

Teaching Artistry Through Historic Modern Forms of Dance:

Humphrey, Limón, and Sokolow

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Abstract

The goal of this study was to investigate the way in which master teacher in the historic modern dance forms of Humphrey, Limón, and Sokolow teach artistry, with particular focus on the relationship between technique and artistry. Research included a review of existing literature combined with interview-based data collected from three master teachers – one from each lineage. It revealed a need to first articulate the difference between *artistic* and *aesthetic* approaches and practice. It also revealed the important elements of interdependent integration of the dancer (*thinking/feeling-mind/body, social/individual*), the dance (*philosophy/practice*), and the dancer/dance to thus establish a patterning of *think/do, discover/respond*. These results, as well as the landmarks that emerged within the artistic process, demonstrate the educational value of these modern forms in developing our students, while presenting implications the results may have on our dance community. The discussions and conclusions offer educational pedagogies that may help support the development of the artist and the integration of the whole artistic process into technique class.

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