COURSE CALENDAR DESCRIPTION

Examines the techniques, course, history, styles and foundations of breaking. The course involves technical and performance development. Required in BFA Dance (Dance Education stream), this course equips students to teach breaking’s movement fundamentals and the cultural and historical context to K-12 students. Prerequisites: FA/DANC 2216 3.00 and Permission of the Department.

INSTRUCTOR(S)

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<tr>
<th>Name</th>
<th>Section / Format / Term</th>
<th>Contact Email</th>
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<tbody>
<tr>
<td>Woehrel, Mary</td>
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SPECIAL FEATURES

FA/DANC 3560 3.0 prepares students to teach street and club-based dance styles in educational settings. Students will learn to distinguish between various dance styles and their socio-historical contexts as well as begin to develop their own aesthetic style. Students will also learn the various motor learning stages that can form the foundation for a strategic street and club dance style curriculum for a style of their choice. To prepare for their specializations, students will do independent research in local class environments. Students will also learn, in-class, some of the basics of breaking, the original hip-hop dance style, as we cover the various learning stages. Class participants will learn how to prepare a curriculum that considers their own dance background and will also get an opportunity to test their skills in the classroom in a variety of contexts: cyphers, battles, end of class studio performances and community performance settings.

Two hours in studio twice a week.

TOPICS AND CONCEPTS

September 10 Introduction

September 17 What's in a category? Defining Street & Club Dance Styles

Different Dance Styles (What will be covered) and Contexts

September 24 Online Profits: Studios, Styles, Aesthetics

October 1 Small Group Presentations on Teaching Studio Class “Choreo”
(Group Presentations Worth 15%)

October 8 READING WEEK – NO CLASS

October 15 Motor Learning: The Verbal-Cognitive, Associative and Autonomous Stages

Creating an Individual Style vs Traditional Dance Styles

October 22  What is Breaking? Basic Toprocks, Go Downs and Footwork

Verbal-Cognitive Stage: Toprocks and Footwork

October 29  Associative Stage: Repetition and Drills

Sets and the Creative Process

(Submit Studio Class Choreo on Video 25%)

November 5  Associative Stage: Group Tasks and Routines

Cyphers in Classrooms and Public Spaces

Battles in Learning Process: Strategies for Success

November 12  Autonomous Stage: Coaching and Preparation for Various Contexts

Submit One-Page Proposal for a Group Task in Your Chosen Dance Style (15%)

November 19  Assessment Exercise: Creating Group Tasks (15%)

November 26  Final Presentations of Choreo In-Class Presentations

(10%)

December 3 Local Contexts and Community Engagement

Matters of Ethics in Teaching Street Dance Styles

LIST OF LEARNING OUTCOMES AND EXAMPLES OF

Course Goals

The purpose of this course is to prepare students for changing studio and educational contexts. To do so, students will become familiar with street and club dance styles now taught on curriculums locally and globally. Students will prepare curriculum based on various hip-hop and funk dance style techniques and create assessment exercises that reflect the various presentation contexts found in these practices. Alongside these curriculum exercises, students will learn to perform basic techniques in at least one street and club dance style and situate the development of the practice in socio-historical and artistic contexts. Class time will also be devoted to the various ethical considerations about power and privilege involved in teaching dance practices. Students should expect to engage in philosophical conversations about institutions and identities as related to dance practice, pedagogy and theory.

Course Learning Outcomes

By the end of this course, students will:
• Understand the distinctions between various street and club dance styles historically and aesthetically.
• Acquire knowledge about the socio-historical contexts related to the emergence of street and club dance styles.
• Acquire knowledge about the various motor learning stages in the acquisition of dance technique and be able to apply this knowledge to curriculum development.
• Reflect on pedagogical practices as related to street dance styles and develop creative assessment exercises.
• Apply pedagogical principles to one’s development and training in the performance of a dance style for teaching purposes.

**GRADED ASSESSMENT**

Class Contributions and Participation 20%

Students will get 1% for each class attended. There are 12 classes so this will equal 10% of their final grade as the first class on September 10th will not count and students will have one class absence available with no doctor’s note required. Please keep in mind that if you do miss a class, you are responsible for catching up on everything you missed from other students. Assessments and assignments due on the day must still be submitted by the beginning of the class to not receive late penalties.

The remaining 8% will be an assessment of the student’s involvement during class. Students are expected to act as the professional dance teachers that they want to become (arriving early to warm-up for class, staying until the end, being present in the moment and engaged in all of the class exercises.)

