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## **Defining Space | Making Place**

### *Site-specific Dance and the Sociopolitics of Space*

#### **Summary**

This first unit of Module I of Defining Space | Making Place engages the student in an exploration and critical inquiry of spatial theories and the production of space. Through an inquiry-based, embodied approach students will explore the aspects and elements of space through Laban/Bartenieff Movement Studies (LBMS) and Lefebvian lenses.

#### **Overview**

In the cities in which we live, space is defined by those in power; by politicians, developers, and property owners. This capitalist deference to the wealthy and powerful too often results in municipalities designed and defined by a select few, at the expense of the many who live, work, and play in the city.

In part, an act of rebellion to combat this unbalanced paradigm, *Defining Space | Making Place*, a semester-long course seeks to empower those not in power as it offers students the opportunity to define a public space through collective movement creation and performance.

The course is organized into two modules, each containing two units. The first unit *Intro to Space* is presented here along with six out of eight lessons from this unit.

#### **Issues Addressed**

- Improving and enhancing mindfulness, presence, and proprioceptive awareness.
- Student's ability to blend creative and analytical thinking.
- Advocating for and expanding awareness of the importance of embodied research.

#### **Objectives**

- Introduce the spatial concepts of LBMS through lecture/demonstration and embodied practice.
- To broaden sensory spatial awareness towards a more complete understanding of a specified space.
- To encourage students to think critically about the space around them and how it affects their mental and emotional states.
- To guide students towards an understanding of how 3D space is represented in 2D and how these representations translate to/manifest in 3D space, and time.

#### **Signature Pedagogies**

- Collaborative learning
- Embodied practice
- Inquiry-based learning
- Project-based learning

#### **Key Understandings:**

- Our experience of space is defined by our anatomical structure.
- Space limits and shapes activity.
- Space defines us as much as we define space.

- Space is fundamentally social.

**Resources/Materials**

- Student Process Journals
- Blindfolds
- 4" x 4" paper or dry erase boards and suitable writing utensils.
- Gaffers or spike tape.
- Various pieces of furniture (chairs, desks, tables, stools, etc.).
- Various props (yoga pillows, yoga mats, yoga blocks, books, etc.)

**Vocabulary**

LBMS concepts: Diagonal(s), Dimension(s), Kinesphere, Plane(s), Space.

Lefebvrian concepts: Spatial Practice, Representational Space, Representations of Space

**Time:** 8 class periods, 50 minutes each (this can be extended)

Module I: Defining Space		
Unit I - Intro to Space		
Lesson Theme		Objective
Sensing Space	Day 1	To broaden sensory spatial awareness towards a more complete understanding of a specified space.
An LBMS Approach to Space Part I	Day 2	Introduce the LBMS Spatial concepts of Kinesphere, Directions, Levels, Dimensions, and the Octahedron through lecture/demonstration and embodied practice.
Perceiving Space	Day 3	To encourage students to think critically about the space around them and how it affects their mental and emotional states.
An LBMS Approach to Space Part II	Day 4	Introduce the LBMS Spatial concepts of Planes, Diagonals, and the Cube through lecture/demonstration and embodied practice.
Conceiving Space	Day 5	To guide students towards an understanding of how 3D space is represented in 2D and how these representations translate

		to/manifest in 3D space, and time.
An LBMS Approach to Space Part III	Day 6	Introduce the LBMS Spatial concepts of the Icosahedron and icosahedral scales through lecture/demonstration and embodied practice.
Lived Space	Days 7 and 8	

### Unit Assessment

Students will be tasked with a project that culminates in a report and presentation on a space of their choosing. This will include primary research, gathering sensory observations from the space; an analysis and interpretation of this data; the drafting of a plan for how the student would affect the space and a rationale; and a cohesive and coherent presentation of findings and conclusion.