

University of Wisconsin-Stevens Point
College of Fine Arts and Communication
Department of Theatre & Dance

Dance 304 | Modern IIIB
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Spring Semester

Dance 304 | Modern IIIB

Tuesday, Thursday—11:00-12:40 pm, Friday—2:00-3:40 pm

Office Hours: Tuesdays 4:00-5:30 pm and Fridays 9:00-10:00 am. Or by appointment.

Final Exam | Monday, May 14th, 12:30-2:30 pm

Required Text:

Lepecki, Andre. *Dance: (Whitechapel: Documents on Contemporary Art)*. Boston: The MIT Press, 2012.

Course Description:

This course is an advanced level modern dance technique class designed for the dance major or minor. It aims to continue and deepen current movement investigation while expanding body knowledge of contemporary modern dance technique. This course is also a means of delivering my current aesthetic approach toward moving. Through this lens, you will explore the complexities of contemporary modern dance and further define your personal approach toward training and performance. Concepts of, time, energy, momentum, weight, articulation, tensegrity, and shifting spatial patterns will be reevaluated and examined through rigorous and vigorous movement experiences.

Course Content:

Spatial Clarity, The Weight Factor, Tensegrity, and Personal Expressivity are the semester-long concepts that will be explored through:

- Warm-up exercises that efficiently and safely prepare the body for moving in an athletic and energetic way.
- Basic exercises to awaken the joints strengthen core connectedness, and advance coordination, balance, flexibility, and awareness of body alignment.
- Quick foot sequences that test the dancer's abilities to shift weight, extend lines, and remain spatially aware.
- Full-bodied movement patterns that travel through space and investigate the possibilities of weight, momentum, rhythm and phrasing.
- Improvisational exercises to develop an individualized sense of movement expression.

Student Learning Outcomes:

At the successful completion of this course you will be able to:

- Demonstrate your ability to quickly learn and retain movement phrases and material.
- Embody the fluid, three-dimensional relationship of the body's connections, including the breath, to itself, other dancers, and to space.
- Participate whole-heartedly in improvisational exercises with sensitivity, awareness, and freedom.
- Apply your understanding of tensegrity and the weight factor—or the tactile conversation between stability/mobility, motion/non-motion, dimension/direction, and space/body to one's dancing.
- Practice, Experiment with, and Develop a full-bodied understanding of focus, rhythm, and phrasing.
- Assess one's own learning.
- Analyze performance and technique approaches in the context of contemporary/postmodern thinking.

These Learning Outcomes relate to the following Program Goals and Objectives:

- Achieve full physical expression
 - Achieve an understanding of the fundamental principles of dance technique
 - Re-evaluate technique and explore new approaches to training at a high level
 - Explore technical and stylistic range
- Achieve anatomical efficiency
 - Gain fundamental knowledge of the body
 - Train with optimal anatomical alignment that supports injury-free dancing in all techniques

Course Requirements and Information:

Dressing to work in class

As dancers, our work together is often in close proximity. It is important that you bathe daily, and wear a fresh change of clothes to class. Dress for class in a way that does not hinder your movement or my ability to see your movement clearly. You should wear dance attire that allows for full range of motion—leotards, tights, leggings, and/or an additional layer that can be removed as the class progresses. I prefer attire with little or no graphics. Modern dance is historically performed and studied barefoot. However, in certain circumstances, socks may be acceptable. Secure your hair neatly so that it does not distract from your work in class. Remove neck and wrist jewelry and dangling earrings. Men should wear a dance belt or briefs.

Attendance

- I expect you to come to class on time, to be dressed properly, and be ready to participate fully in all class experiences.
- I encourage you to arrive at least 20 minutes early to warm-up and to begin the process of focusing on your work and the class ahead.

It is the dance program policy to allow no more than **two (2) absences. Six (6) absences result in a failing grade.**

Frequent tardiness will not be tolerated and will lower your grade. Two (2) tardies will be counted as one (1) absence. Each additional absence beyond the two (2) allowed will lower your grade a full letter grade (A to B, etc.). You are required to contact me prior to class either by email if you are going to be absent. You are responsible for keeping track of your number of absences.

Participation

You are expected to be physically and mentally ready to go at 12:00, and to stay for the entire class. A pre-class warm up is your responsibility. You are expected to arrive in time to warm-up thoroughly, beginning the process of focusing physically, mentally and artistically. Taking class with a positive, focused, and healthy attitude toward learning and investigating dance is essential.

Attending but not participating

If you are well enough to attend but cannot participate (injury or non-infectious illness), you can receive attendance credit by observing the full class and submitting your written observations to me at the end of class. Address what you discovered by observing class and how you will apply your discoveries to your work. If you do not submit your observations directly to me at the end of class, your observation will not count and you will be marked absent. **You may observe class two (2) times only before it may affect your grade.**

Ongoing or Previous Injuries and Self Care

As dancers, it is essential that you develop a clear plan to make whole food nutrition, hydration, and a consistently adequate amount of time for rest and recuperation 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

As dancers, you work deeply on several levels. 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 plays? What is your plan to prioritize these into your schedule?