October 1: *Group Presentations Worth 15%*

Teaching Studio Class “Choreo”: Students will come to class prepared to teach at least 16 counts of their individualized choreography. Choreography should distinguish the student’s unique style and also be accessible to other bodies (students) in the class. During class, the student will teach their choreography to a small group. During class time students will also present each of their choreo routines in sequence for assessment.

October 29: *Submit Studio Class Choreo on Video 25%*

Video In-Studio Teaching: Students will submit a video of in-studio or community teaching. Students need to find at least two volunteers to take their class and film the final in-class ‘choreo’ that they have taught over the course of an hour-long class. Students will videotape the final in-class presentation of the material they have taught and submit this digital video for assessment. Students should consider the backdrop they choose, their self-presentation (style of dress, hair, shoes, etc.), the unique and individualized aesthetics of their choreography, appropriate music, lighting, quality of mise-en-scene, etc. The aim is for the video to look as professional as possible and convey a sense of technique, fun and quality of movement.

Digital videos should be no more than 5 minutes and submitted on a USB flash drive with a file that is clearly marked “3560_inclasschoreo”.

November 12: *Submit One-Page Proposal for a Group Task in Your Chosen Dance Style 15%*

Group Task Proposal: This should be a single-spaced, typed page providing as much detail as possible about the group task. This can include music selection, time duration of assignment, target age demographic for exercise (where applicable), etc. The group task should be a unique task that challenges students to develop specific skills. The write-up should indicate what the specific objectives of the group task are for the class.
November 19  
**Assessment Exercise: Creating Group Tasks 15%**

Students will teach the other students in the class (possibly in smaller groups depending on class size) their group task that was submitted the week before. (In some cases this may involve a shorter version of the group task proposed or a different age demographic than what was proposed.) Students will be assessed on their delivery and success at teaching the materials through their group tasks.

November 26  
**Final Presentations of Choreo/Technique Teaching, In-Class Presentations 10%**

Students will come to class prepared with either individualized ‘choreo’ to teach the class or a technique exercise in a specific funk or hip-hop dance style. Students will then teach their prepared lesson to the class (for a minimum of 10 minutes) and then present what they have created. This may involve smaller groups depending on time constraints.

**TOTAL 100%**

Final course grades may be adjusted to conform to Program or Faculty grades distribution profiles.

**ADDITIONAL INFORMATION**

**Important University Sessional Dates (classes start/end dates, reading/co-curricular week, add/drop deadlines, holidays, etc.):** http://registrar.yorku.ca/enrol/dates/

**York University Grading System:**

**Grading, Assignment Submission, Lateness Penalties, and Missed Tests:**

The grading scheme for courses conforms to the 9-point grading system used in undergraduate programs at York (e.g., A+ = 9, A = 8, B+ - 7, C+ = 5, etc.). Assignments and tests* will bear either a letter grade designation or a corresponding number grade (e.g., A+ = 90 to 100, A = 80 to 90, B+ = 75 to 79, etc.) An average piece of work in university is about a C+ or B. Grades go up or down from there depending on the attention and effort applied as well as evidence of tangible change.

The Senate Grading Scheme and Feedback Policy stipulates that (a) the grading scheme (i.e. kinds and weights of assignments, essays, exams, etc.) be announced, and be available in writing, within the first two weeks of class, and that, (b) under normal circumstances, graded feedback worth at least 15% of the final grade for Fall, Winter, or Summer Term, and 30% for full year courses offered in the Fall/Winter Term be received by students in all courses prior to the final withdrawal date from a course without receiving a grade.

**Assignment Submission/Lateness Penalty:**

Proper academic performance depends on students doing their work not only well, but on time. Assignments must be received on the due date specified and are to be handed in at the beginning of class. No electronic submissions will be accepted. Assignments received later than the specified due date will be penalized one-half letter grade per day. There are exceptions to this lateness penalty for valid reasons such as illness, compassionate grounds, etc. but require supporting documentation (e.g. a doctor’s letter).

**N.B.** Final course grades may be adjusted to conform to Program or School grades distribution profiles. Once final grades have been posted, the full breakdown will be available and can be discussed in an appointment with the Course Director or Chair of the department.
"20% Rule":
No examinations or tests collectively worth more than 20% of the final grade in a course will be given during the final 14 calendar days of classes in a term. The exceptions to the rule are classes which regularly meet Friday evenings or on Saturday and/or Sunday at any time, and courses offered in the compressed summer terms.

