Dance Arts Now!

The official Junior/Secondary NHSDA Newsletter
Summer 2022 Edition
Summer Breezes Compose Movement for the Clouds. We reach toward the sun, whose rays, in turn, reach out to us.

What adventures will we seek?

How will we contribute to our communities?

In this issue, discover how Dance impacts our NHSDA members’ lives.

Contents:
Poems ~ Open Letter
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Mirrors to Our Future: Articles & Choreographic Analyses

Pictured: G. W. Carver Magnet High School NHSDA members and the Carver Dance Company encourage quality performance, high academic standards, loyalty, and professional values among its academic communities.
“I have been dancing many styles for over 14 years, as expressed through similes and metaphors. This poem’s primary theme: one part of a production is not less important than another, and together, all aspects create a beautiful work of art. It also touches upon growing into our roles in the artistic world, discovering what creative aspects fit, which then allow us to be the best version of ourselves, performing what we love.” ~ Leah

In a world of faces, too many to be counting,
That mask of a smile
is hard to keep on when you are frowning.
It is hard to feel like you are the sun,
In a sky full of stars, you are just one.
In a galaxy of planets, all you are is a moon.
You are the ‘rests,’ not the tune in a beautiful song.

You are a pebble in the ocean,
Looking up at the fish.
A colorful rainbow you are not part of,
Yet you wish.

You wish to be the brush that strokes the paint,
The artist and the color, not the shadows so faint.
You wish to be the park in the center of town,
Not the bench, but,
The place where children dance and laugh as the rain falls.

You are the garbage on the side of the road,
Watching the cars, you admire.
The adventures and exploration you will never take part in,
You just sit there and aspire.

You aspire to be a piano in a grand house,
A marvelous centerpiece, yet you are the smallest key, squeaky like a mouse.
You aspire to be the greatest novel in a library of books
An interstellar work, but you are just a smudged word that requires second looks.
In a world of faces, seven billion and counting,
Is it the most colorful photo that gets the mounting?
Is it the sun that is so brightly shining,
That guides travelers, like the northern star and the constellation it is designing?
Is it the planet with the most giant rings,
What creates the tides, like the moon and the time of day it brings?
Is it the tune that creates the masterpiece of a song,
Or is it the silence leading up to it that queues the children to dance along?
It is the shadow that adds depth to the framed painting,
The elderly man and his wife are sitting on the bench as it is raining.
It is the out-of-tune key that needs a second look,
That tunes the piano, which plays on the water-logged page in that award-winning book.

In a world of faces, too many to be counting,
That mask of a smile is not any much better than the frowning.
For that frowning hidden from the potential, it possesses,
To grow into its beam of smile and the joy it expresses.

All PC Ridge High School
War versus Redemption:
I Dance to His Song
By: Katie Cook
Consuming Fire School of Dance
Advisor/Sponsor: Donna Gimeson

War:
A country war-torn and shattered
My heart with them fights
But my body not there
The Caesar trying to break them apart
The kind-hearted ruler keeping them together
I want to fight with a tyrant face to face
Oh, how I despair
Please, Lord, grant me the wish of going to that place
I feel so helpless
They defend their rights while I am free
And able to have faith, hope, and liberty
Please, oh God, hear their cry
And cast your gracious eye
You, oh Jesus, have the victory
Please help them in their time of need

Redemption:
My heart scarred
But He has redeemed me
Through His life
I dance to His song
I am saved

Photo by Dewayne Gimeson. Dancer: Katie Cook

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Last March, I had the privilege to visit a neighboring middle school, just minutes from my Oakland Mills (OM) High School. During our scheduled “Open Dance Studio Day,” we presented the younger students a sneak peek into what it would look like to be a part of the OM dance department.

We did a warm-up, movement across the floor, a combination, and a cool-down stretch ~ yet, far beyond teaching technical skills, this shared experience enriched my life immensely in many ways.

