

University of North Carolina at Greensboro
DCE 214C-01: Intermediate Ballet
Spring 2009

Instructor: Jennifer Guy

Office: 220 F

Office Hours: By appointment. Please feel free to contact me via e-mail or phone for an appointment.

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Phone: See instructor for details.

Prerequisites: A grade of B or higher in two semesters of 114 or departmental permission. This course may be repeated for credit.

For Whom Planned: Ballet course for dance majors.

Credits: 1 Credit Hour

Days, Time, Place: Monday and Wednesday from 12:30-1:45pm (HHP 152)

Course Description

Development of technical skills in ballet, including safe and efficient alignment and clear articulation of movement vocabulary, with emphasis on increased vocabulary and musicality.

Technique Feedback Sheet	70% of final grade
Terminology Test and Project	15% of final grade
Performance Exam	15% of final grade

Student Learning Goals

On completion of this course, you will learn to:

1. Demonstrate dynamic alignment (see attached alignment statement).
2. Prompt grasp of class exercises and combinations.
3. Refined sense of the body in relation to itself and to the space.
4. Refined sense of initiation and articulation of movement.
5. Demonstrate rhythmic accuracy and qualitative understanding of musical nuances by moving on the beat and anticipating it when required.
6. Deep exploration of the qualitative aspects of movement sequences, without extraneous tension.
7. Dynamic phrasing of movement sequences to enhance the variations within movement phrases.
8. Projection of energy while dancing, performing with confidence/full engagement.
9. Exploration of the range and depth of motion in space and through space, going beyond one's comfort zone.
10. Performance creativity through spontaneous solutions to improvisational prompts and/or demonstrate creative spontaneity within a given technique.
11. Commitment, engagement, and responsibility to course assignments and activities (movement based, written, or as defined by the instructor).
12. Demonstrate development of professional skills, independent work practices within the class.

Learning goals 1-10 mark distinct *areas of skill* in dance technique. Excellence in dance artistry is a matter of developing a high degree of skill in each area and intergrading these skills during the performance of movement.

Learning goals 11 and 12 describe *efforts/attitudes* necessary for progress toward excellence in dance and indicate specific *behaviors* that demonstrate them.

Teaching Strategies

To enable student achievement of the learning goals, I will:

1. Demonstrate, explain, analyze and lead explorations of movement exercises and combinations designed specifically to develop the skills required for achievement of learning goals 1-10;
2. Observe your daily work in class and (a) orally assess* your achievement of learning goals 1-12 and (b) make recommendations for improvement in achieving learning goals 1-12;
3. Provide a written assessment on the Dance Technique Feedback Sheet of your achievement at mid-term;

4. Provide opportunities for individual appointments in which we may discuss your learning efforts;
5. Provide opportunities for you to assess your own and others' progress toward actual achievement of learning goals;
6. Present ballet terminology and write on classroom board as needed.

*Not every student will receive individual feedback during each class, but all students will receive individual feedback regularly throughout the course of the semester.

Evaluation Methods and Guidelines for Assignments

The fundamental and ongoing assignments in this class are to:

1. Attend to movement material presented, as well as, to explanations and analyses of its specific components;
2. Listen carefully to and apply all corrections and recommendations for improvement that I provide in and outside of class;
3. Learn the movement material as quickly as you can through observation and practice;
4. Perform the movement material as accurately as possible each time you are called upon to do so;
5. Reflect in writing as assigned on your progress toward and actual achievement of the learning outcomes;
6. Observe other dancers and assess their performance as assigned.

I will assess your progress toward and your actual achievement of the learning goals through:

1. Daily oral feedback to you and/or others on work done in class;
2. Written mid-term and final evaluations of your achievement using the Dance Technique Feedback sheet;
3. Oral and/or written feedback of the accuracies and inaccuracies I perceive in your written self-assessments.

Your achievement in mastering the learning goals to the degree appropriate for this course, and as documented on the Dance Technique Feedback sheet, will provide the primary basis for calculating your final letter grade. Your attendance record, terminology test, terminology project, and performance exam will be additional factors in calculating your final letter grade.

Please look at the UNCG Dance Department Website (www.uncg.edu/dce) under "Syllabi" for Dance Technique Feedback Sheets, definitions of skills, alignment statement, scores in technique classes, etc.)

