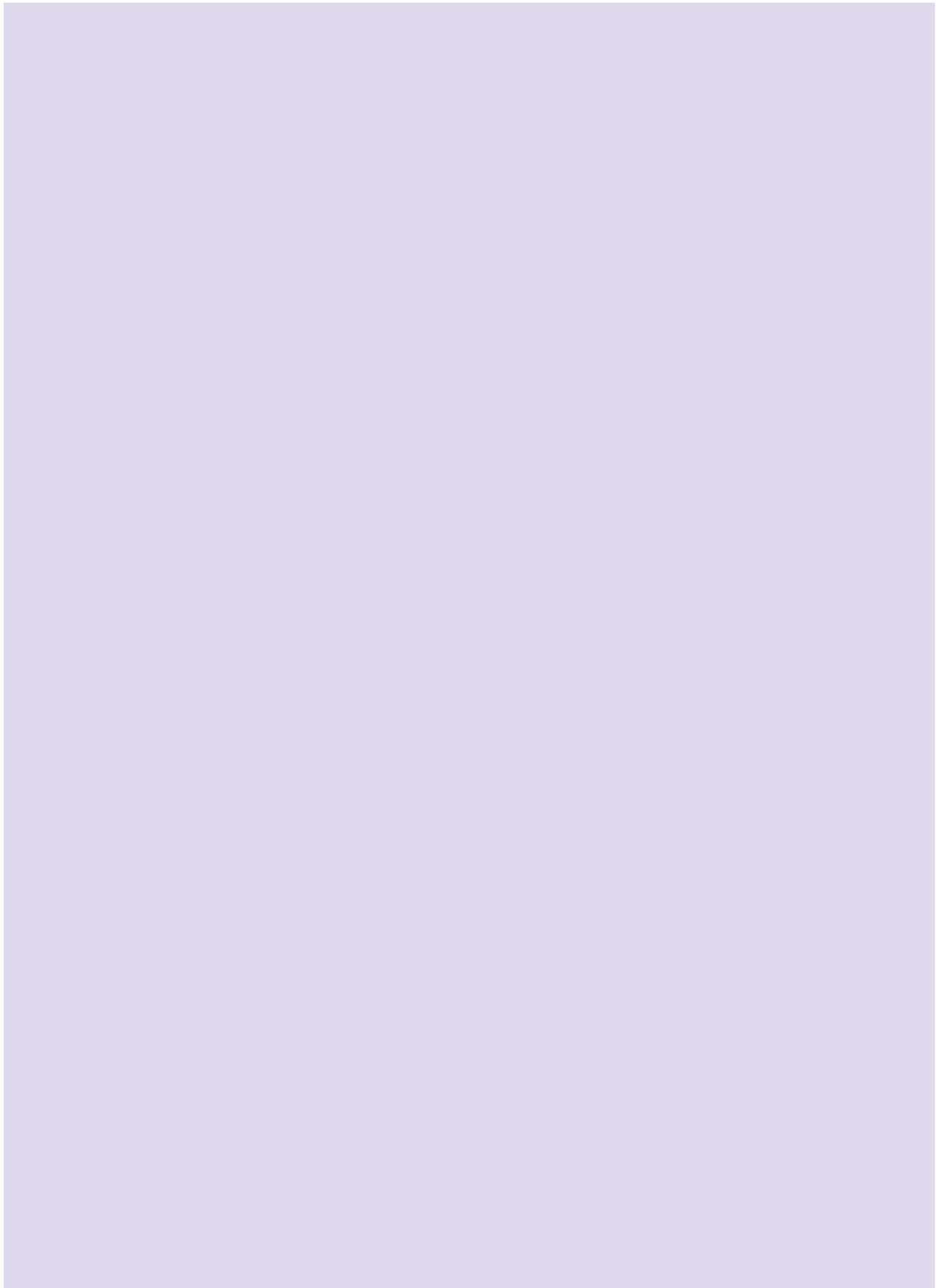
List 3-5 questions you are wondering as a dancer right now:

A large, empty light purple rectangular area intended for writing questions.

