

Ballet Dance Technique

DANC 3415.001

T/TH 12:30 - 2:20 pm

Hybrid: F2F DATH 110 / Remote

Fall 2020

University of North Texas

Department of Dance and Theatre Arts

Instructor: Whitney Geldon, MFA

Pronouns: she/her/hers

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Office Hours: by appointment

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You may email me at any time. I will respond within 48 hours (except over the weekends).

COURSE DESCRIPTION:

This course is for the intermediate/advancing ballet dancer, in the dance major curriculum and is considered a pre-professional-level of study. Emphasis is placed on experiencing and understanding the roles of performer, choreographer, and improviser within a ballet dance context. Students will deepen their study of ballet through the lens of somatic practices and contemporary approaches to technique, becoming aware of the importance of fundamental movement patterns, spatial relationships and musical rhythm intrinsic to ballet. To accomplish these goals students will perform short ballet variations choreographed or adapted by the instructor and students, discuss their own performances as well as those of professional ballet dancers, and discuss the development of ballet that will include viewing and critiquing selected ballets.

Students are expected to have sufficient previous movement experience to allow them to continue pre-professional study and engage in a sophisticated and challenging artistic learning environment. This somatic environment encourages students to engage with advanced anatomical and movement principles, dance vocabularies, and creative/performance process skills needed for aesthetic expression.

STUDENT LEARNING OUTCOMES:

Level V ballet technique represents a high level of technical skill and creative process expertise in which students should be able to recognize, understand, and apply physical and technical-somatic knowledge while strengthening individual artistic integrity and personal responsibility.

Upon completion of this course, students should be able to:

(Acknowledgements to Shelley Padilla)

- **Engaging the body in Vocabulary and Dynamic Alignment**
 - Adagio, Moderate, Petit, and Grand Allegro to be performed in some combination with smooth transitions, appropriate propulsion, rhythmic

clarity, proper placement, sufficient strength and buoyancy, and a sense of artistic intention visible through performance focus.

- Dynamic Alignment to be demonstrated as a refined use of properly turned out ilio femoral hip alignment in all foot gestures
 - Femur appears to be “dropped” into hip socket
 - Ilio femoral hip creases are deep and articulated in front and side position.
 - Exhibits visible fine motor control of foot and ankle in développé and envelopé.
 - Performs with open shoulder girdle and upper body support in back of body as well as front of body.
 - Hip bones maintain even placement in all leg gestures from tendus to grand battements, front, side and back.
 - Ankle and sole of foot are evenly balanced in plié and other weight shifts.
 - In relevé, balance weight is centered between second and third toes.

- **Performance, Musicality, Movement Dynamics**

- Perform clear relationship to musical down beats, syncopations, and adapt counts and meter where necessary.
- Use ballet vocabulary to tell a story, allude to images and shift responsibly between movement qualities.
- Maintain spatial relationships and responsiveness to others in all group combinations.

- **Exercising Community Respect**

- Articulate possible causes for injuries and choose appropriate actions for recovery.
- Gauges the dynamics of the learning environment in a way that responsibly promotes empowered learning by asking appropriate questions and taking the space needed to deepen skills and expand knowledge.
- Actively commits to individual growth as a dancer/artist by
 - preparing self-directed class goals that relate to professional artistic goals and by developing reflective physical and written practices.
 - Consistent attendance to class with no tardies or early exits and an ability to monitor energy as needed while dancing fully.
 - Participates during class (not sitting out, texting, talking or going to the restroom unless it is a major emergency) and independently adapts classroom material while participating to accommodate minor injuries in a way that supports progress in learning.
- Works with others in a professional manner regardless of interpersonal dynamics.

- Immediately process, apply and show positive change in regard to instructor and peer provided technical and performance feedback.

REQUIRED TEXT/READING: Provided by the Instructor through Canvas or as handouts.

Recommended: Grant, Gail. *Technical Manual and dictionary of Classical Ballet*. NY, NY: Dover Publications, 1982. Print.

Major Course Assignments and Examinations:

Assignments and classroom activities could include viewing and listening to videotapes and online audio resources.