Seeing the students of Oakland Mills Middle brought back my bittersweet memories as a child passionate about, but a novice in, dancing. About 30 interested girls showed up, and each was different in her unique ways, but all held one bright characteristic in common ~ a Spark!

Whether it was a spark in interest, a spark in creativity, or a spark in passion, it was clearly still there. This enlightening moment was why it was so bittersweet to watch all the young girls come out...because I, too, once had a spark of passion for dance, accompanied by a love of honestly expressing myself through movements and more. Thanks to the dancers, mentors, and teachers who surrounded me, I honed what was once a spark into an enthusiastic flame, which pushed me to accomplish my dream as a member of the Oakland Mills High School Senior Dance Company.

And this desire was not easy, but somewhere along my journey, I decided to commit to bringing my spark to life.

As a result of my experience, I understand it is tremendously important to help girls become a flame. Encouraging and uplifting young dancers is one of the most rewarding feelings I have ever known.
Hence, whether of interest for, passion in, or creativity fed through the Arts, it is my profound hope that any young dancer will work hard and commit to Dancing so that a Spark flourishes into a Brilliant Flame.
Starting dance training later than most of my classmates, I had a slight disadvantage in skill level. My first class was frustrating and hard to grasp, but instead of leaving dissatisfied, I felt determined to pick up the material taught to us that day. Every sport I had tried thus far had never inspired the curiosity I found in dance. I enjoyed theatre, and dance gave me the same performance with added technique and physicality challenges.

After deciding to continue experimenting with dance and learning from more teachers, I began taking assorted styles, even switching studios to push myself as far as I could in skill. Through all this, the biggest revelation came when I joined my Northern Guilford High School dance program. Having a consistently challenging class every day helped to fine-tune specific abilities. It broadened my ideas from a more performance-based concept to a well-rounded scope encompassing all aspects of dance.

I then noticed a shift in how I thought about performing: in a sense, attempting to convey a message to the audience rather than just for entertainment. I learned choreographic tools and the basics for crafting a piece. Alongside these innovative ideas came a fresh understanding of this art form’s broad influence. Searching for an alternative to only performing, I discovered “Dancing Above the Barre,” ~ a program offered at the Greensboro Ballet for students with physical and mental disabilities. In the Spring and Fall, specially designed classes provide the children with exercise and basic dance skills. Volunteering with this program piqued my interest in teaching youngsters along my diverse fine arts career path. This class is one aspect I most look forward to, and it is thrilling to see the impact of dance education on both the students and volunteers.

I enjoy experimenting with the production and execution of the choreographic process, and I love creating new, previously undeveloped movement phrases that evoke feeling within dancers and observers. This type of performance insight changes and presents ideas in a new light to audiences, and I shall execute that process.

Not only has dance taught me to be more expressive, but it has thoroughly shaped who I am today. As I continue dancing, I hope to inspire and change peoples’ lives how it positively has for me – sharing through choreography and teaching all who invite an exciting adventure in movement.

Dance has impacted my perspective on the world, and I know that whatever connections I pursue in life will deepen my compassion for this art form.
“Comparison” is the nasty appraisal of self, contemplating our worth based on others’ appearance or success. Arbitrarily anchored in biological features, enforced through social expectations, comparisons frequently camouflage innocent self-reflection, which drives human thought, behavior, and action. The fear we suffer if we feel we do not suffice may cause lacking a positive sense of identity.

Comparison, which imprisoned my ninth-grade mind, left me feeling inadequate to the overwhelming talent on my dance team. At the first rehearsal, I discovered, unlike those around me, I could not retain choreography quickly, and I immediately questioned: “Do I belong?” Fear choked me as I looked around at creative, beautifully trained dancers. Insecurity carved my unmerited fears into stone, convincing me I was not good enough.

No matter how much rehearsed, repeated movements disappeared in the effort. My leg never stretched as high as this dancer; my emotion never resonated like that dancer. In my mind, perfection would never be. This uncertainty followed me home, whispering, “You will never be as beautiful.”