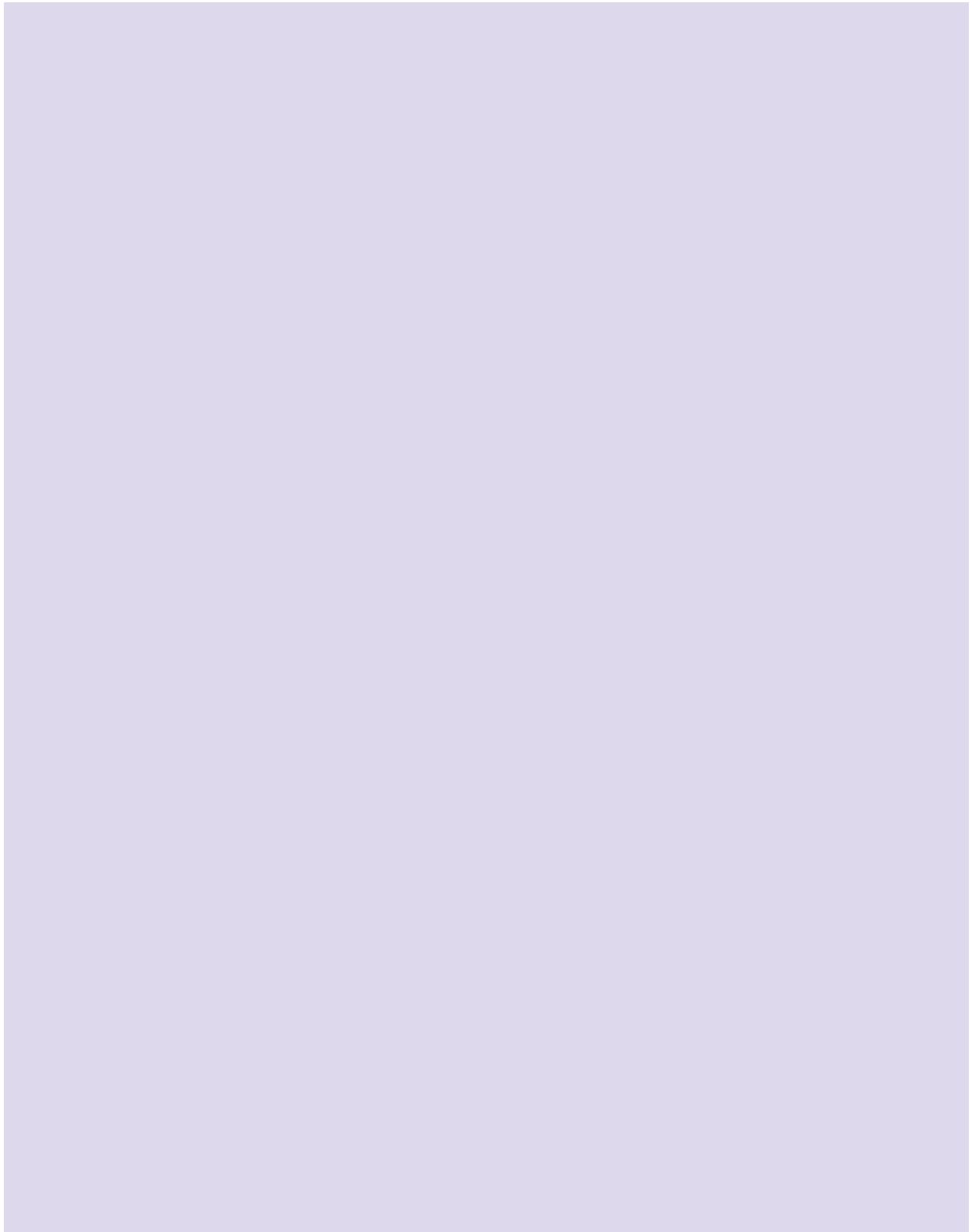
Before and after class: Try this activity out each day for the entire week. Write down 3 words, before class, to describe how your body feels. Afterwards, write down 3 words to describe your body after the technique class.

A large, empty light purple rectangular area intended for writing. It occupies the central portion of the page, below the instructions and above the footer.