1. Attendance and full commitment to each class activity is of utmost importance in any studio dance class. Without this commitment, the student is unable to participate in the form of classical ballet dance as a means of artistic expression and communication.
2. Student should demonstrate a consistent application of feedback, particularly those concerning somatic patterning and kinesiology-appropriate performance of technique. This is important in order to avoid injury and to improve.
3. Students will participate in quizzes through written format, discussion, and/or peer assessment/evaluation.
4. Three Unit Performance and Observation Assessments requiring students to be conversant with ballet dance genres and movement practices, with self and witness assessments.

COURSE REQUIREMENTS/EVALUATION:

Participation is an assessment of student engagement in class, in movement, discussion, group and partner work as well as your achievement and growth.

The following is a percentage breakdown of final grades.

Weekly Engagement (10pts/week)	60%
Includes Blogs & Responses	
Quizzes (3)	10%
Video Assessments (3)	30%

Accountability and Engagement:

Weekly engagement grades (10 pts) will reflect student demonstration of the following within a face2face or Zoom class, synchronously or asynchronously:

1. Clarity: Student demonstrates a clear ability to understand and articulate the concepts presented in class, both cognitively and physically.

2. Presence: Student arrives ready, not only by being on time, but by preparing their body to move, by asking questions, and by dancing fully.
3. Community: Student contributes to creating a better environment for the class through observation of their peers, constructive criticism when asked, and bringing a supportive attitude to class.
4. Safety and Risk: Student pushes self to explore the edges of their own physicality, while listening to the needs of their body as to not cause health problems or injury.
5. Creativity: Student takes the concepts, phrases, and intentions explored in class and expresses ownership. Intent is not to perfect or imitate movement, but rather, embody it uniquely.

These categories are designed to help you understand how I define engagement throughout the semester. However, in a given class, I may access you through the lens of one or two of these criteria. After the first week of class, I will also determine which specific movement/artistry concepts we will hone in on throughout the semester. It will be through these specific concepts that you will be evaluated.

ATTENDANCE:

This class is concerned with the intellectual and physical development of the body. Evaluations are based on development from class to class, week to week, and the course of the semester. There will be multiple formats for achieving the accountability standards for this course. Therefore, it is imperative to be present and working through class material whether in the F2F or virtual classroom.

Students will engage in assignment formats including instructor led practice, self-practice, articles read, viewings, video demonstrations of principles, with self, peer, and instructor feedback.

In the event of an absence in synchronous practice, students are responsible for notifying the instructor as well as the material or content covered by accessing the course recording, posted to canvas, in addition to completing the blog requirements including video and/or written responses. Asynchronous is only to be utilized for extenuating circumstances and after two absences of synchronous engagement, weekly engagement will be impacted.

It is expected that you should not arrive late to class or ask to leave early for F2F and Zoom classes. Please plan to arrive 5-10 minutes early to prepare yourself for practice. Late arrivals will be reflected in weekly professional engagement. Students arriving more than 5 minutes late may not be allowed to take the class.

COVID-19 Impact on Attendance

While attendance is expected as outlined above, it is important for all of us to be mindful of the health and safety of everyone in our community, especially given concerns about COVID-19. Please contact me if you are unable to attend class because you are ill, or unable to attend class due to a related issue

regarding COVID-19. It is important that you communicate with me prior to being absent so I may make a decision about accommodating your request to be excused from class.

If you are experiencing any symptoms of COVID-19 (<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>) please seek medical attention from the Student Health and Wellness Center (940-565-2333 or askSHWC@unt.edu) or your health care provider PRIOR to coming to campus. UNT also requires you to contact the UNT COVID Hotline at 844-366-5892 or COVID@unt.edu for guidance on actions to take due to symptoms, pending or positive test results, or potential exposure. While attendance is an important part of succeeding in this class, your own health, and those of others in the community, is more important.

