

Paths of New Media Technology Enabling Innovation in Dance Choreography Teaching in Colleges and Universities

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ABSTRACT

The development of digital technology transforms the teaching model of dance choreography, and provides technical support for consolidating creative foundations, improving professional competence, and enriching perceptual dimensions by reshaping classroom forms, innovating technique training, and expanding learning fields. On this basis, new media technology further enhances the practical ability and aesthetic quality of dance choreography teaching by inspiring creative ideas and improving choreographic practice. To achieve the sustainable development of teaching, it is necessary to build diverse exhibition platforms to evaluate teaching effectiveness, improve cultivation models to enhance students' comprehensive literacy, and foster artistic sentiments to promote student growth and talent development.

KEYWORDS

New media technology; Colleges and universities; Dance choreography teaching; Teaching innovation

1 Introduction

With the rapid development of digital technology, the integration of dance choreography and new media technology has become a major approach to the modern inheritance of traditional arts^[1]. As artistic creation in the new era calls for cross-border integration, innovative expression, and technical competence, the teaching methods mainly based on oral instruction, physical demonstration and in-person rehearsals fall short in stimulating students' creative potential, expanding artistic expression channels, and aligning with cutting-edge creative practices. Therefore, exploring effective approaches for systematically promoting the innovation of dance choreography teaching through new media technology is not only a technical improvement of teaching methods, but also a structural transformation of the talent cultivation model. From the three dimensions of teaching scenarios, ability cultivation, and long-term mechanisms, transforming technical tools into new educational productive forces that stimulate creativity, improve quality, and connect with the future provides new insights for the cultivation of high-quality dance choreography talents required by the digital era.

2 Value Connotations of Dance Choreography Teaching Driven by New Media Technology

2.1 Activate Creative Inspiration and Expand the Boundaries of Expression

The introduction of new media technology brings unprecedented opportunities and challenges to dance choreography teaching, and expand the space for the forms of dance expression and the creative boundaries^[3]. In traditional choreography teaching, students' creative inspiration mostly derives from teachers-assigned topics, imitation of classic works, or personal life experiences, with relatively limited sources of materials. In contrast, new media technology provides students with abundant digital libraries, including databases of movement segments, music and sound effects, and visual effects. Students can freely combine, edit, and transform these materials to generate new choreographic ideas. The application of technologies such as digital projection, interactive installations, and wearable devices shifts dance from mere human body movements to a dynamic interplay with changing light and shadow, sensor feedback, and real-time generated imagery.

During the choreographic process, students can cast dynamic graphics onto dancers or the stage through projection technology, making body movements and visual effects correspond with each other. Social media and short-video platforms provide students with a window to observe contemporary dance trends and obtain public aesthetic feedback, so as to enable choreography to be more in line with reception habits of contemporary audiences, expand creative inspiration, and break expression boundaries. As a result, the dance choreography is transformed from relatively closed technical training to a more open and experimental artistic practice.

2.2 Cultivate Profound Artistic Sentiments and Facilitate Student Growth and Success

Technology is merely a tool or means, while artistic sentiment constitutes the intrinsic driving force for the continuous development of dance choreography talents. The exploration of integrating new media technology with university dance

teaching provides new approaches for the innovation of university art education. It helps students deepen their understanding of the essence of dance art, and gradually cultivate independent and profound aesthetic judgment with contemporary characteristics, and artistic characters in the process^[4].

For instance, it is of strong educational significance for students to organize them to watch online documentaries of interviews with older choreographers, their creative manuscripts, and behind-the-scenes footage, and to experience the spiritual strength of these artists who persist in artistic pursuits under harsh conditions. Digital archive systems can be used to organize and display the choreographic works and growth experiences of outstanding graduates of the university, exerting a demonstrative effect of peer guidance. Additionally, virtual reality technology can reconstruct classic dance works, and present vivid historical performance scenes to students, thus enabling them to immerse themselves in the cultural and social contexts in which these works were created and to recognize the social significance of dance art. Artistic sentiments and technical capabilities complement each other, allowing students to maintain the motivation for continuous learning and creation after graduation, and to grow steadily and achieve long-term development in their careers as dance choreographers.

