EXPANDED COURSE DESCRIPTION
DANCE
School of the Arts, Media, Performance and Design
Dance Department
FA / DANC 2207 3.0 SECTION B
CONTEMPORARY/BALLET DANCE FORMS
FALL 2018 / WINTER 2019

Last Modified Date: 09/07/2018

COURSE CALENDAR DESCRIPTION

Continues the work begun in FA/DANC 2205 3.0. Ongoing training in ballet to develop artistic expression, classical ballet vocabulary, musicality and performance skills. Five hours. Note: Open by permission of the department only.

INSTRUCTOR(S)

<table>
<thead>
<tr>
<th>Name</th>
<th>Section / Format / Term</th>
<th>Contact Email</th>
<th>Contact Phone</th>
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</thead>
<tbody>
<tr>
<td>Bolt, Jennifer</td>
<td>Sec. B / STDO / Y</td>
<td><a href="mailto:jbolt@yorku.ca">jbolt@yorku.ca</a></td>
<td>416-736-5137 Ext. 22254</td>
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SPECIAL FEATURES

**Course:** FA/DANC 2205/07 Contemporary Dance/Ballet Forms 3.0 Section B

**Instructor:** Jennifer M. Bolt, PhD.

**Format/Term:** This course runs over two academic terms (Fall and Winter) and is designated as a Y course. In-studio course meeting times are bi-weekly. Section B meets on Tuesdays and Thursdays from 1-2:30 pm.

**Contact Information**
- **Office Location:** 318 ACE
- **Phone:** 416-736-5137 ext. 22312
- **Course Email:** jbolt@yorku.ca
- **Office Hours:** Tuesdays 12:00-12:30 or by appointment via email.
- **Course Moodle:** https://moodle.yorku.ca/moodle/course/view.php?id=142213

**Prerequisite / Co-requisite:** Prerequisites: FA/DANC 1205 or permission of the department. Please note it is assumed that students enrolled in this course have a well-established daily dance practice. It is not suitable for those new to dance or to ballet.

**Special Academic Features:** DANC 2205, Contemporary Dance/Ballet Forms 3.0 is designed for dance majors and non-majors with a substantive daily physical dance practice in contemporary ballet. This full year course builds upon the concepts and movement principles covered in its pre-requisite course, DANC 1205. This includes the on-going development of dynamic alignment, use of core strength, development of vocabulary, sequencing and performance skills while also building flexibility, stamina and dynamic range.

With the studio experience at the centre of students’ learning, an on-going investigation of contemporary dance movement principles explored in DANC 1205 (i.e. the use of space, weight, flow, fall/recovery, opposition, suspension, breath and isolation) will serve as a foundation to explore more advanced movement phrases, sequencing, floor patterns and quick changes of direction. Correct alignment, retention of material, and implementation of corrections are necessary for progress. Improved awareness of individual strengths and development of positive approaches for dealing with weaknesses will be combined with technical
Developing a sense of what it means to be a dance artist in the twenty-first century will be fostered through reflective and self-directed learning practices that seek to synthesize contemporary ballet technique with a nuanced sense of breadth, musicality and artistic expression and contemporary movement vocabulary. Further technical and artistic growth will evolve from students’ commitment to engage with course topics, concepts and readings; maintaining consistent attendance and working collaboratively with one’s peers.

**TOPICS AND CONCEPTS**

Please note: Content within this course outline may be subject to change. Please note that Department related events and organized guests may be required.

**Physical Practice**: Related to in-studio physical practice, classes are structured on a bi-monthly cycle depending upon the level of difficulty and general purpose of the exercise(s).

Irene Dowd warm-up sequences will be taught to support the on-going development of core strength, flexibility, turn-out, balance and muscular endurance while also preparing the body mentally and physically to dance. Once the sequence(s) have been learned, students are expected to integrate these sequences with knowledge gained from their Fundamentals of Physical Practice course to further evolve their own daily pre-class warm-up.


The course text, *Ballet Beyond Tradition*, as well as a few on-line readings available on the course moodle, will help orient this contemporary ballet class within the broader context of the York Dance Department’s curricular focus on contemporary/modern dance forms and well as enhance students’ studio experience; promote a healthy dance practice through active reflection and in-class and on-line discussion; encourage good classroom citizenry and improve students’ evolving dance literacy. (The course text can be purchased at the York University bookstore. Required readings listed below can be accessed through the course moodle page.)

**Supplementary Readings and Videos on the Course Moodle.**

Videos and brief readings will be available on the course moodle readings and offered to support the course content.


**Recommended Reading**


Readings have been carefully chosen and are *very* brief and only required on a bi-monthly basis. Therefore, students should come to class prepared to discuss the assigned readings on the first day of the week allocated below. Students are also encouraged to bring in articles/resources/videos of interest that may benefit the whole group.

**Collaborative Learning and Goal Setting**: Collaborative learning and goal setting will be a major topic of the second year in-studio experience. Students will work collaboratively with a classmate who will act as a peer tutor/coach.
Students will have the opportunity to identify a multiple goal strategy using process and performance goal setting from sport’s psychology. They will work with their partner to achieve these goals and chart their progress using a weekly journal.

There will be two short on-line writing assignments (each worth 5%) that will serve as two formative assessments and will count towards students’ awareness of methodologies and limitations of knowledge grade. A final written assignment (worth 10%) be reflection on the impact of their multiple goal strategy and experience working with their peer tutor/coach. This final summative assessment will count towards their communication grade.

**Viewing of Professional Dance Performance(s):** Students are also encouraged to make technical and artistic connections between their physical practice in this course and their viewing of performances internal and external to York’s dance department. An in-class discussion of one professional dance performance viewing of students’ choice will serve as an opportunity for in-class inspiration and personal reflection on the creative process, movement expression and artistic interpretation. Students are also encouraged to see as many dance performances on and off campus as their schedules allow.