Last date to drop a full year (Y) course without receiving a grade: **February 8, 2019**
Last date to drop a Fall term (F) course without receiving a grade: **November 9, 2018**
Last date to drop a Winter term (W) course without receiving a grade: **March 8, 2019**

Course Withdrawal Period: (withdraw from a course and receive a grade of “W” on transcript)
Last date for full year (Y) course: **February 9 to April 3, 2019**
Last date for Fall term (F) course: **November 10 to December 4, 2018**
Last date for Winter term (W) course: **March 9 to April 3, 2019**

Please note that financial deadline dates differ from add/drop deadlines.

**Department of Dance Studio Dress Requirements:**
In order to give students the best possible guidance in Contemporary Ballet and Modern studio dance classes, teachers must be able to see the entire body. Postural alignment and joint and muscle use cannot be corrected in these classes if loose or bulky clothing hide the body. World Dance and other dance forms we teach may require specific footwear, props, and/or other clothing options. Please make sure to check your outlines for each of your studio dance classes for the specific dress requirements and the details each teacher will require.

The general requirements are:
- Form fitting clothing that covers torso and legs should be worn. Bring close-fitting warmer clothing and socks for cold days. (No loose-fitting or ragged clothing unless specified).
- Hair must be worn off the neck and face for Ballet, and back and off the face for Modern. Tight buns are not recommended for Contemporary/Modern as they may impede floorwork.
- Students can wear leotard and tights (any solid colour), and ballet slippers for Ballet and bare feet for Modern.
- Please be considerate of your fellow dancers; avoid long fingernails and jewellery (including piercings, watches, earrings, necklaces, bracelets, and large rings). Ensure hair-wear is secure.

**Department of Dance Studio Use Regulations:**
- There is absolutely no food or drink (other than water) permitted in the studios.
- Leave street shoes and boots in the cubbies outside the studio or preferably, in your locker. If you must bring street shoes and boots in to the studio, please place them inside a bag. Grit and dirt brought into the space pose a safety hazard for dancers (particularly for those working barefoot) in addition to damaging the floor surfaces. NO BARE FEET in the Dance Department hallways, stairs, elevators, or bathrooms. Bring indoor flip-flops or slippers to go from studio to studio.
- Do not prop the studio doors open by using the deadbolt, the mirror curtain, or anything that blocks the studio entrance.
- Please return studio furniture to its rightful place according to the floor plan posted by the door in each space.

**Department of Dance Video Guidelines:**
The Department of Dance has developed these guidelines in order to raise awareness of expected behaviour regarding recording/videotaping curricular work, and to foster a culture of respect for intellectual and creative property, as well as for individual privacy.

While the Department recognizes the democratizing effect of the internet, the Department requests that students do not post curricular work publicly to the internet, unless by express permission of the Chair of the Department, and waivers signed by all concerned. Work is to be shared only via private file-sharing access. This applies to documentation made by the Department and/or by individual students for their own archives.

Department of Dance Guidelines For Scented Products:
York University endeavours to provide an indoor environment that supports the University community at work and study. Some people experience severe health problems from exposure to chemicals contained in scented products including aftershave lotions, hair spray, deodorants and fragrances. In consideration of those who are affected by such chemicals, use unscented products only.

Department of Dance Guidelines For Physical Demands of the Program:
Courses in the Department of Dance may include elements that are physically demanding. Prior injuries can be aggravated by strenuous exercise so check with your physician and inform the Course Director before beginning the course. Be sure to share with the Course Director any changes in your injury or health that may affect your participation.

Courses in the Department of Dance may also include the possibility/likelihood of human contact (i.e., correction of alignment or technical execution as well as the possibility of collision with colleagues). Students uncomfortable with the use of touch are requested to relay feelings to the Course Director as soon as possible.

Department of Dance Guidelines For Safety and Wellbeing:
Should an accident occur in studio, there is a very clear protocol for reporting. This information is posted in every studio. Faculty members and staff are well versed in the protocol. For the various minor issues that come up in your day-to-day life as a dancer, it is recommended that you carry a well-stocked personal first aid kit in your dance bag. Programs Assistant Flannery Muise and faculty member Claire Wootten are the department’s certified first-aid reps.

Department of Dance Attendance and Participation Policy:
Students are expected to participate in every dance class, both studio and lecture courses. Under exceptional circumstances they may miss, without penalty, half the number of classes per term as the class meets in the week. (i.e., If your class meets two times a week, you may miss ONE class over the entire course without penalty.)

For studio classes that meet one (1) time per week:
• Absences or early departures in excess of 1 per term can result in a grade deduction of 4% per occurrence.
• Partial class participation beyond 1 class per term results in a 2% grade penalty.
• Non-participation beyond 1 class per term results in a 4% grade penalty.