I crippled myself repeatedly with doubt, but more importantly, I failed my dance company. My eyes, habitually diverted toward the ground, disrupted the uniform line of heads on the stage. My mistiming stuck out like a sore thumb; my anxiety prevented me from catching another dancer in a stunt — all this due to my resolve that I was inadequate.

A respected choreographer held auditions during my sophomore year to cast a soloist in his new piece. Although I longed to win that part, I believed he would never notice me. One by one, he eliminated my teammates, and during every run-through, I was sure I would be the first eliminated early in the process. Yet, each time I was not, I witnessed a change in my fate. Suddenly there were only two competing, and I was dancing head-to-head with an experienced senior. Though it was beyond me, I knew if a renowned choreographer entrusted me to captivate the stage on my merit, it was for a serious reason. So, with this glimmer of hope, I gave the final audition my all — my soul cantered to the violins’ melody, and I knew I was capable of more than I had ever believed.
Although not awarded the solo, I received something immensely more influential: my confidence. Amid a thirty-second solo, my self-appraisal rose above others’ stares, my fear of messing up, and even the perfect lines of the gifted dancer next to me. I understood my previously resented qualities were vital to my growth: observation is necessary to learn vicariously through others.

Sensitivity is essential as it allows us to empathize, while contemplation leads to deliberate improvement. But, dancers, beware: Overindulgence in these efforts feeds comparison until paralysis consumes the mind.

I discovered dance could be my voice as a catalyst for articulating repressed emotions of ideas I neglected to see due to inordinately focusing on others. We must repeat the mantra: “Honor those around us and honor ourselves.”
Honoring Our Military Families!

All That Dance Studio in New Jersey brings quality dance and fitness programs for all ages. We salute how the staff supports its military families with scholarships for children of a parent on active duty, plus those who have served in the United States Armed Forces and are participating in adult aerial, yoga, or contemporary jazz classes. On a personal note, one ATD board member has served in the Navy, and another affirms Veterans across three generations. Co-founder Linda Shaw emphasizes: “We are pleased to offer these scholarships in honor of our loved ones who have sacrificed for our country.”

Dance Plays ~

An Integral Role in Education

Research shows that student attendance rates rise dramatically when the arts are a major part of the school experience. Discover more studies and inspirational statements that support dance as an essential interdisciplinary element within the curriculum:

#DanceEducationForALL
Baila, Muévete, y Expressages ~
Dance, Move, & Express!

Patria Latorre Ramirez High School has the first upper-level NHSDA chapter in beautiful Puerto Rico. Its purpose: “Honor our students and mentor them to advance in dance education.” The members’ activities include participating in DanceADifference Week by sharing creative movement with children at daycare centers, choreographing a benefit fashion show, and mounting performances like the raucous pirate musical, El Tesoro Perdido. Neither a pandemic nor a natural disaster will break their spirit. Wrapped in the national flag’s symbolic colors, these young people celebrate Puerto Rican culture and independence in festivities with ballroom and folk dance ~ all with exhilarating music streaming through the airwaves. ¡Olé!

Students Note: “Our school is a safe space with great teachers who wish us the best, and encourage all to join award-winning programs, including NHSDA.”
Compassion + Art Supplies

A unique aspect of the Vestavia Hills High School NHSDA chapter is its bi-annual contributions to the Amelia Center, with students donating stuffed animals and art supplies to help comfort children, especially in art therapy sessions. Amelia Elliott’s parents founded the Center after she sadly died in a car accident. The young artist was a graduate of Vestavia Hills High School and a member of its Dance Department.

The Amelia Center’s vision is for all grieving families in the greater Birmingham region to have free access to its caring, compassionate environment that fosters hope and healing. The Amelia Center is a department of Children’s of Alabama, supported by the United Way of Central Alabama, the community, and client donations.

