COURSE CALENDAR DESCRIPTION

An introductory course in modern dance. Emphasizes integrated movement, alignment, modern dance vocabulary, artistic expression, as well as the creative process. Required of all BFA dance majors. Corequisite: FA/DANC 1205 3.00.

SPECIAL FEATURES

Course Calendar Description
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Technical requirements for taking the course:
Moodle and zoom will be used as the primary platforms through which to deliver both synchronous and asynchronous components of this course allowing students to interact with the course materials, the course director / TA, as well as with one another. Please review the following syllabus carefully to understand how and when the class meets, and how virtual office hours and course content will be conducted.
A way to determine Internet connection and speed: there are online tests, such as Speedtest, https://www.speedtest.net/ that can be run.

Useful links describing computing information, resources and help for students:

- Computing for Students Website: https://student.computing.yorku.ca/
- Student Guide to eLearning at York University: http://elearning-guide.apps01.yorku.ca/
- Learning Skills Services: https://lss.info.yorku.ca/online-learning/

Information about the delivery and organization of the course

Location:
Please note that this is a course that depends on remote teaching and learning. There will be no in-class interactions or activities on campus.

Organization of the course:

Live (Synchronous) Zoom Technique Class              Tuesday – Friday (10:30 – 11:15 am)
We will meet as a group to practice a live Zoom contemporary modern class. Please note ALL live sessions will be recorded and posted on the Moodle for anyone who is unable, due to extenuating circumstances, to meet during this live session.

Practice/ Course Work                          Tuesday – Friday (11:15 am– 12:00pm)
The latter portion of this class will be dedicated to small group coaching sessions, detailed synchronous and asynchronous technical work, partner work, class discussion and journaling.

Please email the Course Director if you anticipate challenges meeting at this time to arrange an alternate method of dance technique participation.

Virtual Office Hours             Wednesday (12:00 -1:00pm)
Course Director will be available during this time for one-on-one meetings through Zoom. To schedule your time block please email the course director. If you are unavailable at this time, please contact the instructor to schedule an alternate time.

Topics and Concepts
Classes consist of floor work, centre work and combinations with the emphasis on Limon and dance elements such as weight shift, swing, fall and rebound/recovery, succession, opposition, isolation, breath support, weight, focus, energy and awareness of the relationship to the internal and external concepts of space (this includes the emphasis on energy direction and flow, gravity, special projection, shape, weight shift etc.) All sequences are approached from Limon contemporary dance technique principles and are designed to increase body/mind connection and improve one’s ability to master this dance vocabulary. The class will also utilize improvisation as a component of contemporary modern dance training. There may be special presentations,
events, performances, meetings and/or workshops during class time given by other faculty, graduate students or guest teachers (TBA).

**Learning Outcomes with Examples**

**Breadth, depth of knowledge**
By the end of this course students will be able to:
- demonstrate consistent static and dynamic alignment, and whole body integration.
- synthesize and develop technical skill to perform contemporary dance movement vocabulary using safe and efficient movement practices.
- demonstrate understanding of dance artistry through an awareness of musical concepts, intelligence and sensitivity.
- demonstrate consistent preparedness by effective warm-up for class physically, mindfully and spiritually

**Knowledge of methodologies**
By the end of this course students will be able to:
- identify, analyze, integrate and interpret contemporary Limón principles to enhance performance quality
- develop improvisational skills as a pathway to strong dance technique
- identify, describe and design short term goal and long term goal setting and generate a multiple goal strategy based on this methodology
- Identify and discuss how movement principles can support one’s technical growth as well as other related cognitive and metacognitive development theories that support one’s own dance performance

**Application of knowledge**
By the end of this course students will be able to:
- demonstrate retention of class work and the ability to accurately reproduce class exercises, phrases and etude
- efficiently and mindfully apply corrections and feedback from peers and instructor
- develop a safe and efficient movement practice by identifying and analyzing one’s healthy or unhealthy movement patterns
- carry out personal feedback and implement information gathered in class discussions effectively
- increase physical strength, control, accuracy and agility through consistent practice
- demonstrate awareness of music with attention to rhythm, phrasing, and nuances in qualities
- develop and follow a day-to-day, week-to-week and month-to-month goal setting plan

**Communication skills**
By the end of this course students will be able to:
- demonstrate with confidence and consistency contemporary modern vocabulary as a non-verbal mode of expression and artistry
- develop the ability to articulate verbally on movement practices
- contribute to in-class discussions that encourage critically thought and reflection about the goal setting, partner work and their daily physical practice.
- discuss, interpret and articulate clearly class concepts and principles through the submission of journal entries and a short reflection essay.

**Awareness of limitations of knowledge**
By the end of this course students will be able to:
- differentiate and evaluate their cognitive and metacognitive processes through goal-setting, journaling, reflective writing and partner work.
- 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.
- recognize and value the purpose of analysis of limitations of knowledge.