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. Immediate self-care for strains or sprains must include R. I. C. E.

Rest | Ice | Compression | Elevation

Evaluation with Dance Program Athletic Trainers

For injury evaluation, and additional therapy needs, dance program students are encouraged to make an appointment to meet with an athletic trainer. See NFAC 136A warm up bulletin for fall semester evaluation hours and Google.doc sign up. All appointments will be in HEC 147.

If you will miss two (2) or more classes due to an injury or illness you must submit all of the following, in writing, to the DNCE 103 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.

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

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.

If you sustain an injury or illness or, if other circumstances prevent you from full class participation for four (4) or more consecutive or combined weeks, the dance faculty will evaluate your circumstances and will likely suggest that you drop the course and register to take it when you are able to complete the required work.

Receiving and Working with Responses, Suggestions and Additions

In dance, a substantial portion of learning is grounded in considering and refining your anatomical, kinesthetic, mental, and artistic/emotional approach to the work. Receiving responses and suggestions about your work are essential aspects of your development and training. Responses, suggestions and additions are intended for your improvement, and it's always possible to listen for meaningful information offered to the class group and other individual dancers. This aspect of training is a dialog. Responses, suggestions and additions are intended to bring you back on task or to take you deeper and further into the work at hand.

Touch

It is general and accepted practice in dance for the teacher to physically touch students during class in order to assist with alignment, balance, and flexibility. My approach in this class will include physical, hands-on guidance. This kind of touch is meant to be instructional and not personal. If you are uncomfortable with this aspect of touch in the classroom please come to me privately to discuss and I will make adjustments accordingly. Verbal, visual, and physical cues are integral to relaying information and helping you apply corrections and suggestions to your work.

Performance Attendance

You are required to attend the Theatre & Dance performance of Danstage 2018—April 13-15, 19-21.

Tickets can be purchased at the UWSP box office in the DUC.

A writing assignment or D2L discussion will be assigned for Danstage.

Details will be discussed closer to the performance dates.

Dressing Rooms

Please use NFAC 134 (male) and NFAC 135 (female) locker rooms to dress for class. You may leave your personal belongings in the locker room or warm-up area outside of the studios, but I would suggest leaving valuable belongings at home. The dance program cannot be responsible for thefts. Also, for our custodial staff to be able thoroughly clean the dressing rooms, all belongings must be put away and the floors cleared at the end of each day. Anything left on the floor will be moved to the lost and found.

New this year, dressing rooms have been secured with a lock system. An access code will be given out on the first day of class. For your safety, please be diligent about keeping this information confidential. Students should not share the passcodes with their roommates, friends, etc. Only students enrolled in dance program courses should have access to these codes.

Floor Surfaces, Water, Food

To protect our professional floor surfaces, please do not wear body/foot lotion or powder to class. These come off on the floor surfaces and make the floors slippery. They are also difficult to remove. Only water, in sealed bottles, is allowed in the dance studios. No food or beverages in open containers is ever allowed in the studios. Street shoes are not allowed in the dance program studios.

Cell Phones

Your cell phone is not permitted in the dance studio. Secure your phone in your backpack and store in the dance program warm-up area or dressing room.

Dance Studio Use

Only dance majors and minors may reserve the NFAC dance program studio. You are permitted two 90-minute studio slots a week. Priority is given to faculty, production, and course assignments over personal use.

Email

You are responsible for the information sent to your UWSP email. You are expected to check your UWSP email daily for class updates and announcements. Relevant information will also be posted on the D2L course news feed.

Evaluation and Grading

Personal Progress, Effort, Participation, Attitude (65%)

Consistent attendance in class provides the greatest opportunity for growth and development in physical practice. While in class, student attentiveness, motivation, positive attitude, promptness, commitment, concentration and focus, respect of instructor and peers, willingness to participate in improvisational exercises, response and application of corrections, focused and deep engagement with material, and demonstrated improvement in physical practices will be considered in final grading. An active engagement in the class and an eagerness to try new things is essential for a successful, exciting, and enjoyable experience. At the 300-level, the standard is to strive for more by challenging yourself and setting personal goals within the frameworks of technique, expressivity, intellectual discussion and honest self-assessment. Working above the standard means beginning to take class as a professional, exploring your artistry, and mentally, emotionally, and physically preparing yourself for self-study and a professional career. A mid-semester assessment is given so students understand their current status in the class and receive feedback on areas for improvement by the end of the term.

