

Dance 205: Ballet IIA

Fall 2016

T R 9:00-10:45 a.m.; NFAC 130

Mid-term Assessment: Tuesday,

Final Exam: Wednesday, December 21, 2016 at 2:45-4:45 p.m.

Pamela Luedtke, Instructor

Office hours: Tuesdays 11:00-1:00 p.m. or by Appointment at NFAC 140C

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UWSP Dance Program Vision Statement

UWSP's dance program aspires to create a dynamic culture in which students are inspired to achieve full physical expression, technical and stylistic range, and anatomical efficiency. We are dedicated to artistic experimentation and contemporary inquiry that is culturally relevant and historically grounded, preparing students to communicate, contribute and lead as global citizen artists.

Texts required purchase available for purchase at DUV Bookstore :

Grant, Gail. *Technique manual and Dictionary of Classical Ballet*

Franklin, Eric. *Conditioning for Dancers*

6X9 Spiral Notebook for weekly written Combinations

Students are asked to obtain tennis and racquet balls, a theraband of three yards and use the foam roller for pre-warm up, post warm down and movement activations during class.

Course Goals:

Dance 205: Ballet IIA is designed guide students to attain the following goals and learning outcomes:

1. The ability to consistently take the class in a focused, concentrated way, which includes consistently attending class, arriving for class early and warming up thoroughly, and dressing in a manner consistent with the profession.
2. The ability to be ready to act mentally and physically throughout the entire barre and center work.
3. The ability to identify, and accurately perform intermediate ballet vocabulary, including barre and center combinations.
4. The ability to recognize, reproduce and train with optimal anatomical alignment that supports expressive, dynamic, injury-free dancing.
5. The ability to consistently apply corrections and new information at the intermediate level.
6. The ability to design and write personal and pre-professional goals.
7. The ability to describe and interpret live and video dance performances.
8. The ability to design a pre-class warm up, post-class warm down, and weekly conditioning program... **develop a consistent personal commitment for exploration in strengthening, cardio and breath integration through weekly conditioning.**
9. The ability to implement to consistently perform your pre-class warm up, post-class cool down, and conditioning program.
10. The ability to complete all course assignments, and to submit to D2L on time.

Objectives of Dance 205: Ballet IIA

Developing these skills can assist you in charting your learning experience in the course. The faculty will evaluate these areas during your mid-semester assessment, and at the end of the term.

Breathing: Integrating breath into every movement in order to keep your awareness of centering, use of dynamics and breath flow of all of your movement. Physically demonstrating the impulse of breath as the foundation towards clarity of dynamic efforts.

Concentration: To concentrate, to be present of physical alignment engagement throughout an entire class. Attending to the teacher and one's own thinking – listening attentively, engaging with the information presented responding with awareness.

Control: To maintain proper form, alignment and effort during barre and center work. Engaging dynamic skeletal and muscular alignment in the body in all transitional movements.

Centering: Accessing core activation and consistency throughout barre and center work. Deeply Understanding the muscle systems used to support a full and kinetically balanced range of movement.

Precision: Understanding the proper form, placement and consistency in the transitions between movements. Understanding, and having the ability to use, the technical vocabulary and concepts of the technique. Paying attention to the details as well as the large ideas.

Balanced Muscle Development:

Understanding, developing and maintaining muscle systems by accessing strength and flexibility in harmony with stability and mobility. Evidence of muscular conditioning to support full range of motion.

Rhythm/Flow: Accessing rhythm/flow to create a smooth, graceful and expressive quality movement. Bringing one's self, one's images, and enjoyment, in engaging with the material, the music, and others. Moving alertly within the phrasing of the music with attention to phrasing, dynamic contrasts, and accurate timing. (tempo, meter, and rhythmic patterns of the music).

Whole Body Movement:

Integrating movement into a flowing whole body experience, to create clarity, purpose and personal integrity to the art form of dance.

Relaxation: Physically embodiment of effort and relaxation. Using just the right amount of effort needed for movement. Ability to release unnecessary tensions to find ease and flow in movement.

