EXPANDED COURSE DESCRIPTION
DANCE
School of the Arts, Media, Performance and Design
Dance Department
FA / DANC 1220 3.0 SECTIONS A,B
FUNDAMENTALS OF PHYSICAL PRACTICE
FALL 2019 / WINTER 2020

Last Modified Date: 08/27/2019

COURSE CALENDAR DESCRIPTION
Addresses two complementary components of dance training: fundamentals of movement and improvisation. The fundamentals of movement covers conditioning and injury prevention explored through applications of kinesthetic awareness, imagery, release, alignment, stretch and strength techniques and movement re-education. The improvisation component provides students with an introduction to theory and practice of creative process in dance. Required of all dance majors. Open only to dance majors.

INSTRUCTOR(S)

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<tr>
<th>Name</th>
<th>Section / Format / Term</th>
<th>Contact Email</th>
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SPECIAL FEATURES

1220 Fundamentals of Physical Practice Fall 2019/Winter 2020

Course Directors: Suzanne Liska & Terrill Maguire
Class Times: Mondays and Fridays 10:30 - 11:50am
Office hours – Mondays and Fridays 9:30-10:15am, by appointment only (Suzanne) Monday, 12 pm, or by appointment (Terrill)
Email: suzanneliska@yorku.ca, terrill@yorku.ca

Expanded Course Description:
In this course students will deepen their kinaesthetic sense and emotional expression through functional movement drawing on somatic, conditioning and improvisational practices. Students will research how to re-direct their movements and thoughts to access their underlying support and free patterns of tension to prevent injuries and access more presence and aliveness while dancing. This course will offer opportunities to learn and explore self-expression, multi-awareness, and dynamic range of movement from embodied approaches integrating the mind, body, identity, and environment. Improvised and impulse-created movement exercises will draw on spontaneous physical interactions while dancing in solos, duets and ensemble.
Course co-requisite: Contemporary technique

TOPICS AND CONCEPTS

Organization of the Course:
This is a studio-based movement course that will range from the energetic and spontaneous to the restorative and reflective. It will involve creative movement, readings, and written projects. There will be times for listening, physical experiment, discussion and interaction. There may be special presentations, events, performances, meetings or workshops during class time as part of your course schedule. To take full advantage of the expertise in our department there may be other guest faculty or graduate students teaching this course on an occasional basis (TBA).
Throughout the term, students are required to perform improvisational exercises and assignments for their classmates to further discussion and study. Informal showings using improvisational scores will take place throughout each term and culminating in a final studio showing at the end of the winter term. All discussions of students’ work will take place in a supportive and cooperative environment.

Students are expected to be self-motivated, hardworking, and open to new experiences. An interest in movement exploration, openness towards fellow classmates, and a sense of play are valuable assets in this course.

Conditioning components may include the following:
- theories and practices in the Alexander Technique, BMC (Body-Mind-Centering), Bartenieff Fundamentals, and Pilates;
- kinesthetic awareness;
- identifying movement habits/limitations;
- accessing developmental patterns
- inner connectivity and outer expressivity
- identifying and articulating bones, muscles and joints in body and their multi-layered connections.
- yoga postures and practices, including breath-work

Improvisational components may include the following:
- techniques from Ensemble Thinking, Contact Improvisation, Authentic Movement, Action theatre, and Viewpoints;
- improvisation scores exploring the elements of dance (Body, Action, Space, Time, Energy) in solo, duet, and ensemble;
- basic introduction to partnering accessing dynamic alignment
- drawing on different stimuli in solo/duet/ensemble (e.g. music, live sounds, poems, stories, literary and non-literary texts/images).

Course Text / Readings:
Selected reading materials and videos will be part of some class discussions.

