COURSE CALENDAR DESCRIPTION

Continues the work begun in FA/DANC 2205 3.00. 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>Berg, Tanya</td>
<td>Sec. B / STDO / Y</td>
<td><a href="mailto:tanyacb2@yorku.ca">tanyacb2@yorku.ca</a></td>
<td>York Ext. 22128</td>
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SPECIAL FEATURES

Course Calendar Description

This course offers Ballet technique for dance majors. Ongoing training develops artistic expression, classical ballet vocabulary, musicality and performance skills. Required of dance majors seeking the BFA degree.

Course: FA/DANC 2205/2207 Contemporary/Ballet Dance Forms 3.0 Section B
Course Director: Tanya Berg, Ph.D.
Teaching Assistant: Twyla Kowalenko
Format/Term: This course is a Y course that runs over two terms and meets twice a week on Tuesday and Thursdays at 8:45-10:15 via Zoom meeting posted on the Moodle page.

Contact Information

Tanya Berg
Office Location: ACE 321
Phone: Zoom meeting room
Email: tanyacb2@yorku.ca
Office Hours: By appointment via email

Twyla Kowalenko: twyla@yorku.ca

1. Special Features
**Prerequisites:** FA/DANC 1206 3.00 and permission of the department. This course is for students with an established dance practice and is not suitable for those new to ballet.

This course will develop the contemporary movement principles established in its prerequisite 1206. Through sound anatomical alignment and critical analysis, dancers will continue to develop their dynamic alignment, strength, flexibility, stamina, performance presence, artistic expression as well as their ability to retain material and apply technical suggestions.

Content is subject to change- department related events or organized guests maybe required.

2. **Topics and Concepts**

**Self-Directed Learning and Collaboration with Peers**

Self-reflection, peer-feedback and critical analysis will facilitate the dancers’ exploration and development of their personal technique, dynamic range of movement and communication skills.

Collaboration with peers is central to understanding and application of course material to facilitate students’ technical and artistic advancement. When working in pairs the students will be accountable for their own and their partner’s learning. Students will have multiple partners throughout the year. One dancer please post the name of your first partner in the forum provided in Moodle by Tuesday, Sept. 15. This partner will be with you in a breakout room during the Fall. You will be able to work on certain exercises, giving each other feedback, talk and support each other’s goals. This relationship will inform the application of the material in the critical thinking reading, as well as the goals you set in your journal, and subsequently discuss in your written assignments.

Self-directed learning will be realized as students set personal goals and use weekly journaling to track progress and explore dimensions of artistry and musicality.

The **written assignments** throughout the year are based on the setting, process, and progress of personal goals reflecting on personal limitations to develop these specific areas of artistry and technique. There are four forum posts throughout the year.

The **oral presentation** is a personal reflection on a live professional performance- likely seen online in the 2020/2021 season. **NOTE:** This assignment maybe done in conjunction with Section A and Syreeta Hector.

**Physical Practice**

Generally, classes will be structured on a bi-weekly basis. However, some material will remain for the entire term. For example, warm up sequence(s) both floor and standing that are established in the first month will become class exercises that may repeat throughout the year, particularly when trying to accelerate the pace of the class. Students are encouraged to enter the Zoom meeting 15 minutes prior to class and quietly prepare themselves for their personal practice.

**Viewing of Professional Performances**

Students are encouraged to see as many professional performances as possible throughout the year. This year it will likely be online material done by companies as they forge ahead during the pandemic. Students will be required to **discuss one** of the shows in-class for 3-5 minutes as part of the Application of Knowledge component. This is an opportunity for students to connect training processes to professional polished
performance and to reflect on personal choreographic inspiration.

**Course Text:**


**Required Reading (available on Moodle through York library online):**


Please complete the assigned readings in preparation for application in the studio through discussion, movement exploration, forum discussions and application to your written assignments. The readings will be expected to be completed as outlined here and on the Moodle class page. Students may feel free to read ahead of schedule.

Students are encouraged to share other readings and videos that they feel would be beneficial and inspirational to the group and the instructor. I can post these on the Moodle page or you communicate anytime through the question forum in the General section of Moodle.