Movement Principles Explored Fall Semester DNCE 205:

- **Breathing**
- **Core Activation/Center of Gravity (COG)**
- **Neutral Spine Alignment**
- **Abdominal Strengthening**
- **Lumbar-pelvic Stability**
- **Strengthening and Mobilizing the Spine**
- **Scapular Stability and Mobility**
- **Correcting Alignment**
- **Flow and Tension Release**
- **Lengthening/Flexibility**

Assignments include:

- Video Observation 1 & 2 (two page typed document), Typed Self-assessment based on Class Criteria stated in Syllabi.
- Weekly Notebook Entries: Writing weekly one barre and center combination per week. Combinations can be used towards your Individual Class Outline and group Class Presentation.
- Typed Individual Class Outline consisting of a complete class with a progression of barre and center combinations. You will present combinations with in a group activity.
- Personal commitment to two hour external exploration from class of activities from reading, Pre-class, Pilates class or other physical conditioning outside of class. Personal commitment to explore weekly activities from Franklin, Eric. Conditioning for Dancers.
- Attend Theater and Dance scheduled performances.

Attendance Policy

If you will miss class you are required to notify me in advance by email or voicemail. A maximum of two absences are permitted. Note: Two late arrivals = 1 absence. It is the Dance Program's policy that six absences result in a failing grade.

If, during the semester, you are injured or ill and cannot participate in class by dancing but are well enough to attend and observe with alertness, you will receive full credit by coming to class and writing your detailed observations of the class. Then, it is your responsibility to hand these written notes to me directly following that class session. If you fail to do so, you will not receive credit for your observation and you will be considered absent. You may observe class up to two times. Additional observations will be considered on a case-by-case basis, and may affect your grade.

Ongoing or Previous Injuries and Self Care

As dancers it is essential that you develop a clear plan to consistently make time for adequate rest and recuperation. These, along with whole food nutrition and hydration, should be your top priorities. It is your responsibility to notify me of any injury or health issue that may affect your class work.

Pace and Balance – Important Considerations

Dedicated dancers work deeply on several levels. The quality and consistency of your outside of class self care is directly related to your in class participation and performance. To be able to develop and sustain a holistic approach to your training and artistry it is important to consider the following.

What do you need in order to successfully pace and balance your physical and academic work?

How deeply are you aware of the role that daily rest, recuperation, and whole food nutrition play? What are your strategies for prioritizing these?

If you are injured either inside or outside of class it is essential to STOP what you are doing immediately and take care of your body. Prompt self-care for strains or sprains should include R. I. C. E.

- Rest | Ice | Compression | Elevation

Students who require ice or heat therapy for an existing injury are asked to supply their own reusable ice/heating packs. For injury evaluation, and additional therapy needs, dance

program students are encouraged to make an appointment to meet with our dance program Athletic Trainer. See NFAC 136A warm up bulletin to sign up during fall semester evaluation hours. All appointments will be in Dance Program Conference Room, 140A.

If you will miss 2 or more classes due to an injury or illness you must submit all of the following, in writing, to the DNCE 205 D2L "Wellness Dropbox". This dropbox is a place for you to confidentially record detail about any injury or illness you sustain throughout the semester that prevents you from fully participating in class. You are required to submit weekly updates each Sunday by 11:59 p.m. to this dropbox until such time as you're able to return to full physical participation. Your failure to submit weekly updates will result in a lowered grade.

1. Date and specific description of injury or illness
2. Physician, Chiropractor, Physical Therapist, Athletic Trainer and/or other medical professional report and specific diagnosis
3. Specific recommended follow up care, for example: icing, therapeutic exercises (number or repetitions, frequency, intensity), footwear, etc.
4. How thoroughly and consistently are you fulfilling these recommendations?
5. Specific timeline to recovery and your return to full dance participation

If you sustain an injury or illness or, if other circumstances prevent you from full class participation for four or more consecutive or combined weeks, the dance faculty will evaluate your circumstances and may suggest that you drop the course and register to take it when you are able to fully participate and complete the required work

Corrections

A correction gives extra information at a specific moment and for a specific reason. Corrections are not personal criticisms; they bring you back to the task at hand or encourage you to take a different or deeper look at the material. I encourage you to remain open to the correction process and expect you to apply all corrections cumulatively throughout the semester.