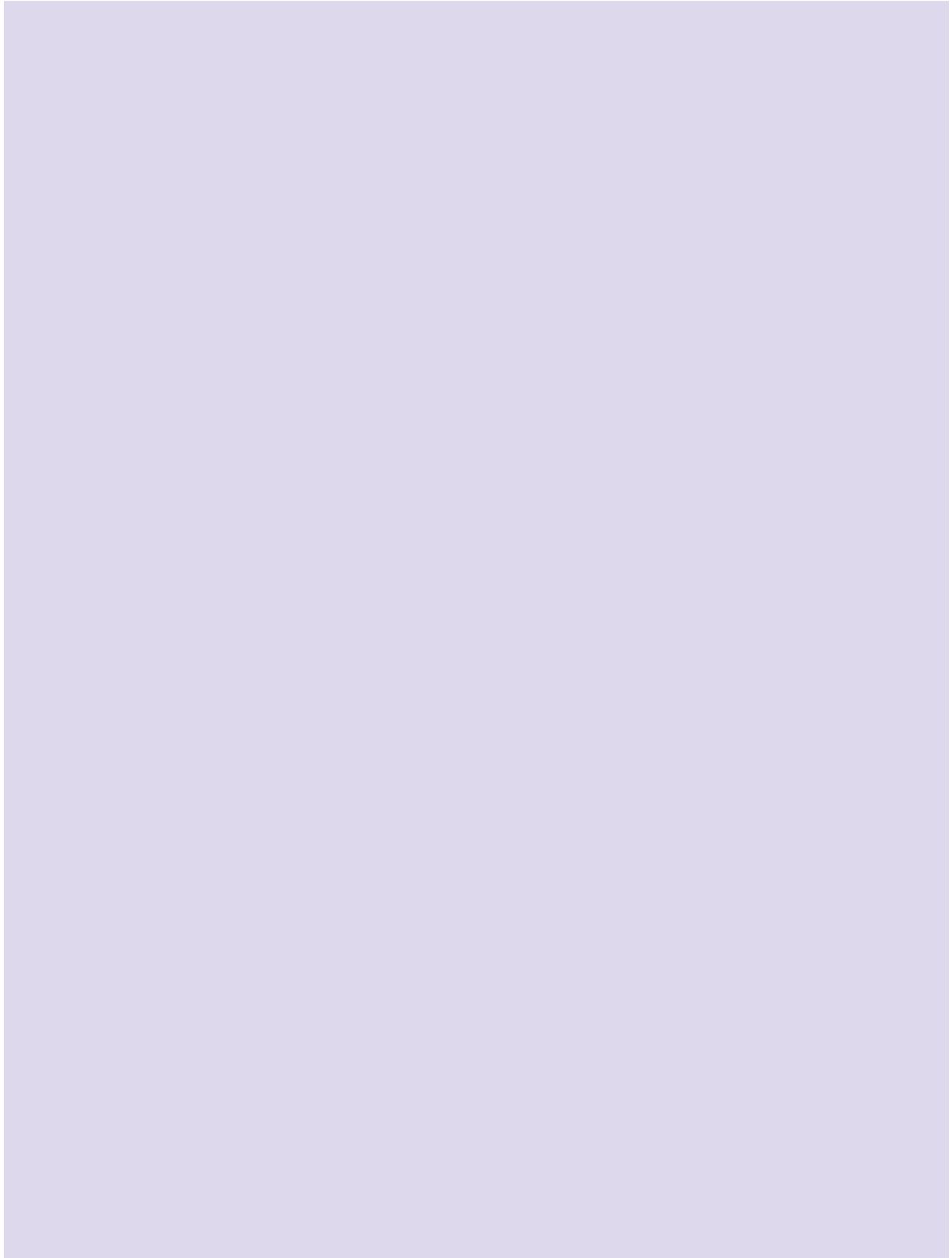
When does movement become dancing?



What keeps you motivated and inspired right now? Honestly, how would you rate your current level of motivation?