2.3 Deepen Artistic Understanding and Shape Aesthetic Characters

Dance choreography is not merely a technical task but an artistic creation process, which demands a high level of artistic comprehension and aesthetic taste from students. New media technologies support the realization of this goal in various ways. High-definition video resources arouse students' interest in carefully studying classic works of master choreographers from different schools and historical periods. Students can analyze the artistic characteristics and aesthetic orientations of these works from multiple perspectives such as movement language, spatial arrangement, and music coordination.

Digital archive systems integrate dance documents, performance videos, creative notes and other materials scattered across different places, allowing students to systematically review the complete creative trajectory of a certain theme or choreographer to form a cognitive framework for both vertical comparison and horizontal connection. Online discussion platforms provide students with a space to have in-depth exchanges with their peers, teachers, and even off-campus experts on choreographic concepts and aesthetic standards. The collision of diverse viewpoints encourages students to reflect and gradually form their own artistic positions. With long-term exposure to the rich and diverse artistic resources created by new media, students will broaden their artistic vision and enhance their ability to distinguish various aesthetic styles. Ultimately, they will develop independent and stable aesthetic judgment, which is a sign of the maturity of dance choreography talents.

3 Innovative Scenarios of Dance Choreography Teaching Supported by New Media Technology

3.1 Reconstruct Classroom Forms and Consolidate Creative Foundations

Dance choreography teaching is an important component of dance education in colleges and universities, and plays a significant role in the development and future career of students^[2]. The emergence of new media technology is changing the traditional teaching methods in dance choreography classes.

Previously, teaching was mostly conducted in rehearsal halls, with teachers demonstrating and students imitating, and the creative materials were relatively limited. Nowadays, with the help of multimedia projection, motion capture, virtual reality and other technologies, students can watch a variety of dance works, analyze the structural layout of classic repertoires, and repeatedly deliberate on the details of their own movements through video playback, so as to identify and correct problems in a timely manner. Teachers can break down dance movements into visual diagrams and provide layered explanations combined with musical rhythms and emotional expressions, thus enabling students to better understand the choreographic intentions. The integration of technological tools shifts dance choreography teaching from simple movement drills to a comprehensive process involving observation, analysis, imagination and creation. In such classes, students can lay a more solid creative foundation and be well-prepared for future choreographic practice and work refinement.

3.2 Innovate Technique Training and Enhance Professional Competence

New media technology provides various tools for technique training in dance choreography. Traditional technique training mainly relies on piano accompaniment and verbal instructions from teachers, which limits the efficiency of students' training in rhythm mastery, movement transition, spatial hierarchy and other aspects.

However, digital audio editing software can visualize music waveform, allowing students to clearly identify rhythm accents and accurately align choreographed movements with musical nodes. Motion capture technology can record the

trajectories, speed variations, and force distribution of students' choreographed movements to generate analyzable data charts, so that students can objectively evaluate the feasibility of choreography plans.

With slow-motion, freeze-frame, and comparison functions of video editing software, students can compare their choreographic excerpts with classic works frame by frame, identifying their deficiencies in movement quality, spatial application, and emotional expression.

With the intervention of these technological tools, the technique training gradually shifts from relying solely on individual experience of teachers to a model combining data support and self-correction. In the training process, students' learning initiative and precision can be improved, and their professional skills can be steadily advanced through repeated technical-assisted practice.

3.3 Expand Learning Fields and Enrich Perception Dimensions

New media technology extends the study of dance choreography from the classroom to a broader digital space. Students are no longer restricted by fixed time and location, and they can access dance works and choreographic ideas from different regions and styles through online platforms. Meanwhile, performances of top dance groups at home and abroad, master choreography courses, and outstanding graduation design works become easily accessible through streaming media technology.

Virtual reality technology is more useful. After wearing immersive devices, students can "step into" a digital stage and observe the spatial effects of the same dance piece from different positions, such as the audience seats, side stages, and high positions. Such multi-view experience is difficult to achieve in traditional teaching. Augmented reality technology superimposes virtual graphics onto the real environment. When standing in an empty rehearsal hall, students can see pre-set stage scenery, lighting effects, and movement paths right in front of them. The expansion of learning fields enriches the perception dimension.