Dress

Leotards, tights and ballet shoes in good repair are required. Men may wear a tucked-in close-fitting T-shirt instead of a leotard. Hair must be either worn up off the neck and away from the face with a professional appearance for every class. Baggy clothing is not expectable. Remove all wrist and neck jewelry and large earrings. No chewing gum.

Class Participation

Arrive on time for each class session, which really means being early. It is expected that you are to arrive 30 minutes prior to class beginning and stay after class 30 minutes to stretch and warm down. If you have classes before or after ballet you must notify me.

Focus is attending to the teacher and one's thinking to center on the movement at hand, which includes listening to and responding attentively with awareness of one's self.

Work Ethic is to approach taking the class in a responsible, disciplined way, which includes attend class consistently, coming prepared to work, warming-up before class, and dressing in a manner consistent with the profession.

Behavior is to maintain an open attitude to new ideas, attending to and incorporating corrections into your work.

Email

You are responsible for the information sent to your UWSP email, and to check your UWSP email daily for class updates and announcements. Relevant information will also be posted on D2L, the Dance Program 136A bulletin board, and the Department of Theatre & Dance callboard (NFAC Courtyard, near the main Theatre & Dance office). Check SMOD and Face Book for additional performance listings and announcements.

Performance and Master Class Attendance Requirement: Participating Outside of Class
You are expected to attend all Department of Theatre and Dance productions.

You are **required** to attend:

- Unnecessary Farce Oct. 14-16, 19-22, 2016 Studio Theater
- La Cage Aux Folles Nov. 4-6, 9-12, 2016 Jenkins Theatre
- Afterimages 2015 Dec. 9-11, 2016 Jenkins Theatre

Performance Calendar link: <http://www.uwsp.edu/theatre-dance/productions/index.aspx>

Box office: <http://www.uwsp.edu/centers/uit/ordering.asp>

In-class discussion will take place during class time for group discussion.

Schedule and Assessment Point Value

Online Classroom: Desire to Learn/D2L, <https://uwsp.courses.wisconsin.edu/>

You will use D2L, UWSP's online classroom to submit and archive course assignments. Use your UWSP password to login from the myPoint page

All assignments must be submitted completely and on time. No late assignments will be accepted. Failure to submit an assignment by the due date will result in a zero for that assignment.

<i>Evaluation</i>	<i>Possible Points</i>
Video Assessment 1	10
Video Assessment 2	10
Individual Written Class and Presentation (10 points each)	20
*Final: 12/21	10

Point Value: Complete Coherent Viewpoint (10-8) Somewhat Clear Viewpoint (7-4) In-Coherent (3-0)

It is recommended that you have a class room notebook and folder for handouts.

Grading:

Excellence (A): (10-8) *Excellence* is for students who show a hunger to know, a passion for learning, and a willingness to take movement risks and integrated corrections. Excellence means striving for the best at all times and demonstrating exceptional growth toward the objectives for this course. An A student goes after the best, consistently, day after day.

Good (B): (7-5) *Good* is for student who do their work with uniform solidity. Showing dedication, a willingness to take new steps, concentration, and consistent work habits, a B student demonstrates increase accomplishments of some skills during the semester.

Average (C):(4-3) *Average* is for students who do their work and actively participate in class but lack the energy or will it takes to push to new heights. Even through present in class, a C student does not command to be seen. The student has accomplished some skills during the semester, but both student and teacher know that it could be better. Work habits are inconsistent.

Poor (D): (2-0) *Poor* is for students who have not done their work regularly. Lacking the necessary energy or passion for dance, the D student has shown very little improvement.

Failing (F): *Failing* is for the student who has missed so many classes, been tardy, or left class so much that there is no base from which to grade.