

Madeline Morser
Dance, Choreography
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Residencies Offered:

CHOREOGRAPHY & PHYSICS (Middle-High School): Using human bodies and the liberties of choreography, we will depict, embody, and deepen our understanding of various laws, processes, and phenomena in the physical world. Each hour class will play with a different concept of physics/geometry that will be explored through movement. Following a series of concept workshops, students will get the chance to choreograph their own group dances using the exercises we explore throughout the residency! Several examples of individual classes are explained below:

- *Centripetal Force:* warm up with the basics of turning in dance; watch videos of and have a blast attempting different turning techniques in dance from chaînés to fouettés (no prior experience required); discuss the use of planetary gravity to sling-shot satellites further into space then create group choreography to depict their trajectories.

- *Reflection/Refraction* stand with a partner who lies on the floor with their feet touching yours and ‘reflects’ the shapes you make standing; as a class, move in a line towards a point at which ‘refraction’ will take place, using speed of walking and teamwork to show how that line will bend like the image of a pencil submerged halfway in a glass of water- discuss this principle in famous choreographic works that use large casts.

- *Illusion Day!* Why do professional dancers look like they are defying Newton’s first law when they leap? Why is moonwalking an illusion of friction? If dance is the act of making the current physical conditions look like different ones, then what are some other forces of nature that you can identify in your own artistic movement?

Other Concepts Include: Newton’s Laws, Waves, Friction, Geometry, Vectors. Studying something else? I would be delighted to come up with movement lessons for other topics in science/math too!

CHOREOGRAPHY, SCIENCE, & NUMBERS (Elementary-Middle School): Discover just how much dancers count! Find the strongest geometric shape by learning about “turn-out,” an essential concept in Ballet. Reflect your partner like a tree in a pond, and propagate waves throughout the room using teamwork, creativity, and physicality! Each hour class (or each two classes) will play with a new concept from math or science to be depicted and embodied as an individual dancer and as a group of dancers. (Plenty of non-contact group activities available during the pandemic).

Preferred Age/Grade:

I would suggest 3rd-6th grade for the Elementary-Middle School Residency, and 7th-12th grade for the Middle-High School Residency. I am particularly excited to teach middle-high schoolers.

Supplies, Equipment, Space and Time Considerations:

Supplies/Equipment: masking tape or similar, rope or string works too

Space: large open spaces preferred, such as gyms or theaters. Classrooms or lunchrooms work if desks/tables are moved to the edges of the room.

Time: Specific weekday mornings/early afternoons are best- happy to talk about which days I’m free whenever anyone wants! I’m typically free on three mornings/early afternoons per week.

Teaching Experience:

I have taught dance about 20-30hrs/wk since graduating college in 2016. I currently teach at Vashon Center for the Arts and West Seattle Performing Arts. I teach many styles of dance including contemporary, modern, lyrical, ballet, pointe, and choreography. I taught regular outreach classes to elementary-high school students, as well as disabled adults, in the Albany, NY area from 2016-2018 before moving back to the PNW. The middle-high school outreach lessons were specifically linking dance to physics.

Artist's Statement:

Anyone can have dance. Movement is our birthright, and there is always a new way to understand the world through movement. I have a passion for the immense puzzle that is choreography, as well as kinesiology and the healthy movement of all bodies.