Dance 2050 Annual Meeting
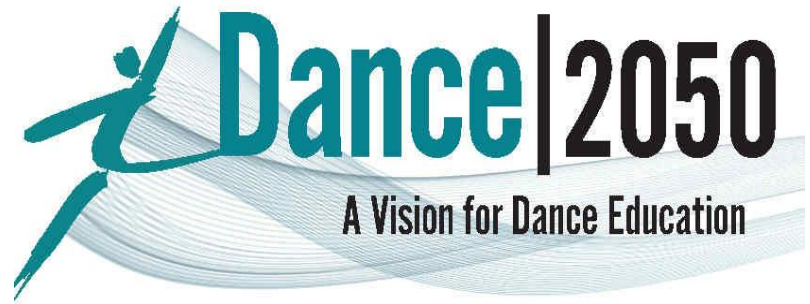
November 8, 2020, 6:00-8:00 PM (ET) via zoom

Dance 2050: A ThinkTank for Dance Education connects dance educators who are invested in proactively envisioning the future of dance education in all sectors. Guiding questions will draw from the Dance 2050 Vision Document and branch out to the current discussions in the field of dance.

Organizing committee and facilitators: Kelly Lester, Chair, Donna Davenport, Robin Lakes, Susan Lee, Stephanie Thibeault, and Stephen Ursprung

Agenda
  I. Introductions
      a. Who we are as the Dance 2050 initiative
      b. What are the expectations for participation?
      c. Brief history of Dance 2050
      d. Why the title change?
      e. What are you doing to make sure that the body is being privileged and that dance doesn't lose ground in educational priorities as well as collaborating as dance community?
      f. Sharing of questions and selecting breakout rooms
  II. Participants select breakout room based on guiding questions
      a. Room labels=
          • Technique #1
          • Technique #2
          • Race #3
          • Technology #4
  III. Return to main room. Participants select second breakout room to attend.
  IV. Participants attend second breakout room
  V. Return to main room
  VI. Invitation to all to post in the chat "Share something that encouraged you."

GUIDING QUESTIONS

Question 1: How do we expand the definition of technique to be more globally inclusive and decentralized away from ballet? (Not as a rejection of ballet, but as a "yes, and" discussion)

  • What comprises "rigor" in technical training?
  • How do dance teachers generate more inclusive and multi-culturally representative dance programs? (We cannot afford to hire a specialist in every form, and we can't expect teachers to master every dance style.)
  • In dance classes around the world, how can we, as teachers and performers, help to cultivate an environment within the classroom that brings comfort to all people of all differences and backgrounds?

Question 2: As we bravely consider racist aspects of the dance curriculum within our own environments, what actions do we take to make change?

  • Where do we locate our own complicit behaviors and roles?

- What are the inequities (both explicit and implicit) in dance pedagogy?
- How can we reshape the value systems inherent to dance education?

Question 3: How can we find meaningful ways to utilize technology in dance education to deepen learning, broaden understandings, and reimagine pedagogy?

- What aspects of dance education can be even better served by the effective use of technology?
- How can the use of technology give students a sense of ownership regarding their dance education?
- How does technology shift the possibilities for assessment in dance education?