

## **Celeste Lanuza Teaching Philosophy**

I encourage my students to train in dance following a healthy and organic approach that deviates from affectations. I empower my students as thinkers and placing importance on attaining a personal student-teacher relationship with each of my students. I present movement as an explorative opportunity to develop approaches that meet my student's needs. Doing this enables me to prioritize emotional and physical accessibility to each individual during and after class. I am equally at ease in the dance studio and the lecture hall and find purpose in guiding research classes to help further inform my students and myself. I strive to create a learning environment where students are encouraged to take risks without fear of failure. I nurture a setting that gives students the confidence to ask questions to attain tools to become deeper investigators.

My aim is that my students work together to discover the power and impact of movement while gaining a grounded technique that will last a lifetime resulting in injury-free practice. I effectively implement an array of methods that cater to each individual's learning strengths efficiently within the given space and time permitted. I challenge dance students to think beyond traditional boundaries and apply their entire being as individuals into their craft. I bring positive energy into my classroom and am passionate about cultivating a community where my students understand movement through many different lenses. I encourage physical and cognitive growth and feel it is imperative to make time to ask and answer questions to remind students to be curious about the field.

I want to develop leaders in the field who are physically healthy, intellectually informed and have improvisational and collaborative skills. I will do this by crafting a carefully molded syllabus created for my given class and their current needs. My class is inclusive because I invite my students to be a part of the class format by presenting opportunities for them to develop movement motifs within class routines. I make sure that each student is given personal attention, specifically catered to their physical needs to succeed in my classroom. I have successfully recruited students to undergraduate and graduate programs in dance to attend during the time I was under employment and continue to find this effective. My students will be able to articulate their thoughts while using the studio as a laboratory for their practice.

My teaching experience has enabled me to work with students of all levels and backgrounds. Being mentored by Donald McKayle while completing my MFA in Dance from UC, Irvine, provided me with insight into how to effectively build up aspiring and devoted dancers. Being taken under his wing and teaching his students under his supervision, allowed me to gain confidence in attaining an impactful outcome-driven role as an educator. In later professional work as a choreographer and teacher, I experienced how his insight led me to expand my assertiveness to mentor students. I also formatted syllabi integrating these teaching methods into undergraduate dance courses (Jazz, Modern, and Ballroom Dance Technique). I have taught dance majors and non-dance majors, and with McKayle's pedagogical awareness, I was able to produce results for students of all levels. The outcome of my success at UCI culminated in student and faculty evaluations. My thesis presentation performance featured dance majors and non-dance majors in a fundamentally modern dance (Limón technique) driven piece combining contemporary flamenco and dance theater, utilizing live music and spoken word. My written thesis, which supported my choreographic work, can be found on ProQuest.

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As an educator, my goal is to empower the students to research the arts, claim their aspired path, and find their belonging. I have seen the significance of assigning projects that require the student to go beyond the memorization of easily forgotten facts. I allow the students to embody an understanding of the information given in class and its functions. I am continually motivated by constant reevaluation by faculty and students. My teaching and learning method acquire a continuous exchange between the teacher and student. I believe dance is fundamental to physical, psychological, and social development. It is essential to train the upcoming generation of dancers as future critical thinkers, and leaders in the arts, to use their skills for inclusive, collaborative teamwork.

My pedagogical methodology and approaches are eclectic and span from being informed by my training in concert dance and professional career in dance, musical theater, TV, opera, and commercial dance. My training in dance techniques such as Limón, Horton, Graham, Ballet, Jazz, Improvisation, Dunham technique, Hip Hop, and Flamenco, enlighten my classes to embrace unique vernacular inspired by a wide range of vocabularies. In my classroom, I establish the importance of dance pioneers, dance history, world dance forms, and cultural relevance of the arts. I embody techniques to navigate through my creative and pedagogical methodology. Outreach and festival performances enhance my choreographic work to flourish through the community, national, and international relationships to develop and provide future opportunities for my students. I continue to hold close connections with established dance organizations such as the Limón Dance Foundation, Ballet Hispanico, Koresh Dance, Go 2 Talent Agency, San Diego Dance Theater, Eleone Dance Theater, Alvin Ailey American Dance Theater, San Diego Ballet, Los Angeles High School for the Arts (Dance Department), Texas Woman's University (Dance Department), University of California Irvine (Dance Department), The University of the Arts (Dance Department), Grossmont College (Dance Department), Jakarta Intercultural School (Dance Department), San Diego School of Creative and Performing Arts (Dance Department), Orange County School of the Arts (Dance Department), Gigi Dance Company (Indonesia), Gibney Dance, Corvino Dance (NYC), University of Southern California (Dance Department), and Lula Washington Dance Theater.