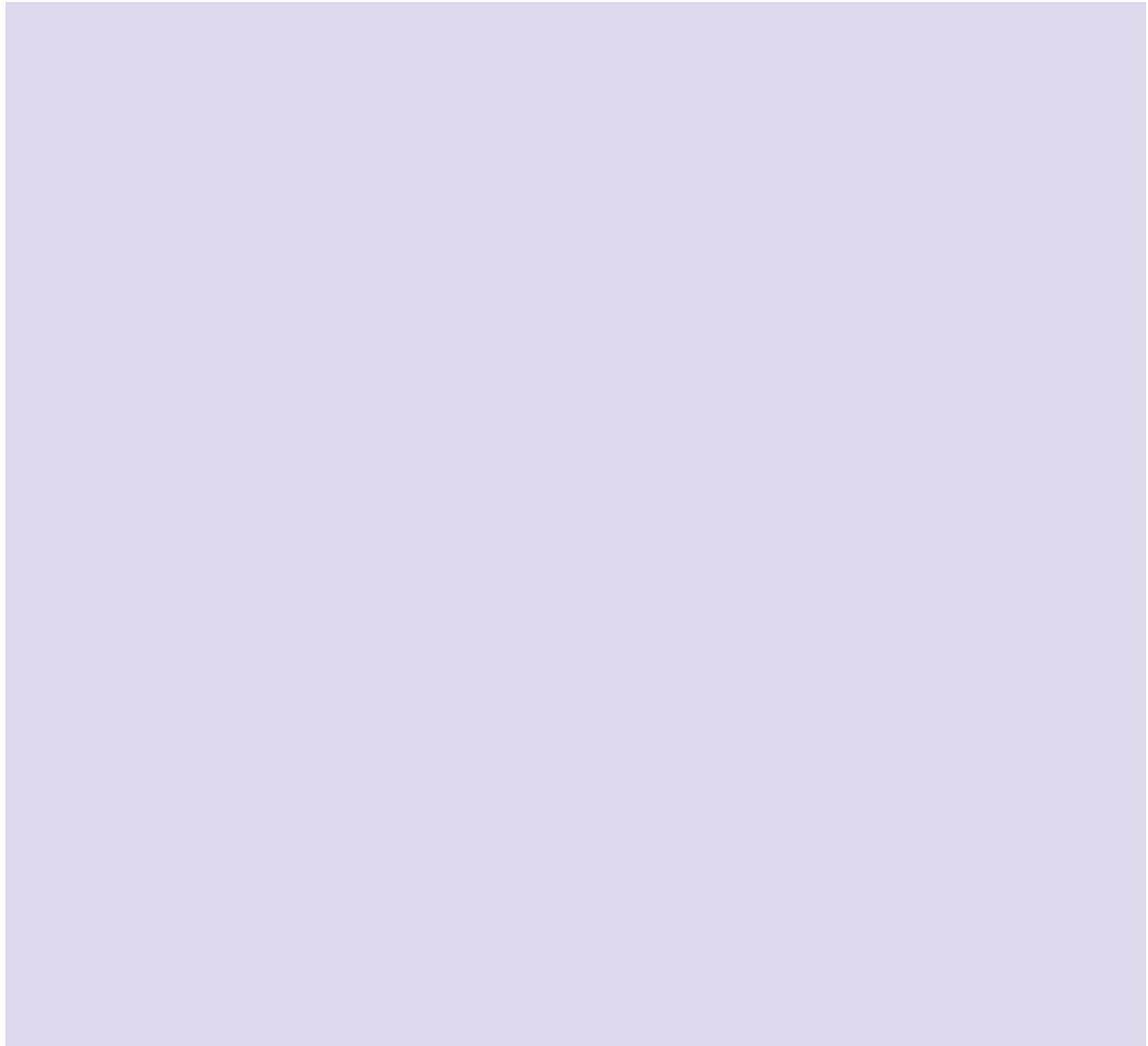


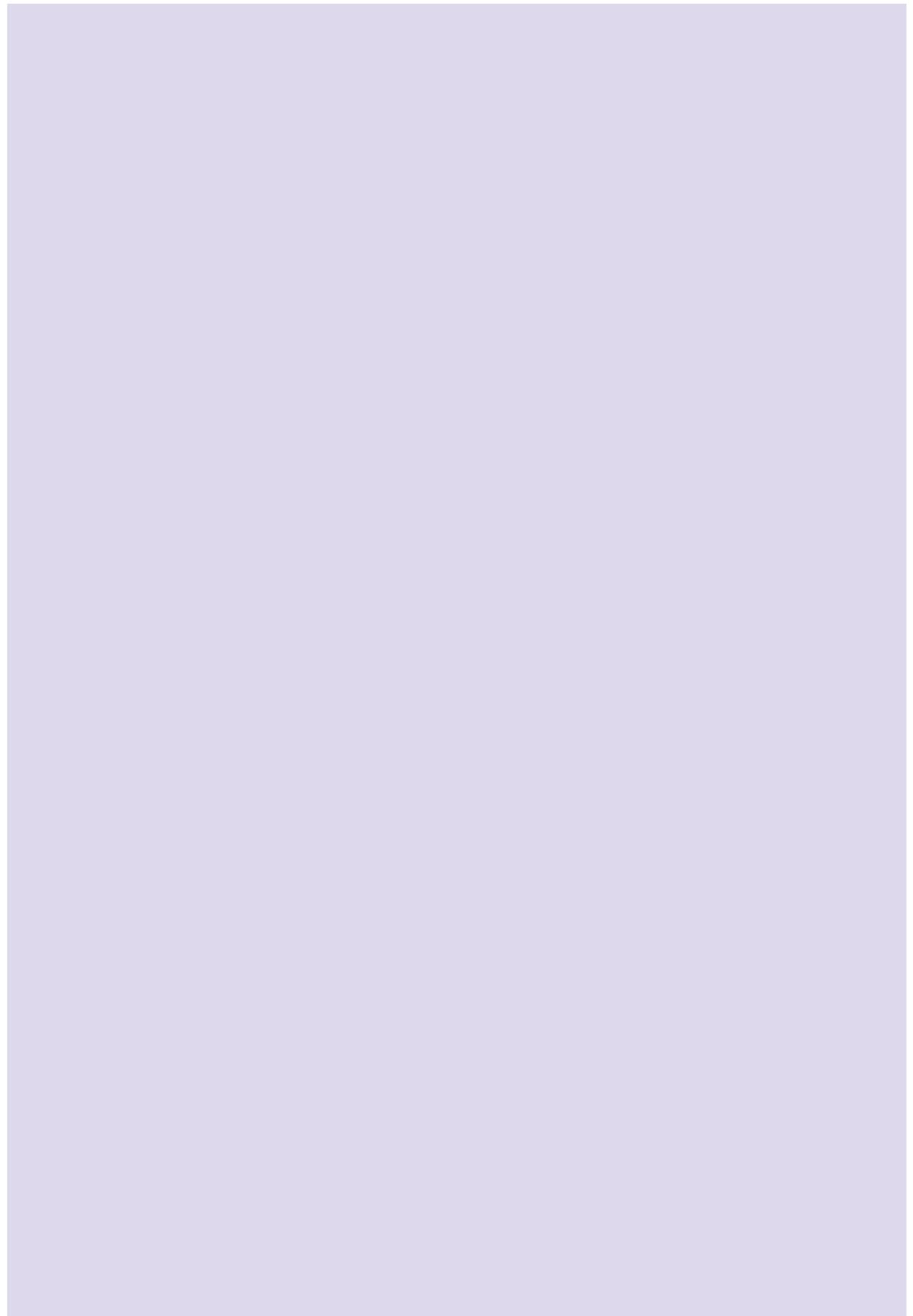
What movement in the course feels “at home” in your body?