Grading Scale

93-100 (A) 90-92 (A-) 87-89 (B+) 83-86 (B) 80-82 (B-) 77-79 (C+)
73-76 (C) 70-72 (C-) 67-69 (D+) 63-66 (D) 60-62 (D-) Below 60 (F)

Attendance Policy

Grades and mastery of material can improve only with regular attendance and active participation. You are allowed TWO ABSENCES. Any extra absence will lower your final grade 1/3 of a letter grade. You are allowed to make up* ONE extra absence in another ballet technique class.

*See Make Up Class below.

Make Up Class

Students may make up ONLY 1 class in another instructor's technique class of the same level if permission is received from that instructor. Please check course listings for a ballet class that fits into your schedule and then you should email the instructor for permission to attend their class. You must write the date, time, and course on a piece of paper and have the instructor sign that sheet after you complete their class. Once you do so, bring me that documentation for my records to show that you made up a class. Long-term injuries have to be discussed with the instructor and be treated accordingly.

Observation, Participation, and Lateness Policy

If you arrive more than ten minutes late, please sit down and watch. If you are less than 10 minutes late, please quietly join the back of the class and begin working immediately, with as little distraction as possible. If you are tardy (within 10 minutes of the start of class) two times or less, your grade is not affected; however, timely class

arrival is strongly encouraged, and is critical to your safe participation, technical development, and professionalism. Arriving more than ten minutes late or leaving more than ten minutes early three times will count as one absence.

When injured or ill (but not contagious), you may still be counted as present only if you attend class and record observations or execute floor barre/modified class.* Observations must be handed in at the next class meeting and floor barre/modified class should be done synchronously with fully participating classmates. However, these options will NOT be counted as a day of participation in the class. The Dance Department requires an 80% participation rate. For example, students must dance in 24 out of the 30 meetings in classes that meet twice a week, and in 36 out of the 45 meetings in classes that meet three times a week to get credit for the course. Sitting and watching a class or doing a modified version of class do not count as participation. Students who do not meet the participation requirement for any reason will need to repeat the course.

*Observations: During observation, take notes and submit a copy to the instructor and student. Notes should go beyond just listing what the combinations were. You must complete the following:

Your role as an observer is both teacher and student. Pick one student in the class to observe for the day.

- Take notes on what he or she does well during each of the exercises.
- Note the relationship between his/her work and the instructor's corrections.
- Also make correlations between what you see, what you hear, and what you personally experience when you are physically participating in the class.
- Answer questions like: What could s/he do differently in order to improve his/her technical and artistic skills? What could you do differently in order to improve? How does observing class further enrich your kinesthetic and cognitive understanding of ballet?
- Compile a list of observations and suggestions to present to the student and instructor at the next class meeting.
- Your notes must be typed.

* Floor Barre & Modified Class:

If you can not fully participate in a class but would like to participate in some way, you may do floor barre and modified class. You should see the instructor for details about how to complete this kind of work.

Special Cases

Situations such as serious illness, long-term injury, or family emergencies may be dealt with on an individual basis. In some cases, students will be given an INCOMPLETE to be made up within the next semester. In other cases, I may recommend withdrawal from the course.

Class Conduct

Please be respectful of your fellow classmates, the instructor, and our art by being attentive and following studio etiquette at all times during class (if there are any questions as to the components of studio etiquette, please see me privately). I encourage you to ask relevant questions during class, but will not tolerate excessive chatting, socializing, or other distracting behavior. Class time needs to be reserved for refining and improving our craft and our bodies as artistic instruments. For your own safety and enjoyment of this class, no eating or gum-chewing is allowed in the studio. Please turn off or silence all cellular phones and other electronic devices. Should there be a reason you need to have your cell phone out during class.

Appropriate Attire

No jeans, hats, chunky jewelry, short shorts nor extra-baggy clothing should be worn in class. Leotards and tights are not required, but form-fitting clothes are necessary. Hair should be pulled back and away from the face. You are expected to wear ballet shoes during class. **If you have any questions or concerns about footwear, please speak to the instructor.** If you do not have appropriate shoes or attire, your grade may be lowered.

Expectations of you as a Student

In addition to maintaining the above outlined expectations, I also request the following:

1. To actively participate in class, work on corrections, practice and apply concepts and theories in combinations. Always strive to reach new capacities and discoveries;
2. To ask questions if anything is unclear;
3. To keep an open mind toward working the body in a new way while draw upon previous knowledge of and experiences in dance.

Expectations of me as your Instructor

1. To also maintain the above guidelines while sharing with you my knowledge and experiences of ballet as clearly as possible;
2. To be prepared for class and to provide you with clear and respectful feedback in the form of verbal and manual corrections;
3. To be available for you to approach me with any questions or concerns you might have regarding any aspects of this course, my teaching, or your progress.