**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 skills through on-going metacognitive awareness
- 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
- design and develop their own dynamic warm-up that prepares the body and mind to dance effectively.
- exhibit the ability to manage injuries and illness responsibly and constructively

**Graded Assessment**

**Breadth, depth of Knowledge 25%**

Demonstrated through mindful dynamic alignment, consistent whole body integration, awareness and use of safe preparation and dance practices, skilled coordination and articulation, kinesthetic awareness, core support, reliable control, breath support, risk-taking, embodiment and substantive understanding of movement principles, methodologies and music concepts, effective application of corrections and development of presentation and style

This category will be assessed by the combination of the following:

**15%** Physical demonstration during in class coaching sessions and class work

**10%** Midterm video assessment assignment (Instructions posted in Moodle)

**Knowledge of Methodologies 20%**

Assessed in the following ways:

**14%** Demonstrated physically in movement phrases through correct use of movement vocabulary and principles during in class coaching sessions and class work

**3%** Quiz 2 Limón terminology (Glossary posted in Moodle)

**3%** Identify Limón elements assignment (Instructions posted in Moodle)

**Application of Knowledge 25%**

Demonstrated by effective application of personal feedback and class discussions, accuracy of retention of class work, improved strength, flexibility, control and agility.

Assessed through:

**20%** Small group coaching sessions and class work

**5%** Final phrase creation and demonstration assignment (Instructions posted in Moodle)
**Communication Skill**  
10%

Assessed by:

5% Embodied understanding of artistic presentation and style, good verbal skill in in-class query, discussion and partner work, collaborative teaching/learning techniques, self-assured performance skills, good interaction with instructor, musicians and peers

5% Final reflection paper on metacognition and learning strategies (Instructions posted in Moodle)

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**Awareness of limitations of knowledge**  
5%

5% Midterm self-evaluation exercise (Instructions posted in Moodle)

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**Autonomy and professional capacity**  
15%

Demonstrated by full and consistent physical and cognitive engagement resulting in a high-quality of performance, effective problem-solving, strong physical commitment, self-directed learning which brings about tangible change, consistency in work habits and motivation, respect for peers, musician and instructor, professional dress and conduct

Assessed in the following ways:

2% Quiz 1 netiquette (Glossary posted in Moodle)

3% Journal entries (Instructions posted in Moodle)

10% Demonstrated during synchronous and asynchronous classes

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**Additional Information**

**Preparing for your live zoom technique classes**
(adapted from Dr J. Bolt’s FAQs About Remote and Online Learning in Dance)

**Space:** Find a space in your home that you can allocate for your daily physical practice that is as large a space as possible, free from distractions and safety hazards. This means you might need to push coffee tables and couches back. Consider the time it may take to prepare your space in advance of the live zoom session so you are prepared to begin dancing promptly at 10:30 am.

**Aim for privacy in your practice:** This are challenging time in which multiple family members are sharing small spaces. Work out in advance with those you live with to have minimal to no traffic while dancing. This is not the time for siblings, family members, roommates or even pets to be sitting around watching,
offering input/feedback, or trying to participate can be distracting for the student.

**Wear appropriate dance attire:** Form fitting clothing that covers torso and legs should be worn. No loose fitting or ragged clothes unless required. Hair must be worn back and off the face.

**Pre-class warm up is essential:** Our collective goal is to develop a safe physical practice and while we may not have the dance spaces we are used to, developing a warm-up routine will be essential for one’s health and wellbeing. Begin the year with the warm-up sequences you are familiar with; however much of the first-year experience will offer you many new dynamic ways to effectively warm the body in preparation for class.

**Stay in your dance area during class time:** Tend to all personal needs ie. go to the bathroom, have a snack etc before or after class.

**Choose your zoom device wisely and elevate your screen:** Think in advance what device you will zoom with and ensure this device is charged or plugged in, and ready to go each morning. If watching an iPad or laptop, elevate these to eye level or above to encourage better posture. Shelving, stands or a pile of books can help with this.

**Turn off all other devices:** Give yourself permission to focus on only one device at a time to ensure you are absorbing as much as you can during class.

**Set up Early:** Sign in at least 10 minutes before class to allow for technology hiccups, forgotten passwords, etc. It is especially hard to jump into a dance class late, remotely.

**Work to stay motivated and engaged in small and large group work:** Once classroom has been set there will be opportunities during synchronous zoom time for us to work in small groups / breakout rooms. Aim to stay focused on the given task and be prepared to direct your attention back to the group quickly in order maintain the remote classroom pace. Respect and support your peers by staying focused. This means that there are times when one must put aside personal feelings to maintain an optimal work environment.

**Music and Musicians:** We are extremely fortunate to have live musical accompaniment for many of our synchronous zoom session. 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. Note that there may be time lags, pauses that result in live accompaniment. We need to work through these and be patient with ourselves and our musicians at all times.

Last date to drop a fall term (F) course without receiving a grade: November 6, 2020
Last date to drop a winter term (W) course without receiving a grade: March 12, 2021
Last date to drop a full year (Y) course without receiving a grade: February 5, 2021

**Academic Policies / Information**

The Senate Academic Standards, Curriculum and Pedagogy Committee (ASCP) provides a Student Information Sheet that includes:

- York’s Academic Honesty Policy and Procedures / Academic Integrity Web site
- Access/Disability
- Ethics Review Process for Research Involving Human Participants
- Religious Observance Accommodation
- Student Code of Conduct

Additional information:
• Academic Accommodation for Students with Disabilities

• Grading Scheme and Feedback Policy
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.

• Important University Sessional Dates (you will find classes and exams start/end dates, reading/co-curricular week, add/drop deadlines, holidays, University closings and more.
http://www.registrar.yorku.ca/enrol/dates/index.htm

• Manage my Academic record
http://myacademicrecord.students.yorku.ca/

• "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.

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

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