**Conference:**

# Ancient Greek Dance in Teaching

**Ure Museum**
of Greek Archaeology

## June 24–25th 2022. Ure Museum, University of Reading

CALL FOR PAPERS

The Ure Museum at University of Reading is delighted to open a call for papers for forthcoming conference on 'Ancient Greek Dance in teaching', kindly supported by the Institute of Classical Studies, London.

Ancient Greek dance (AGD) is an important aspect of Hellenic life that has been traditionally subsumed under the rubric of music, in both research and teaching of Classics. The study of AGD as a discrete topic that has played a part in the post-Renaissance philological revision of Graeco-Roman performance, including dance moves, through pioneering works such as J. Van der Meursius' *Orchestra, sive de saltationibus veterum* (1618). The study of AGD has continued in different veins, such as: preservation of classical dance traditions; revival of Roman theatrical spectacles; and 'historical' remakes of AGD from its remaining archaeological 'snapshots' on vases. AGD in the field of Classics took off in the 20th century through Maurice Emmanuel's ontological analyses of AGD movements as depicted in ancient visual arts and the mesmerizing stage reincarnations of dancing nymphs and goddesses by Isadora Duncan, Eva Palmer-Sikelianus and others. Lillian Lawler empowered AGD scholarship with her writings on almost every ancient Greek dance recorded in textual or material sources, while Marie-Hélène Delavaud-Roux conflated texts, movements, and songs of ancient Greek drama on stage to question the compatibility of AGD with modern conceptions of dance in choreography, ethnology, semiology, and drama. While AGD can now claim several centuries of reception studies in the fields of philologicy, literature, history, archaeology and performance, a wide range of sources for AGD are yet to be addressed, understood and interpreted.

Meanwhile AGD has an immense potential for raising new questions about antiquity and prompting alternative views and methodologies. Despite the pioneering pairings of AGD with Classical studies, systematically attempted by Ruby Ginner and Lawler, among others, little has been done to consider the relevance and potential of AGD in Classical pedagogy. The spectrum of learning subjects that can benefit from the study of AGD extends beyond the limits of *mousiké*. They include language and literature, especially poetry/drama, religion, ritual, lifestyle (fashion, cuisine, pastime), gender roles, education, warfare, and civic and political developments. AGD in the classroom can enhance both the level and the quality of engagement and participation of the students at all educational levels through a variety of learning styles – aural, literate, kinesthetic and visual – with great potential to kindle their enthusiasm for and thus understanding of all aspects of Greek history and culture, including its reception.

To fully explore the interdisciplinary and pedagogic potential of the application of AGD to teaching we welcome contributions from researchers, teachers and practitioners (including actors, musicians and artists in the visual, literary and conceptual arts). Suggested research questions include:

- Do we define/imagine ancient Greek dance as a philological concept, an element of *mousiké*, a characteristic detail of visual art, a historical activity, or other?
- How is AGD represented in ancient sources, whether written or visual (sculpture, painting, engravings etc.)?
- How is AGD incorporated into post-Classical media, including cinema, television, stage, gaming, and/or digital?
- What are the benefits of/impediments to teaching AGD in the classroom?
- How do we exploit the overlap between AGD and traditional Classical topics noted above?
- How can the reconstruction of AGD, whether practiced or observed, change/enhance the classroom experience?
- How can museums facilitate the teaching of AGD independently or as part of another aspect of study, e.g. *mousiké*?

Please send an abstract of no more than 300 words with your name, institution, and preferred means of participation (online or in-person) to ure.education@reading.ac.uk before April 10th. Successful applicants will be notified by May 1st.

For more information about the conference see https://research.reading.ac.uk/ancient-dance/agdt-conference