Opportunities for Make-up Work:

If a student is unable to fully participate in class due to injury or illness, the instructor should be informed ASAP via email. The student must articulate how they will modify the content to protect from further injury and inform recovery. If the student elects to observe, they must take notes *remotely* (when possible), describing and articulating what the student learned from observing the class and why. (It's not enough to just describe what happened in class.) The student will add the notes to their weekly blog.

In the event of an injury or serious illness that prevents a student from engaging in any activity for more than two weeks, the student should drop the course rather than risk receiving a failing grade. However, students may continue enrollment in a class by fulfilling minimal participation requirements agreed upon with the teacher until recovery from the injury or illness allows for return to full participation.

Minimal or adapted participation may be in the form of substituting floor work for standing work, working upper body while sitting in a chair, adapting choreography assignments to accommodate physical limitations, refraining from jumping, or working with a reduced range of motion. In addition, an extended Pilates program may be the appropriate course of action during injury recovery. The goal is to maintain physical conditioning and fitness during recovery so that the return to full activity will not compromise health and wellness.

A period of minimal or adapted activity due to injury or illness should not exceed a total of four (4) weeks during any long semester.

LATE WORK:

Late work is not permitted in this class. Exceptions to this policy will only be considered for extremely extenuating circumstances. Students must speak with the instructor immediately if they foresee a problem in submitting their work on time.

If the student has not amassed at least 30% of their 100 % grade by midterm, the student will receive an unsatisfactory progress notice. If the student continues making unsatisfactory progress he or she will be asked to drop the course.

Course Materials and Supplies:

Ballet shoes are required. **Appropriate attire** for freedom of movement is required (no clothes that inappropriately expose too much skin when the dancer is actively moving). Layers or looser clothing such as sweats may be worn as you warm up before class and

stretch after class. Specific attire choices noted below. No jewelry (large earrings, dangling necklaces, large watches, etc.) is allowed in class for the safety of all class participants. You will need a **journal/notebook** to record significant moments, sequences, imagery, feedback, questions, etc. You will need a **tennis ball** or lacrosse ball (depending on desired firmness) for warm-up.

Specific Attire:

Ballet shoes may be canvas or leather, with a slit sole.

Clean lines. Solid colors or print only. No clothing with writing on it.

SHE/THEY: should wear tights that cover the legs and hips, with a leotard worn over, which covers the hips and trunk (or a unitard). Tights should be footless or convertible. You may also elect to wear a leotard worn under leggings. A well-fitting bra should be worn to give ample support. Please no ballet skirts, as they cover the line of the body.

HE/THEY: should wear tights/leggings (not baggy). The tights are usually of heavier material, less sheer than women's tights (or unitard). Seams are worn in the back. A dance belt is worn under the tights (same color as tights). Male dancers frequently hold the tights up with an ordinary belt around the waist, and roll the tights down over the belt. You may also use clip-on suspenders or elastic bands sewn onto the tights. A tight fitting, waist-length tee shirt is worn over the torso and tucked into tights.

(acknowledgement to Cher Anabo for description)

CLASSROOM POLICIES:

No food or drinks in the classroom, besides water in a closed container. Turn cell phones OFF when entering the F2F or Zoom classroom.

F2F - Each taped square will have a location, marked with an "X" for individual belongings, to be placed for the entirety of the class. Students and teacher will devise a protocol for rotating placement in the room for equity and inclusion.

Face Covering

Face coverings are required in all UNT facilities. Students are expected to wear face coverings during this class. If you are unable to wear a face covering due to a disability, please contact the Office of Disability Access to request an accommodation. UNT face covering requirements are subject to change due to community health guidelines. Any changes will be communicated via the instructor.

Class Recordings & Student Likenesses

Synchronous (live) sessions in this course will be recorded for students enrolled in this class section to refer to throughout the semester. Class recordings are the intellectual property of the university or instructor and are reserved for use only by students in this class and only for educational purposes. Students may not post or otherwise share the recordings outside the class, or outside the Canvas Learning Management System, in any form. Failing to follow this restriction is a violation of the UNT Code of Student Conduct and could lead to disciplinary action.

