



MODULE 1 "DANCING PLANES"

SPACE DEFINITION:

Space generation is quite complex and varied. In this project, the following descriptive terminology can guide you. It is possible to use more than one definition from each group.

SPACE FLOW

- Visual/Physical Communication
- Direct/Indirect Communication
- Vertical/Horizontal Communication
- No Communication
- Space within a space
- Interlocking
- Adjacent
- Linked by a common space

DANCE

Pathways: patterns made as a dancer moves through the air or on the floor (straight, vertical, curved, zigzags, circles, figure-eights, horizontal, and many more).

Shape: the form created by the body's position in space. Aspects of shape are open/closed, large, small, rounded, angular, curved, symmetrical/asymmetrical, and body shapes.

Jury:

13 June 2018, 13:40 in the studio

Definition of the Problem

Module 1 is investigating the generation of space, based on body movements, related to dance.

The design volume is a rectangular prism 16m x 4m x 4m, consisting of 4 hypothetical cubes. Each hypothetical cube will reflect one movement. First explore movements of a dancer(s). Then represent the area the dancer is defining with her/his body movements and the area defined in between the movement area and the prism boundaries.

Research and Preparation

Research dance movements.

Use the internet, books from the library, magazines, newspapers or your own photographs to research and prepare imagery.

Chose 4 different movements from beginning to end, captured in a sequence to represent an uninterrupted flow for each movement and his uninterrupted connection to the next movement. Consider the scale of selected images, since your final representation will be in a scale 1:20.

Represent each movement with at least 10 steps, using drawings, sketches or photos. Selected or created images can be abstracted. Instead of using an accurate depiction of the selected visuals, you can simplify or schematise them using shapes, colours and forms to achieve an abstraction.

Connect on your selected imageries the extension parts of the dancing body with a line to create a boundary.

Cut out the boundary, and keep both parts for further studies.

Build the given design volume -rectangular prism in a scale 1:20 with linear elements.

Bring a cardboard or foamboard 80cm x 20cm to class.

Gather together all the supplies you will need to begin the projects in class.

Analyses

For representation of made analysis you are expected to use your Log Book. Information about research, sketches, photographic documentation of process and initial design ideas must be documented, as part of these analyses.

Implementation

Each student will give a brief oral presentation.

You are to explain how you applied serial planes concepts and principles and elements of design to your final proposal. Discuss developments in the design process that you didn't expect, were troublesome, or unusual.

Finally discuss your successes and what you have learned in the process.

Sources

http://www.nelson.kyschools.us/userfiles/-4/my%20files/dance_space.pdf?id=87

<https://www.youtube.com/watch?v=JItkRLVlf-c>

Body Movement Architecture, by Dinushi Kumarawansa (send by e-mail)