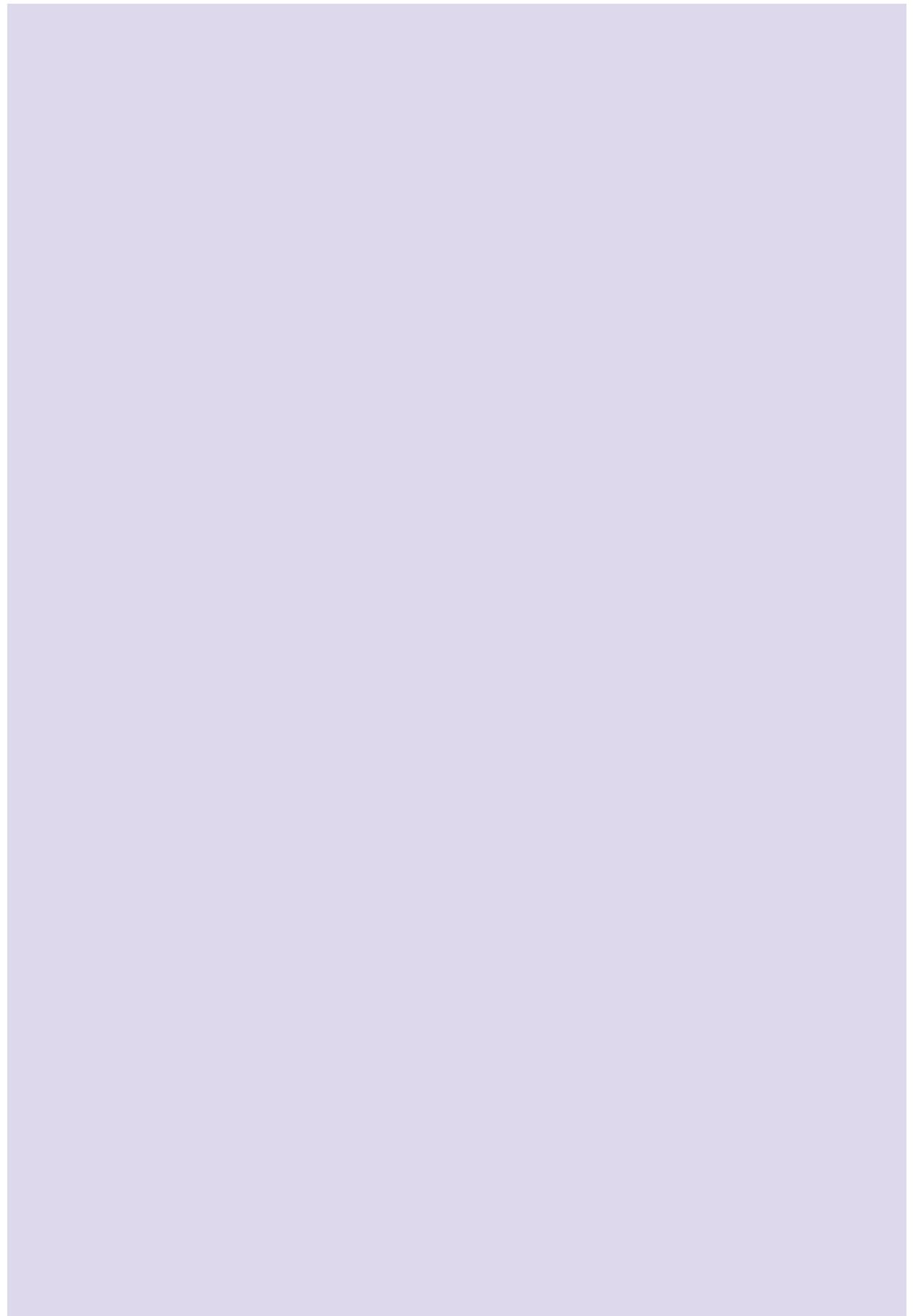


Endings: Last Week of the Semester

How would you describe your journey this semester? How have you grown as a mover and learner? What were the highlights, and the challenges? What do you want to explore and do more in the coming weeks or months?







Two more activities:

Take a few minutes and read through your journal in its entirety. How would you describe this semester and this course for yourself? How did the journal add to your experience?

Write to Jill Randall and let her know about your experience with the journal! randalldanceprojects@gmail.com. Thank you!

About the Author

Jill Randall is a dancer in the San Francisco Bay Area. Jill received her BFA in Modern Dance at the University of Utah and her MFA in Creative Practice from Saint Mary's College of California. Jill is a performer, teaching artist, administrator, and writer. She currently is the Artistic Director of Shawl-Anderson Dance Center in Berkeley, California.

Follow her blog, Life as a Modern Dancer, at:
blog.lifeasamoderndancer.com