ACADEMIC DISHONESTY:

UNT's Policy of Academic Dishonesty found in the Student Handbook applies to this course. If caught plagiarizing (meaning copying) published sources or another student you will be referred to the Office of Student Rights and Responsibilities and you will also fail this course. This policy also applies if you are caught falsifying your attendance or misrepresenting your work in any way. For your own sake please be sure that you are familiar with the rules and regulations regarding Academic Dishonesty. "The term 'plagiarism' includes, but is not limited to: 1. The knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgement [or citation] and/or 2. The knowing or negligent unacknowledged use of materials prepared by another person or by an agency engaged in the selling of term papers or other academic materials."

-http://www.unt.edu/csrr/student_conduct/misconduct.html

STUDENT BEHAVIOR IN THE CLASSROOM:

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Center for Student Rights and Responsibilities to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at www.unt.edu/csrr

DISABILITIES STATEMENT-MOVEMENT:

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time, however, ODA notices of reasonable accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of reasonable accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of reasonable accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Office of Disability Accommodation website at <http://www.unt.edu/oda>. You may also contact them by phone at 940.565.4323. If you need or think you might need academic accommodations please let me know today after class.

The content of this class requires each student to:

1. Participate physically and mentally in a safe manner.
2. Exhibit mastery of specific steps and movement patterns through both visual and verbal cues.
3. Process visual and verbal cues spontaneously.
4. Exhibit ability to carry their own body weight as well as the weight of others.

STUDENT OBLIGATIONS TO ACADEMIC/PRODUCTION WORK:

DT students are expected to budget and organize their time and efforts in order to meet both their academic and production commitments satisfactorily and on time. The faculty and staff recognize that the academic and production assignments within the Department, as well as outside employment, athletics, and other obligations, sometimes impose conflicting pressures on DT students. One of the principal responsibilities of each student is to carefully identify and monitor the commitments that comprise his/her production work and outside obligations do not constitute an excused absence from DT classes or from the completion of any required class assignments.

Principles of Engagement

PoE refers to the way students are expected to interact with each other and with their instructors. Here are some general guidelines:

- While the freedom to express yourself is a fundamental human right, any communication that utilizes cruel and derogatory language on the basis of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law will not be tolerated.
- Treat your instructor and classmates with respect in any communication online or face-to-face, even when their opinion differs from your own.
- Ask for and use the correct name and pronouns for your instructor and classmates.
- Speak from personal experiences. Use “I” statements to share thoughts and feelings. Try not to speak on behalf of groups or other individual’s experiences.
- Use your critical thinking skills to challenge other people’s ideas, instead of attacking individuals.
- Avoid using all caps while communicating digitally. This may be interpreted as “YELLING!”
- Be cautious when using humor or sarcasm in emails or discussion posts as tone can be difficult to interpret digitally.
- Avoid using “text-talk” unless explicitly permitted by your instructor.
- Proofread and fact-check your sources.
- Keep in mind that online posts can be permanent, so think first before you type.

Materials for Remote Learning Instruction

The UNT fall schedule requires this course to have fully remote instruction beginning November 28th. Additional remote instruction may be necessary if community health conditions change or you need to self-isolate or quarantine due to COVID-19. Students will need access to a [webcam, microphone, or recording device such as phone, camera or computer, and reliable internet connection] to participate in fully remote portions of the class. Additional required classroom materials for remote learning include: [7x7 ft. space to move]. [Learn more about how to be successful in a remote learning environment](#)

Technical Assistance

Part of working in the online environment involves dealing with the inconveniences and frustration that can arise when technology breaks down or does not perform as expected. Here at UNT we have a Student Help Desk that you can contact for help with Canvas or other technology issues.