Course Writing and Discussion (35%)

- **Artistic Philosophy:** A 1 page philosophical statement about your artistic approach. These statements should delve into the growing examination of performance and how it differs, but encompasses technique. It should be a personal statement about your interests, approach to, point of view, and/or perspective on your artistic endeavors. Use your experiences in rehearsal and performance as a starting point. Your ideas can be informed by our readings from the text *Dance*, edited by Andre Lepecki.
 - **First Draft Due Date: Tuesday, 4/3**
 - **Final Draft Due: Thursday, 5/10**
 - **You will also present your statement to the class during the final exam on Monday, 5/14**
- **Assessment Statements**—You will write a series of statements/develop a performance that assesses your work throughout the semester.
 - Beginning of Semester Focus and Direction—You will prepare a single statement that will guide your work throughout the semester. Statements can be up to 3 sentences. You will share these statements with the class on **Friday, January 26**.
 - Mid-Semester Writing —You will take time during the mid-semester to write about your work.
Mid-Semester Assessment: Tuesday, March 13.
 - End of Year Success Writing—You will prepare a short statement summarizes your successes of the semester and share directions for future study.
- **Discussion Leader:** In-class discussions will be assigned throughout the semester. Taken from our bi-weekly readings of *Dance*, you will propose a series of questions to engage the whole group. Each week, two (2) students will be responsible for guiding the discussion. Focus should be on connecting your personal inner life with technical training and developing artistry. Weekly student leaders will submit a one-page 'information guide' of relevant ideas, thoughts, and questions. The format of the information guide is posted in D2L.

All writing should be clear, thoughtful, well organized, double-spaced, typed, and free of all grammar and spelling errors. **No late assignments will be accepted. Failure to submit assignments to D2L by the due date will result in 0 credit.**

Grading

A/A-	The student was present for and on time for all classes and actively participated with a positive attitude, attentiveness, and focused concentration. The student demonstrated commitment to growth by working with all corrections and suggestions inside and outside of class (including pre/post class warm-up) thus improving physical awareness, skill, and expression. The student realized a connection between the body/mind/energy triad and used this connection to deepen personal engagement and develop personal artistry. There is demonstrated respect of instructor and peers. The student completed the assignments excellently, far exceeding the minimum requirements.
B+/B/B-	The student was present for and on time for all classes and actively participated with a positive attitude and focused concentration. The student demonstrated improved physical awareness and skill development by attending to most corrections and suggestions. The student showed growth in physical expression and a deeper awareness personal artistry. There is demonstrated respect of instructor and peers. The student completed the assignments well, exceeding the minimum requirements. The grade of "B" is very good: above average improvement.
C+/C/C-	The student was present for and on time for most class and participated with a positive attitude. Focus and Concentration were inconsistent. The student demonstrated some improved physical awareness and skill development by attending to some corrections and suggestions. The student showed marginal growth in physical expression and personal artistry. There is demonstrated respect of instructor and peers. The student completed the assignments. The grade of "C" is average.
D	The student was present for, on time for, and participated in some classes. The student demonstrated little improvement in physical awareness and skill development due to a lack of focus, concentration, and attention to corrections and suggestions. The student showed little growth in physical expression and personal artistry. There is demonstrated respect of instructor and peers. The student did not complete all the assignments. The "D" grade reflects the minimal amount of effort/improvement to receive a passing grade.
F	The student did not attend all the class periods nor did he/she adhere to the assignment guidelines. The student did not adequately participate in class. No improvement was seen.

Participation, Progress, Attitude	65%	A = 100-93	A- = 92-90	
Course Writing	35%	B+ = 89-87	B = 86-83	B- = 82-80
Total	100%	C+ = 79-77	C = 76-73	C- = 72-70
		D+ = 69-67	D = 66-60	F = 60 or below

I look forward to a deep, passionate, and focused semester together!

UWSP Community Bill of Rights and Responsibilities

UWSP values a safe, honest, respectful, and inviting learning environment. In order to ensure that each student has the opportunity to succeed, a set of expectations have been developed for all students and instructors. This set of expectations is known as the Rights and Responsibilities document, and it is intended to help establish a positive living and learning environment at UWSP. For more information go to: <https://www.uwsp.edu/stuaffairs/Pages/default.aspx>
The Rights and Responsibilities document also includes the policies regarding academic misconduct, which can be found in Chapter 14.

Americans with Disabilities Act

The Americans with Disabilities Act (ADA) is a federal law requiring educational institutions to provide reasonable accommodations for students with disabilities. For more information about UWSP's policies, check here:
If you have a disability and require classroom and/or exam accommodations, please register with the Disability Services Office and then contact me at the beginning of the course. I am happy to help in any way I can. For more information, please visit the Disability Services Office, located on the 6th floor of the Learning Resource Center (the Library). You can also find more information here: <http://www4.uwsp.edu/special/disability/>