Conference or Workshop Item

Title: Bringing history to life: pedagogical approaches to dance history in higher education

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Bringing History of Life: Pedagogical Approaches to Dance History in Higher Education

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Introduction

Pedagogical approach to dance history

Dialogue between:

my educational experiences as an undergraduate

my pedagogical approach

‘Bringing history to life’
Linking history and practice

Michael Huxley (2012) students drawing links between practice and its historical context

An example from my education: The trouble with Nelken, and understanding my practice as a performer

An example from my teaching practice: Teaching about postmodern dance and reconstructing Trio A, and the understanding choreographic intention
Transformative learning experiences

Learning and knowledge making as an experiential process ‘...the embeddedness of thought in experience...’

(Davidson, 2004: 198)

An example from my education: Wigman/Graham research project

An example from my teaching practice: Using creative tasks and reconstruction to understand the movement vocabulary of Siobhan Davies’ *Wyoming* (1988), and the resulting (sophisticated) analysis of the work
Conclusion/Beginning

On my education: a sense of excitement about and connection to the past

On my teaching practice: constructing learning activities that encourage transformative learning

How might reflecting on my own significant learning experiences become the basis for pedagogy?