**Date and Reading**

See Moodle for Forum Discussion topics and Assignment details. NOTE: Forum Posts count as in-class (asynchronous learning)- these are not in addition to time spent on Zoom

<table>
<thead>
<tr>
<th>Date</th>
<th>Reading Content</th>
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<tbody>
<tr>
<td>Sept. 24</td>
<td>Ambrosio</td>
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<tr>
<td>Oct. 8</td>
<td>Discussion Forum Post One</td>
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<tr>
<td>Oct. 10</td>
<td>READING WEEK! Unit 2- (Oct 20-Nov. 12)</td>
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<td>Nov. 10</td>
<td>Berg</td>
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<tr>
<td>Nov. 12</td>
<td>Discussion Forum Post Two</td>
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<tr>
<td>Nov. 19</td>
<td>- Chapter 1-3 (Paskevska, 12-32)</td>
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<tr>
<td>Nov. 24</td>
<td>- Goal Assignment #1Dec. 1- Self-evaluations Unit 4- (Jan. 12-Feb. 4) Jan. 21</td>
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<td>Dec. 1</td>
<td>4-5 (Paskevska, 33-54)</td>
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<td>Feb. 2</td>
<td>Chapter 6-7 (Paskevska, 55-67)</td>
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<td>Feb. 4</td>
<td>Discussion Forum Post Three</td>
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<td>Feb 11</td>
<td>- Chapter 8-9 (Paskevska, 69-84)</td>
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<td>Mar. 1</td>
<td>READING WEEK! Mar. 18- Chapter 12-13 (Paskevska, 97-111)</td>
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<td>Mar. 25</td>
<td>- Chapter 14-16 (Paskevska 113-147) Mar. 30- Awareness of Limitations Assignment</td>
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**3. Learning Outcomes with Examples**

**Depth, Breadth of Knowledge**

By the end of this course students will be able to:

- identify, describe and understand the following: consistent static and dynamic alignment facilitating safe movement practices, nuanced artistry, musicality, mindful peer feedback

**Application of Knowledge**

By the end of this course students will be able to:

- apply and perform the following: consistent static and dynamic alignment facilitating safe movement practices, nuanced artistry, musicality, mindful peer feedback

- orally discuss a professional performance, critically reflecting on the artistry and technical proficiency of the dancers grounded in their own physical in-studio experience

**Knowledge of Methodologies**
By the end of this course students will be able to:
- situate and negotiate critical thinking in their daily dance practice to deepen their engagement and physical practice through application of suggestions for technical, artistic and musical development
- verbally and physically apply critical thinking skills when adapting technique to their own bodies and that of their partners (Unit 1- Fall)
- identify, understand and employ democratic teaching strategies of teaching and learning based in sound anatomical information, imagery, and basic somatic principles applied to ballet (Unit 2- Fall)
- recognize, interpret and embody Limon concepts in relation to contemporary ballet to enhance movement quality including weight, flow, fall/recovery, breath etc. (Units 4-5)

**Awareness of limitations**
By the end of this course students will be able to:
- design and apply process and performance goals based on individual physical and technical capacities to safely execute ballet vocabulary

**Communication Skills**
By the end of this course students will be able to:
- contribute to in-class forum discussions applying concepts from readings and in-class experience
- discuss, analyse and interpret concepts and principles through the act of journaling and forum discussions

**Autonomy and professional capacity**
By the end of this course students will be able to:
- apply critical thinking skills as a tool for problem solving in class work and personal goal attainment
- demonstrate autonomy through self-sufficient and self-directed learning and continually applying technical and artistic suggestions independently
- advocate for democratic strategies and contribute to a supportive environment

4. **Graded Assessment**

**All Rubrics and Assignments are posted in Individual Units on the Moodle Page**

**Midterm**

15% (unofficial)

Midterm grades will be distributed at the beginning of Winter term (based on categories below).

**Breadth, depth of knowledge**

20%

Demonstrated by students’ ability to identify and understand the following: consistent static and dynamic alignment facilitating safe movement practices, nuanced artistry, musicality and mindful peer feedback. This is assessed in-class and in breakout rooms.

**Application of knowledge**

25%

Demonstrated by students’ ability apply and perform the following: consistent static and dynamic alignment facilitating safe movement practices, nuanced artistry, musicality and mindful peer feedback. This is an on-going in-class assessment with new software tools that will allow for individual feedback.

One 5 minute oral discussion of a professional performance to serve as inspiration and for personal reflection of artistic practices (5%). This may be done in conjunction with section A and Syreeta Hector.
Knowledge of methodologies 10%

Four Forum Discussion Posts (2 in the Fall and 2 in the Winter term- 2.5% each)

Communication Skills 10% + Awareness of limitations 5% 15%

1. a) Communication Skills- Two written submissions on technical and artistic personal goals demonstrating critical thinking as part of technique class (Fall and Winter)- 5% each submission.

1. b) Awareness of Limitations- One written reflection on goal setting, process and outcome (Winter) – 5%.

Autonomy and professional capacity 15%

Demonstrated by the application of critical thinking skills as a tool for problem solving in class work and personal goal attainment. Students will develop autonomy through self-sufficient and self-directed learning and continually applying technical and artistic suggestions independently while advocating for democratic strategies and contributing to a supportive environment. This is an on-going in class assessment based on physical participation, discussions, Moodle posts etc.

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

Moodle @ York University