Faith Lenhart, VHHS performing arts director, noted: “We are proud of our chapter’s continued growth and the work the dancers put into our school and community! Currently, there are over 120 participants in the Vestavia Hills National Honor Society for Dance Arts serving in roles from apprentice to inducted member.”

Continue Your Accomplishments in College!

Heading for college next fall? NDEO strongly supports its collegiate student members as future dance professionals. Continue being involved in this tremendous field and connect with your colleagues in these areas:

- Post-Secondary Student Organizations
- Conference Scholarships
- Mentorships and Internships

Learn more: [https://www.ndeo.org/Connect/Students](https://www.ndeo.org/Connect/Students)
Successful Collaboration

Many Wood River High School NHSDA members are also company dancers at Footlight Dance Centre. They challenge themselves to maintain a solid GPA on top of their dance schedule: masterclasses with guest teachers, summer workshops, community service, and assisting younger dancers in classes. They explore filmmaking, including the studio’s “Star Wars” online performance. Within the studio’s vision: “Dance is the balance in our lives, providing joy in the human connection. Our health and well-being must move.”

The students then triumph in the rigorous requirements for NHSDA induction.

Easy Guide for Measuring Your Dancer

Stephanie’s Dance Shoppe is a special place where students learn teamwork, dedication, and working hard to reach their goals. And the studio offers tutorials on its site, including easy costume-measuring for that superior performance. Notes the staff: “Costumes can take many months to make, and this is why we must get to work right away!” Director Stephanie Radovich offers a video on how to get the perfect fit with only four measurements. Learn more: Easy Guide for measuring your dancer :) | Stephanie's Dance Shoppe
A Senior's Special Summer ~ Student Teaching

Spotlight on NHSDA member Adrianna Hix who has completed her Apprentice Training Program at the Academy of Dance Arts. This summer, she shares her joy of dance by teaching many lucky little ones!

What does Adrianna love about dance? "How strong it makes me, both physically and mentally. As a dancer, I have learned many lessons: self-discipline to work towards personal growth as a creative outlet that makes us free." She shares many memories "since the Academy is like home to me." And she hopes her students will have similar memories, as she notes: "I remember my very first performance when I was nervous and excited to show everyone what I had learned. I got on stage, squinted through the audience to find my parents, and waved toward them during my dance. I felt so proud, and the stage beckoned me."

Seeing lovely Adrianna perform on stage as a curious kitty in the studio’s spring performance, The Quiltmaker’s Gift, the girls are thrilled to have her as their teacher. Adrianna’s personality is like the Quiltmaker weaving a tender story that mirrors her dancing in advanced-level classes and guiding these youngsters.

Adrianna’s encouraging words to younger dancers: “Remember who you truly dance for; sometimes we get trapped in the perfectionism we place on ourselves as dancers, but the audience is not the only reason we dance. At the end of the day, you are doing this for yourself, and not only are you beautiful, but you are also embracing what you love."

After her summer teaching, Adrianna will take a well-deserved break before starting college, where she will double major in dance and psychology. Her advisor Claire Leavestad notes: “Adrianna, we praise your wisdom and talents. We have made so many memories together and have watched you grow as a dedicated, lovely young person ready to step onto even bigger and brighter stages.”
“What’s your Grandma wearing?”
By: Astha Sinha
NHSDA Award, Honorable Mention
Girls Preparatory School
Advisor/Sponsor: Laurel Zahrobsky & Cathie Kasich

There was always a separation between my Indian culture and American school life – the apparent differences felt ostracizing. The juxtaposition between jeans and a sari meant the two had to remain separated my whole life. This limited view changed when choreographing and performing my solo “Interlaced.”

My choreography represents my delving into this personal journey of embracing my culture. It was difficult at first to intertwine pirouettes with Kathak footwork because I had always separated them, and this dance shows how I had been shy about this side of my heritage. For inspiration, I researched classical Indian techniques to incorporate the style expressively into each movement.

