

Grounding Seeing UNCG Campus Reflection

Katrina Brown

University of North Carolina at Greensboro - MADE - DCE 614



Grounding Seeing UNCG Campus Reflection

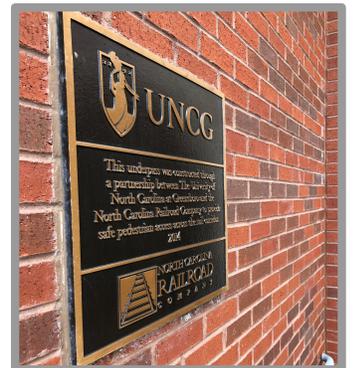
I found this assignment to be interesting because it encouraged me to consider the aesthetic that I think of whenever I talk about my experiences at UNCG to others who have not visited this campus. When I am asked about spending three weeks on a college campus in Greensboro each summer, I tend to first describe warm, sunny, blue skies and then describe working hard, dancing and reflecting on dance, family dinners in dorm rooms, and the rather inspiring people I get to interact with while I'm here. Thus, I found myself taking and



consequently selecting photos that were taken at an upward angle that highlighted the sky behind each of the foregrounds in the images. Once I reached the point of actually generating movement based on



the images, I found the visual prompts to be far more tangible to create choreography from than the "idea" of the town of Greensboro or something equally as abstract. I appreciated the multimodal visual and kinesthetic learning that was able to take place (and really, *had to take place*) during this assignment. Likewise, I found that I couldn't separate the sounds I hear on campus from the images I see on campus while I'm here, so the sounds alongside the images inspired the movement, particularly in the beginning as the movement represented listening out for the background noise.



Further choreographic ideas included the juxtaposition of the static and angular imagery of the buildings around campus versus the much more dynamic imagery of the nature that surrounds it. I took the names on the brick and the historical placards as the foundational building blocks for UNCG as we know it today and translated those bricks and placards into literal steps being pulled forward from the past into the present. The many florally saturated spaces on campus became movement that initiated in the core and moved distally outward.



In terms of how I plan to incorporate this into my own classroom, I immediately thought of a "lightbulb" moment of sorts for me that

occurred this past year. During the Spring semester, our AP United States History teacher presented scholars with an assignment covering the history of Harlem in which they visited three historical landmarks in Harlem, researched the landmarks, and created a walking tour that they later shared in small groups with a few teachers from our school. Due to Harlem's incredibly rich history and unique character, I believe that giving my dance students this project within the neighborhood of Harlem would be incredibly interesting and would inspire a number of incredibly thoughtful pieces of choreography. I will let you know how it goes!