**LIST OF LEARNING OUTCOMES AND EXAMPLES OF**

**Breadth, depth and application of knowledge,**

By the end of this courses students will be able to:
- demonstrate consistent static and dynamic alignment, whole body integration
- recall, synthesize and perform contemporary dance movement vocabulary using safe consistent safe and efficient movement practices
- demonstrate nuanced understanding of dance artistry through an awareness of musical concepts, musical terminology and musicality
- efficient and mindful application of correction of peer and instructor feedback

**Knowledge of methodologies**

By the end of this course students will be able to:
- identify, analyze, integrate and interpret contemporary Limón principles in relation to traditional ballet vocabulary to enhance performance quality.
- utilize Cecchetti ballet terminology and movement principles and historically situate this methodology within this current contemporary dance practice
- identify and describe SMART model goal setting and generate a multiple goal strategy based on this methodology
- Identify and discuss how theories of short term and long-term memory can support one’s studio practice as well as other related cognitive and metacognitive development theories that support dance

**Communication skills**

By the end of this course students will be able to:
- demonstrate with confidence and consistency contemporary ballet vocabulary as a non-verbal mode of expression and artistry.
- Contribute to in-class and moodle discussions that encourage critically thought and reflection about the course readings and their daily physical practice.
- interpret dance and written text through journaling and short written moodle discussions.

**Awareness of limitations of knowledge**

By the end of this course students will be able to:
- differentiate and evaluate their cognitive and meta cognitive processes.
- design and apply appropriate performance and process goals that will develop an awareness of their physical limitations and thus develop a safe and efficient movement practice.
Autonomy and professional capacity
By the end of this course students will be able to:
• demonstrate problem-solving capability in both the short-term challenges of class and the longer-term challenges of goal attainment.
• access self-directed learning skill through on-going metacognitive awareness
• demonstrate professional conduct at all times
• demonstrate problem-solving capability in both the short-term challenges of class and the longer-term challenges of goal attainment
• demonstrate professional conduct at all times. This includes, but is not limited to exemplifying good classroom citizenry, advocating for democratic values and practicing positive self-talk to maintain a positive, collaborative and sustainably supportive learning space inside and outside the studio.

On-going weekly review for classroom preparedness:
• At the university level, students are expected to review course material between classes. As a result, many full courses at the university suggest that for every hour of practice, students should engage in 2-3 hours of study. Course material is to be rehearsed on a regular basis before the next class.
• Absence from class is not an excuse for being unfamiliar with the material. If you are away from class, work with your partner(s) to learn missed material before you return to class.
• Ballet classes are designed to help develop the dancer’s technique and artistry, not solely to keep the dancer in shape. Therefore, body conditioning techniques will only be covered in the first portion of each term. Thereafter, it is the student’s responsibility to continue training with these conditioning techniques outside of class time to maintain general core support, muscle tone and optimal health free from injury and avoid unnecessary strain.

GRADED ASSESSMENT

Midterm: 15% (unofficial)
Based on all categories as listed below with their respective weighting. Midpoint grades will be distributed in class at the beginning of the Winter term.

Breadth, depth and application of knowledge 40%
Demonstrated through mindful dynamic alignment, consistent whole body integration, awareness and use of safe dance practices, skilled coordination and articulation, reliable control, embodiment and substantive understanding of movement, music concepts and terminology, and methodologies and effective application of corrections

Communication (5%+10%)15%
Non-verbal (Artistry and Style) Verbal (Peer work, Group Discussions) 5%, Written (Final Reflection Paper on Goal Setting Exercise) 10%
Evidenced by embodied understanding of artistic presentation and style, musical awareness, good verbal skill in in-class query, discussion and partner work, collaborative teaching/learning techniques, and polished written work.

Awareness of limitations of knowledge and Knowledge of Methodologies (5%+5%) 10%
Demonstrated by in-class awareness of limitations of knowledge and two brief on-line written moodle submissions (Fall and Winter) on one’s multiple goal strategy that addresses technical and artistic strengths and weaknesses, clear engagement with metacognitive processes in personal practice including consistent journaling.

Autonomy and professional capacity 20%
Demonstrated by full and consistent intellectual and physical engagement resulting in a high quality of in-class performance; effective problem-solving; self-directed learning which brings about tangible change, respect for peers, musician and instructors; professional dress and conduct.

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.

N.B. Final course grades may be adjusted to conform to Program or School grades distribution profiles. Once your final grades have been posted on the web, the full breakdown will be available from the Program Assistant in the Dance Office or can be discussed in an appointment with the Course Director.

Last date to drop a full year (Y) course without receiving a grade: **February 8, 2019**

**Assignment Submission:** Proper academic performance depends on students doing their work not only well, but on time. It is expected that you will build in a cushion for the inevitable vagaries of life and plan to submit your work on time. Accordingly, assignments for this course must be received on the due date specified. **Assignments will only be accepted through Moodle and must be submitted by midnight on the due date. Email/hardcopy submissions will not be accepted.**

All cell phones and personal electronic devices are to be turned off before entering the studio and stored in a safe place for the duration of the class.

Please be aware that, should you enter the studio after the class has started, you will not be permitted to physically participate. Enter unobtrusively and take a seat. You can remain mentally and emotionally engaged in the class by writing notes for your journal as you observe class. Do not enter the studio space while music being played and dancers are engaged in dancing. **This poses a safety risk to those dancing.** Wait until the music has stopped before entering any dance studio class.

Keep a personal record of your attendance and participation for verification at the end of the course. (You’ll need that information to complete the self-reflection.)

**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/](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:
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