Through more exposure and a broader vocabulary, I made this dance mine by showing my culture through my hands, hips, and shapes, exploring my favorite moves like body rolls, layouts, and floor work while designing each costume, lighting, and music. Feeling this piece, opening my culture to others’ judgments, created a vulnerability that made the performance cathartic ~ experiencing an artistic, personal breakthrough.

I strive for a narrative that demonstrates characteristics celebrating uniqueness amid multicultural understanding. I now lovingly internalize my culture, recognizing the beauty of my deeply rooted Indian heritage. And my grandmother looks beautiful draped in her sari.

PC Asta Sinha
Mirror to My Future
By: Layla Terrell
NHSDA Award, Honorable Mention
Ballet Center of Fort Worth
Advisor/Sponsor: Enrica Tseng

My mom has been my guide throughout my life, but what happens when I make my own decisions? Will I make the right choices for my future? My piece, “Mirror to my Future” reflects my childhood experiences with lessons for my future.

At the beginning of the piece, I introduce the valuable lessons my mom taught me as a child. After a dial tone, I emulate a young adult trying to maintain responsibilities, reflecting on my mom’s advice in my adult life. Repetitive hand gestures highlight these scenes.

Stage right signifies my past; stage left my future. Dancing mostly centerstage represents my present young adult self, trying to grasp responsibility. All rolling movements demonstrate how I make mistakes while discovering my self-worth as a new adult.

At the end of the piece, I finally find my confidence and walk into my future (stage left). This piece was a manifestation of a question I have had for a long time. “Am I good enough?” I discovered my answer by creating this dance and happily staring into my future mirror.

PC Layla Terrell
“By Some Miracle…”
By: Jarod Smith
PAVG School of the Arts
Advisor/Sponsor: Sonya Kwon

Step Clap, Step Clap,
Grapevine Turn, Clap

Trigger Warning:
Sit down, folks. This story will be a wild ride
that will thrust your emotions into falling, then
finally move you forward into triumph.

DANCE entered my life when I was in “High
School Musical 2” at four years old. I know
the “High School + 4-Year-Old” formula may
not add up. But something in my soul felt
right. I was comfortable performing in front
of an audience, but it took a while to realize
what I loved about dance.

After about five years, I received an offer for
a dance program in the studio. Being a kid, I
said, “No! Dancing is for girls!” (Surprise,
that changes!) I soon regretted that statement
three months later, but at that point, I had
lost my place until the following year.
Miraculously, the auditions rolled around,
and I made it. At first, dance was just a
hobby, but it soon took over and even pushed
out the musicals. I could share my joy in a
new way with this art form. Unfortunately,
that dream took a turn “really quick.” In my
second year of dancing, a verbally abusive
dance director, who was also my solo coach,
groomed me for molestation. This assault
became my living hell.

Dance was supposed to be an escape from
bullying at school, but the circumstances
were worse. I came home crying every night;
I immediately stopped eating for a month
after my coach deceivingly kept calling me
fat, and I steered toward quitting dance
forever. But I did not; instead, I switched
studios, cut all contacts, and kept pushing
forward ~ I vowed never to let anyone feel the
way I did, although I knew this was near
impossible. That circumstance was when I
discovered what I genuinely love.

The question then hit me, “How can I bring
my quest to help people in turmoil from
beyond the stage or the studio to other
arenas?” My answer, without hesitation:

“Be the escape through talking. Be the escape
through comedy. Be the escape through the
Arts. Be the escape through love.
Be the escape.”

Of course, that action brings tremendous
pressure that some call a burden. But seeing
people get through trauma and smile is more
rewarding than anything I have ever
experienced. I love serving as an escape for
others, transporting them into realities far
from where life’s weight drags them. Dance
has become an exhilarating part of my life to
help create a more beautiful, safer world.
I titled this piece “Beautifully imperfect” to reflect my belief that the beauty within imperfection is a fundamental aspect of the path toward self-love.