Recommended Texts:
Bogart, Anne, & Landau, Tina. The Viewpoints Book: A Practical Guide to Viewpoints Composition, Theatre Communication Group, 2004


**LIST OF LEARNING OUTCOMES AND EXAMPLES OF GRADED ASSESSMENT: LEARNING OUTCOMES**

**By the end of this course, in the area of Breath, Depth of Knowledge, students will be able to:**

- identify, recall, and discuss a range of fundamental movement theories and practices that support their kinesthetic skills in relation to their creative improvisation processes;
- notice, build awareness and communicate how to prevent dance related injuries and improve functional movement patterns, while observing themselves and peers;
- recognize and sense how somatic-based practices, connecting the mind, body, identity, and environment, improve our self-expression, body awareness, and dynamic range of movement.

**By the end of this course, in the area of Knowledge of Methodologies, students will be able to:**

- identify, analyze, integrate, and interpret fundamentals of movement in relation to somatics and dance improvisation to enhance performance/creative qualities;
- recall and utilize basic terminology from the Alexander Technique, Pilates, Body-Mind-Centering, Bartenieff Fundamentals, Yoga postures, and structured improvisation (solo, duet, ensemble);
- identify how and when redirecting their thoughts and movements allows them to access their underlying support and free patterns of tension to prevent injuries and enhance movement.

**By the end of this course, in the area of Application of Knowledge, students will be able to:**

- begin to recognize kinesthetic awareness in themselves and peers;
- give examples of how thoughts influence movement;
- integrating inner connectivity and outer expression;
- recall and demonstrate movement coordination accessing basic developmental patterns
- observe, recognize, and begin to demonstrate dynamic alignment as an ongoing process, rather than a position to hold, in relationship to the movement task;
- describe and apply improvisational structures and strategies referencing the elements of dance (Body, Action, Space, Time, Energy) in solos, duets and ensemble;
- practice accessing an expanded focus to follow initial impulses to a create movement drawing on a range of stimuli in exercises, class discussions and informal studio showings.
By the end of this course, in the area of **Communication Skills**, students will be able to:
- demonstrate an understanding of technique vocabulary for the fundamentals of movement and how it translates to conditioning and creating movement;
- contribute to in-class discussions that encourage critical thought and reflection about the course readings and their daily physical practices;
- discuss, interpret dance concepts and related principles through a reflective response essay
- develop new learning strategies and problem solving skills through dance to demonstrate physical and mental commitment.

By the end of this course, in the area of **Awareness of Limitations of Knowledge**, students will be able to:
- value the purpose of honing one’s awareness of limitations of knowledge;
- gain awareness of personal movement habits/limitations to be able to improve physical organization, ease, fluidity and strength while dancing;
- design and apply appropriate creative and process goals that will develop an awareness of their physical limitations and thus develop a safe and efficient movement practice;
- acknowledge and communicate with the instructor if/when physical, emotional, and/or social barriers prevent a healthy, safe and engaging learning environment.

By the end of this course, in the area of **Autonomy and Professional Capacity**, students will be able to:
- show continual desire to problem-solve short-term challenges associated with one’s studio practice and longer-term challenges of goal attainment;
- access self-directed learning skills through self and peer observation;
- exemplify professional conduct at all times with peers and course director and develop supportive collaborative relationship with peers;
- maintain good classroom citizenry, advocate for democratic values while valuing positive self-talk;
- contribute to a positive and supportive learning space

**GRADED ASSESSMENT**

**GRADED ASSESSMENTS: MARKS**

**Breadth, Depth, of Knowledge:** 30%

**Application of Knowledge and Awareness of Limitations:** 30%

**Communication Skills and Autonomy and Professional Capacity:** 30%
(Including attendance & punctuality)

**Written Work:** 10%

**TOTAL:** 100%

**About written work:**
**Personal autobiography** - due October 7, 500-750 words

Introduce yourself, describe your previous dance/movement experiences, discuss your strengths and challenges in relationship to dance (i.e., physical, emotional, social) and discuss your future life goals. If there is anything else you’d like us to know about you, feel free to add. This assignment will NOT be graded, but is mandatory. Omission will result in a 5% deduction from participation component of grade. The essay will only be read by the Course Directors: it will be confidential.