For studio classes that meet two (2) or more times per week:
• Absences or early departures in excess of 1 per term can result in a grade deduction of 2% per occurrence.
• Partial class participation beyond 1 class per term results in a 1% grade penalty.
• Non-participation beyond 1 class per term results in a 2% grade penalty.

For all classes:
• In the event of an absence or limited participation, all missed material is to be learned prior to returning to class.
• In the event of an injury or illness preventing full participation for more than 1 class in a term, it is the student’s immediate responsibility, in consultation with the Course Director, to devise a plan for make-up work. The sooner this is done, the less stress you will experience from the uncertainty of the situation. If you are injured or ill, obtain and submit a hard copy doctor’s note. The doctor’s note will allow you to arrange for appropriate make-up work. **Grade penalties can still apply**, but the documentation assists in gauging the amount of penalty and make-up work needed.
• As detailed in the Injury Guidelines in the Department of Dance, students must complete a minimum of 60% of the studio work to receive course credit.
• Finally, in consideration of all participants, if you are ill, stay home and/or see your healthcare provider. You will recover faster and, should your illness be contagious, you will have shown others consideration by limiting their exposure. Do NOT come to class if you are ill!

**Department of Dance Technical Evaluation Policy:**

It is the Department’s responsibility to ensure that every dance major experiences optimal training and educational conditions. This is especially important in physical practice where safety is a pedagogical imperative. To that end, all students enrolled in dance technique courses (i.e. Contemporary Modern and/or Contemporary Ballet) participate in technical level evaluation at the beginning of the Fall term. Dance faculty conduct evaluations in a traditional group class setting. Students who have successfully completed the pre-requisite courses, have maintained an appropriate level of fitness, and have continued with technical training over the spring and summer months normally proceed to the next level.

It must be noted that a satisfactory grade in the pre-requisite course does not guarantee placement in the next level of technique. Some students may be required to remain at the previous level to safely develop additional technical skill. Extended illness, injury, or insufficient technical skill are some of the factors that lead to such a decision.

The study of dance as a physical and artistic practice requires a commitment to year-round technical training, body conditioning, and cross training. Students are, therefore, expected to independently seek out and maintain an appropriate training regimen all 12 months of the year.

**York University Academic Senate Policies and Information:**

All students are expected to familiarize themselves with the Policies and Regulations information which can be found on the 2017/18 Academic Calendars page:

We recommend carefully reviewing all three sections; About, Degree Requirements, and Faculty Rules. Important information is explained here including the Policy on Academic Honesty, Academic Responsibility and Student Responsibility, and Academic Standing. Further details are available on the Secretariat Policies website, http://secretariat-policies.info.yorku.ca/, which covers the following topics:

• Academic Accommodation for Students with Disabilities:
http://calendars.students.yorku.ca/2018-2019/policies-and-regulations/academic-policies-and-regulations/academic-accommodation
• Religious Accommodation:
• Code of Student Rights and Responsibilities:
• Academic Honesty:
STUDIO COURSES ONLY:

Professionalism and Classroom Etiquette:

Professionalism is an attitude—much more than the act of receiving money for your work. It is about having confidence and pride in your work with a willingness to contribute to the group. These guidelines will also help you attain autonomy and professional capacity.

- Address all your personal care issues before class begins. This includes doing a bathroom run, filling your water bottle and having a supply of tissues. You should not need to leave the studio during class unless you are experiencing a personal emergency.
- Please participate in helping to prepare the studio space for dancing in advance of the class start time to ensure a timely beginning.
- Please stand and cease all preparatory/warm-up activities when the Course Director or special guest indicates the start of class.
- Whether a correction is given to an individual or the entire class, all students are expected to apply the correction to their own work.
- When working in pairs or small groups, aim to stay focused on the given task and be prepared to direct your attention back to the group quickly in order maintain the classroom pace. Respect and support your peers by staying focused. This means that there are times when one must put aside personal feelings and frustrations to maintain an optimal work environment.

Musicians and Music:

Dancing involves two artistic practices—music and movement. Our Departmental musicians are an invaluable part of our York dance community. Show your respect by acknowledging their presence, gratitude through positive feedback, silence when they play and applause at the end of class. Please be sure not to block the musician’s view when waiting at the side. The musician must be able to see the dancers moving in the space at all times. Should our regular musician be away, kindly exercise patience and respect to both the Course Director and the new musician. Should we be without a live musician, work to adapt to the use of silence and/or recorded music as a valuable opportunity to work on other related areas of your dance practice.

Many courses utilize Moodle, York University's course website system. If your course is using Moodle, click here to access it.

Moodle @ York University