The intent behind my original solo was to contrast the traditionally considered “beautiful” or “perfect” versus “ugly” or “imperfect,” as illustrated through classical movement. In my journey, I witnessed the harm in the fallacy of achieving perfectionism. I then conceptualize acceptance by embracing imperfection, thus redefining how I view beauty.

From an early age, I thought my pursuit of perfectionism as an asset, so, it took considerable time to recognize the extent to this unhealthy tendency was hindering my personal development, especially as an artist. “Perfectionism” prevented me from discovering my authentic self, and when I realized this, I blossomed into the dancer I am today.

Throughout the piece, I conveyed the process of self-acceptance through repetitive movements, more authentic to my style. Yet, the main challenge was fully trusting myself to be vulnerable in taking risks.

Revisiting my original intent enabled me to lean into and accept what is genuinely ~ “beautifully imperfect."
"Slide"
Angelina Apicella
NHSDA Award, Honorable Mention
The King's Academy
Advisor/Sponsor: Catherine Higgins

When asked why I must dance, I think about that night and how I could speak without words. “Slide” is the story of how my dad saved my life.

“Slide” emotionally expresses when my father saved me from the darkest moment of my life.

Finding a song was the most challenging part of the choreographic journey, and so I began searching through many music options to help tell my story. After hearing “Slide,” I found that perfect accompaniment to tell my story with good grace – I needed to with this dance.

Putting myself into the song, my father says to me, “And so [you] must rest in the arms of love, at last, must rest in the arms of love.” These lyrics reminded me of a defining moment in my life when I could not “see the light” and sadly did not feel comfort. After surviving an attempt on my life, I hit a low point in my life.

I struggled with depression and constant deprecating thoughts, taunting that I was not worth it. I let the words of others infiltrate my mind and heart, convincing me that I had no worth. Yet I realized how grateful I was for my father during this time. While I felt like I was drowning in darkness, he was there. My father led me out of the dark, never forgetting to hold me close. I tell the story of how my dad helped me off the ledge and into his safe embrace.

Yes, “Slide” is the story of how my father saved my life.

PC Angelina Apicella
“Circles”

By: Lauren Rotante

NHSDA Award, Honorable Mention
Colgan High School
Advisor/Sponsor: Jamie Howes

“Circles [Edited]” is about disassociation. I took phrases and repeated them slower, demonstrating spacing out and then scrambling to grasp what was happening around me. Movements flowed through the body with sharp breaks to emulate the full-body experience. I also created audio with the help of my peer, which pushed the story forward. I went out on a jet ski to record the sound of the water crashing on the ski and then paired it with Post Malone’s intense song “Circles.” The dance emphasized dissociative episodes often played on the radio, signifying an ordinary circumstance. The waves, louder to softer, allowed the audience to grasp the dancer’s mind.

It is strange yet perfectly explains how dance has impacted my life. Simple words on a page cannot encapsulate the lightning strike sent through my veins when performing a movement or the thunderstorm of passion that follows until another phrase. Nevertheless, I will do my best to bottle my bolt and share it with you. Dance, in short, changed my life.

When 13 years old, after years of musical theatre camps, I took a summer dance class to pass the time. My instructor, a performer, advised a break from my other training to strengthen my technique. She encouraged me in what she believed was my natural ability. I then enrolled in every session to find a newfound love for each style.

This progression led to experimenting with choreography, creating my first piece with blindfolded dancers who demonstrated their ignorance of social issues. Little did I know my experimental, social advocate voice would stick with me ~ and amplify my journey.

Dance allows me to say what I cannot with words. I choreographed a piece a few years ago with a peer about individuality and never knowing what is happening in someone else’s life. We paired the work with the sound of many people talking in the same room, articulating the feeling of only knowing your story with brief moments of others. Walking out into the auditorium, I listened to people resonate with how the performance affected them. Dance thus enamored.