UIT Help Desk: [UIT Student Help Desk site](http://www.unt.edu/helpdesk/index.htm) (<http://www.unt.edu/helpdesk/index.htm>)

Email: helpdesk@unt.edu

Phone: 940-565-2324

In Person: Sage Hall, Room 130

Walk-In Availability: 8am-9pm

Telephone Availability:

- Sunday: noon-midnight
- Monday-Thursday: 8am-midnight
- Friday: 8am-8pm
- Saturday: 9am-5pm

Laptop Checkout: 8am-7pm

For additional support, visit [Canvas Technical Help](https://community.canvaslms.com/docs/DOC-10554-4212710328)
(<https://community.canvaslms.com/docs/DOC-10554-4212710328>)

Academic Support & Student Services

Mental Health

UNT provides mental health resources to students to help ensure there are numerous outlets to turn to that wholeheartedly care for and are there for students in need, regardless of the nature of an issue or its severity. Listed below are several resources on campus that can support your academic success and mental well-being:

- [Student Health and Wellness Center](https://studentaffairs.unt.edu/student-health-and-wellness-center) (<https://studentaffairs.unt.edu/student-health-and-wellness-center>)
- [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services) (<https://studentaffairs.unt.edu/counseling-and-testing-services>)
- [UNT Care Team](https://studentaffairs.unt.edu/care) (<https://studentaffairs.unt.edu/care>)
- [UNT Psychiatric Services](https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry) (<https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry>)
- [Individual Counseling](https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling) (<https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling>)

Chosen Names

A chosen name is a name that a person goes by that may or may not match their legal name. If you have a chosen name that is different from your legal name and would like that to be used in class, please let the instructor know. Below is a list of resources for updating your chosen name at UNT.

- [UNT Records](#)
- [UNT ID Card](#)
- [UNT Email Address](#)
- [Legal Name](#)

**UNT eUIDs cannot be changed at this time. The collaborating offices are working on a process to make this option accessible to UNT community members.*

Pronouns

Pronouns (she/her, they/them, he/him, etc.) are a public way for people to address you, much like your name, and can be shared with a name when making an introduction, both virtually and in-person. Just as we ask and don't assume someone's name, we should also ask and not assume someone's pronouns.

You can [add your pronouns to your Canvas account](#) so that they follow your name when posting to discussion boards, submitting assignments, etc.

Below is a list of additional resources regarding pronouns and their usage:

- [What are pronouns and why are they important?](#)
- [How do I use pronouns?](#)
- [How do I share my pronouns?](#)
- [How do I ask for another person's pronouns?](#)
- [How do I correct myself or others when the wrong pronoun is used?](#)

Additional Student Support Services

- [Registrar](https://registrar.unt.edu/registration) (<https://registrar.unt.edu/registration>)
- [Financial Aid](https://financialaid.unt.edu/) (<https://financialaid.unt.edu/>)
- [Student Legal Services](https://studentaffairs.unt.edu/student-legal-services) (<https://studentaffairs.unt.edu/student-legal-services>)
- [Career Center](https://studentaffairs.unt.edu/career-center) (<https://studentaffairs.unt.edu/career-center>)
- [Multicultural Center](https://edo.unt.edu/multicultural-center) (<https://edo.unt.edu/multicultural-center>)
- [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services) (<https://studentaffairs.unt.edu/counseling-and-testing-services>)
- [Pride Alliance](https://edo.unt.edu/pridealliance) (<https://edo.unt.edu/pridealliance>)
- [UNT Food Pantry](https://deanofstudents.unt.edu/resources/food-pantry) (<https://deanofstudents.unt.edu/resources/food-pantry>)

Academic Support Services

- [Academic Resource Center](https://clear.unt.edu/canvas/student-resources) (<https://clear.unt.edu/canvas/student-resources>)
- [Academic Success Center](https://success.unt.edu/asc) (<https://success.unt.edu/asc>)
- [UNT Libraries](https://library.unt.edu/) (<https://library.unt.edu/>)
- [Writing Lab](http://writingcenter.unt.edu/) (<http://writingcenter.unt.edu/>)

TENTATIVE CALENDAR:

TBA after the first week.

*To graduate, students majoring in dance and theatre are required to have a minimum grade of B in dance/theatre courses that comprise his/her major.

*Students who miss the first day of class without consent of the instructor are subject to be administratively dropped from the course so that other students may be added. Students who must miss the first day of class because of illness or some other acceptable excuse must notify the instructor on record the day of the absence.

***The instructor reserves the right to amend this syllabus as necessary.