(5%) **Quiz** - in-class November 25, 2019

A quiz on Dance Terms and Standard Studio Etiquette. A Glossary of Dance Terms, Standard Studio Dress Codes and Etiquette will be provided on Moodle

(5%) **Reflective Response Essay** 750-1000 words - due February 14, 2020

In this assignment you will summarize and analyze your experience so far in this course making direct reference to in-class exercises, class discussions, York dance performances, videos and course readings to reflect on how the process might be applied to your future artistic practice.

*Further details and discussion of these assignments will take place in class.*

**Assignment Submission:**

Proper academic performance depends on students doing their work not only well, but on time. Accordingly, assignments for this course must be received on the due date specified and are to be submitted in class. Paper copies, as well as, electronic submissions on Moodle required for all written assignments.

**Lateness Penalty:**

Assignments received later than the specified due date will be penalized one-half letter grade per day. Exceptions to this lateness penalty for valid reasons such as illness, compassionate grounds, etc. may be entertained by the Course Director but will require supporting documentation (e.g., a doctor’s letter).

**Missed Tests:**

Students with a documented reason for missing a course test or in-class writing assignment, such as illness, compassionate grounds, etc., which is confirmed by supporting documentation (e.g., doctor’s letter) may request accommodation from the Course Instructor and will be permitted to write a make-up test on a date to be mutually agreed upon by the instructor and student. Further extensions or accommodation will require students to submit a formal petition to the Faculty.

**Important Dates:**

- mid-term evaluation: an un-official grade worth no more than 15% will be provided before February 3, 2020;
- last date to drop this course without receiving a grade is February 3, 2020;
- NO classes Mon. October 14 (Thanksgiving) or Fri. October 18 (Fall Reading Days);
- last day of classes in the Fall term is December 2, 2019;

**Class Attire:**

Students will arrive on time to class dressed in dancewear (plus: extra layers, loose fitting long shirts, and long pants are recommended for floor work), jewellery removed, warmed up and ready to move. Marks will be deducted for improper dancewear (i.e., jeans, ballet tights with feet covered, ballet buns restricting floor work). Physical practice is a key component to this course, as well as discussion, writing (notebook and
writing tool required for each class) and viewing. Regular attendance and full participation in movement, readings and class discussions are essential.

**Watching Classes (Non-Participating):**
If you are unable to physically participate in class or portion of the class, you may be required to take notes and be ready to join in with class discussion. If you are too unwell to participate in this manner then you should take a sick day.

**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.

**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 3, 2020**
**Last date to drop a Fall term (F) course without receiving a grade:** **November 8, 2019**
**Last date to drop a Winter term (W) course without receiving a grade:** **March 13, 2020**

**Course Withdrawal Period:** (withdraw from a course and receive a grade of “W” on transcript)
**Last date for full year (Y) course:** **February 4 to April 5, 2020**
**Last date for Fall term (F) course:** **November 9 to December 3, 2019**
**Last date for Winter term (W) course:** **March 14 to April 5, 2020**

Please note that financial deadline dates differ from add/drop deadlines.
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 into the studio, please place them inside a bag. Grit and dirt brought into the space pose a safety hazard for dancers (particularly 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 2019/20 Academic Calendars page:
http://calendars.students.yorku.ca/2019-2020/programs/dance

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:
• Religious Accommodation:
  • http://calendars.students.yorku.ca/2019-2020/policies-and-regulations/academic-policies-and-regulations/religious-accommodation

• Code of Student Rights and Responsibilities:

• Academic Honesty:
  • http://calendars.students.yorku.ca/2019-2020/policies-and-regulations/student-conduct/academic-honesty

• Academic Integrity Tutorial:
  • https://www.yorku.ca/tutorial/academic_integrity/

• Ethics Review Process:
  • http://secretariat-policies.info.yorku.ca/policies/ethics-review-process-for-research-involving-human-participants-policy/

• Alternate Exams/Tests:
  • http://altexams.students.yorku.ca/

• University Secretariat:
  • http://secretariat.info.yorku.ca/senate/

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 a 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.

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