Dance’s impact on my life did not stop at the classroom door. Whenever I struggled with body image issues or negative self-esteem, I focused on what I felt on the Marley, watching videos of myself carving through space, chasing the electricity, and feeling happy. Dance provided an escape from more complex challenges and allowed me to confront them, communicating through movement the best way I could. My favorite memories are songs beckoning me to dance, letting negativity drip out as the sounds fade. Dance taught me resilience when I did not even know it. Also, I love collaborating with fellow artists, utilizing our talents to create work that invokes meaningful conversations.

While creating “Circles,” I would tap into my experiences, often straining emotionally. As my arm sliced across my body, electricity sparked through my veins. When choreographing, I become Zeus, throwing my lightning bolts into other dancers or audience members. I communicate ideas, share stories, and let my work inspire, making me heard in
a massive world; feeling each part of my body when performing allows me to love every muscle with each powerful breath. Applying movement within my style, I then choreographed this dance to spread awareness about disassociation. Thus, when “Circles [Edited]” finished, I felt complete, knowing I had found a way to communicate my feelings.

Dance provides a voice to speak out, to express ourselves.
My original solo, “The Feeling of Growing Up,” symbolizes the passage of time and how quickly we move from childhood to adulthood. The song titled “The Second Star to the Right” by Sam Yung belongs to Disney’s animated Peter Pan songbook. We remember youthful adventures throughout the original James M. Barry’s story with the fear of losing this carefree life growing up - which is like how I feel. Although we work hard in all our activities, we still have fun. If we are fortunate enough, adults shoulder the heavier burdens, but teenagers considered not children, will soon take on adult responsibilities as time goes by.

Dance has been my life, from my first pair of ballet slippers to my latest curtsey. I began when I was two years old, but I did not realize its impact until a few years ago. Dance keeps my body and mind fit; because of this training, I remember multiple pieces, which helps me retain and comprehend what I learn in school. Dance is both physically and mentally challenging, but every second is worthwhile. There is no better feeling than taking that bow after a long show or the excitement of nearly perfecting a problematic dance step.

We know the saying, “Dance as if no one is watching,” well, I prefer to say, “Dance like everyone is watching.” Each time I dance, I give it my all, immersing myself and anyone watching the dance. I want to take the audience on an emotional journey when I perform. Dance expresses many feelings, making people weep with sorrow, wither in pain, or drown in utter happiness. Dance has brought so much to my life, and it has given me the confidence to tackle any challenge.

Whether on stage or off, I utilize the skills I have gained, instilling a solid work ethic. I must work hard to reach my goals, and the more I put into perfecting a technique, the better the outcome. This understanding applies to everything in life. The dance will always be an essential part of my life, for it is not just passing the time; it fulfills my soul. I hope any time I have the privilege to dance, I “Dance like everyone is watching!”

And so, my solo is about the fear of growing up with the struggle to escape time. I have decided for life to bring vibrant, colorful dance to this dull, gray world. Dance does not possess restrictions that claim: “STUDIO OR STAGE ONLY.” Dance in the streets in the rain, dance in the grocery store, dance when taking that delicious first bite, dance when we feel we have hit rock bottom. By sharing the power of dance with the world, I encourage everyone to dance with no restrictions.
Share the wonderful impact dance has on our lives with the world, shining like that second star to the right, and one 8-count at a time!

~ Olivia Miller
Congratulations to Our
NHSDA Graduates –
Past & Present!
Reach Great Heights
On Your New Adventures
In Community Service
& a Wonderful Smile!
Students & Advisors ~

We Welcome You to be Published!

Dance Arts Now! is the official Junior/Secondary NHSDA newsletter. Our Editorial Staff invites student inductees and sponsors to contribute creative works for our future editions! Learn more: nhsda-ndeo.org/danceartsnow

PC North Atlanta High School