Students no longer rely solely on hearing and vision to receive information. Instead, they use various technological media to comprehensively understand the stage space, musical rhythm, and movement quality. This practice provides richer perceptual materials for choreographic creation.

4 Practical Effects of Dance Choreography Teaching Empowered by New Media Technology

4.1 Build a Display Platform to Evaluate Teaching Effectiveness

New media technology provides a diversified exhibition platform for dance choreography teaching in colleges and universities, which not only offers students the opportunity to showcase their choreographic achievements, but also effectively evaluates the teaching effectiveness and promotes the improvement of teaching quality. By utilizing new media channels such as short-video platforms, live streaming platforms, and online art exhibitions, students can conveniently upload their works to present their achievements to a wider audience, receive evaluations and opinions from the audience, and thereby refine their creations.

Through these exhibition platforms, teachers can gain a comprehensive understanding of students' choreographic abilities and learning outcomes, accurately identify the strengths and weaknesses in teaching, so as to promptly adjust teaching plans, refine teaching content, and enhance the specificity and effectiveness of instruction.

4.2 Improve Training Models to Enhance Comprehensive Literacy

The improvement of training models can be carried out from three aspects: the curriculum system, teaching methods, and evaluation mechanisms. From the perspective of curriculum design, new courses such as dance video creation, digital stage design, and interactive choreography can be added, enabling students to access and master various new media during their studies. Based on students' individuality and learning needs, new media tools should be used to design personalized teaching plans, emphasizing the cultivation of students' innovative thinking, practical ability, and aesthetic literacy.

Though this way, students can not only master the skills of dance choreography solidly, but also enhance their abilities in communication and cooperation, work interpretation, and innovative expression, thereby achieving an all-round improvement of comprehensive quality. In terms of the evaluation mechanism, the criteria for comprehensive literacy evaluation should include students' utilization of digital resources, operational proficiency with technical tools, and cross-media performance. With the improvement of comprehensive literacy, graduates will have more distinct competitive advantages in the job market.

4.3 Optimize Choreography Practice to Strengthen Practical Ability

The choreography practice is a crucial part of dance choreography teaching, and the integration of new media technology improves the efficiency and quality of such practice. In traditional choreography practice, students have to experiment repeatedly in the rehearsal hall, and each adjustment requires dancers to reposition and re-coordinate, which wastes a great deal of time and energy. In contrast, digital choreography software can design formation changes, movement transitions, and spatial arrangements in a virtual environment in advance. It can also use computer simulation to test the feasibility and visual effects of schemes, identifies problems, and then modifies them within the software, thus significantly reducing the number of in-person rehearsals. Meanwhile, video annotation tools enable students to add text, arrows, circles and other markings directly to recorded rehearsal videos to provide specific descriptions of the dancers' movements and positions, which avoids the misunderstanding caused by oral explanations. Moreover, mobile shooting equipment allows students to record, review, and self-correct choreographic excerpts at any time, so as to shorten the feedback cycle between problem identification and solution.

With choreography practice improved with the aid of new media technology, students can conduct more choreography practice with fewer resources, and their practical abilities can be steadily developed in a rapid iterative process, which fully equips them with the competence for future careers in professional dance companies or educational positions after graduation.

5 Conclusion

New media technology provides strong support for the innovation of dance choreography teaching in colleges and universities. By reshaping teaching scenarios, improving training methods, and establishing a sound long-term mechanism, it effectively addresses the limitations of traditional teaching and stimulates teaching vitality and students' creative potential. New media technology comprehensively empowers dance choreography teaching from three aspects of teaching scenario innovation, choreography ability cultivation, and long-term development construction.

It strengthens students' professional foundation, improves their choreographic skills, shapes students' aesthetic characters, and nurtures their artistic sentiments.

In the future, it is essential to continuously promote the integration of new media with teaching, drive the quality improvement of dance choreography teaching, support the inheritance and innovation of traditional dance art, and thus cultivate more outstanding dance choreography talents.

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