

**2008-2009 Dance PM Course Syllabus  
Dance II Honors (Afternoon)**

**School Name:** Fine Arts Center (School District of Greenville County)

**Course Name:** Dance II Honors (Afternoon)

**Instructor:** Jan Woodward

**Office Room Number:** Dance Studio

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**Class Time/Room Number:** 1:15-3:05 pm, Dance Studio

**Supplemental books:**

- Technical Manual and Dictionary of Classical Ballet by Gail Grant
- Ballet and Modern Dance: A Concise History by Jack Anderson
- Ballet and Modern Dance by Susan Au
- The Art of Making Dances by Doris Humphrey
- Modern Dance Terminology by Paul Love

**Please note that books must be returned, or paid for if lost, to the Fine Arts Center at the end of the year.**

**Course Description:**

see below under “Tentative Course Outline/Deadlines”

**Objectives:**

see below under “Tentative Course Outline/Deadlines”

**Mission and Philosophy:**

- The Fine Arts Center dance program is a pre-professional training program, which seeks to prepare dance students for continued study at college or university dance programs or for professional careers in dance.
- The dance curriculum at the Fine Arts Center concentrates on two complementary dance disciplines allowing for in-depth study. Ballet is the standard, international language of dance, and modern dance is the creative force in choreography. These create the foundation necessary for college and professional dance auditions.
- Ballet and modern dance have a long tradition dating back centuries and decades respectively, and we seek to carry on that tradition with respect, discipline, and love.
- Many other styles are important, and we encourage students to explore these as well, possibly through additional training at private studios.
- Our graduates have gone on to successful college studies in state at Columbia College, Winthrop University, and Coker College, and out of state at the University of Georgia, North Carolina School of the Arts, New York University, University of Utah, and many other institutions.
- Our graduates have gone on to perform with professional dance companies including the Martha Graham Dance Company, the Merce Cunningham Dance Company, the Alvin Ailey American Dance Theatre, Sacramento Ballet, Lexington Ballet, Ballet Arkansas, Charleston Ballet Theatre, Liz Lerman and others.
- Our graduates teach in numerous public schools, colleges and universities, and private studios.

**Course Requirements:**

**A. Attendance and Tardy Policy:**

Outlined in the Fine Arts Center Student Handbook.

Students and parents sign that they have read the Student Handbook.

Additional policies for Dance class stated in Dance Department Handbook.

**B. Classroom Rules and Expectations:**

- Students are expected to attend class each day, to arrive on time, and to bring all necessary materials including: clothes, paper/pen, homework, and textbook (as needed).
- Students are expected to participate fully in all class activities.
- Students are expected to comply with dress requirements as outlined.
- Students are expected to comply with dress, behavior, attendance, and participation requirements as outlined.
- Students are expected to show respect to the teacher, classmates, dance studio/facilities, and school building.

**C. Supplies Necessary for Course:**

- **Mirella M315L or Bloch L5415** the black tank leotard (ladies)
- **MotionWear 2102 color 141 Bloch L5409** black long-sleeve leotard (ladies)
- Black tights without feet—minimum 2 without runs or holes
- Pink convertible ballet tights—minimum 2 without runs or holes
- Pink ballet slippers (prefer split sole)
- Hair supplies: hair bands, Bobbie pins, hair clips, hair gel,
- Elastakon tape for feet (can buy at McCleskey-Todd Pharmacy of Greer (877-0753) in different sizes)
- Dance bag for dance items.
- Water bottle.

Student must have a three-ring binder with notebook paper for notes and handouts available each class.

Pencil, pen available each class.

**Leotards and tights are to be used as a costume for showcases and other dance activities.**

**Assessment Information and Grading Scale:**

Student performance is graded using the mandated South Carolina state grading scale.

The grade for Dance each term is based on the following formula:

<b>% of grade</b>	<b>Description</b>
15%	Progress and improvement. Application of information learned.
20%	Dress code adherence (see dress code.)
25%	Daily Participation.
25%	Dance studies and compositions, tests, projects, and performances.
15%	Written homework assignments - Late assignments are penalized 10 points per day and <b>are not accepted after 2 school days</b> . If excused absence, there are 5 school days to make up work before the penalties begin.

- It is the student’s responsibility to check with the instructor for missed work.
- It is the student’s responsibility to check and see if there is an assignment (posted on the board, or placed in the designated class box for assignments.)
- When a student misses school the day an assignment is due, then the assignment is due the day the student returns.
- Assignments are due before a student leaves for a pre-arranged absence and not after s/he returns.

Within this grading system, students will be graded on their adherence to the dance department dress code according to the following criteria:

<b>Grade</b>	<b>Description</b>
100	Complete adherence to all dress requirements.
70	One or more items are missing or insufficient.
0	Student does not dress out and participate in class.

**If a student must sit out (only with a doctor or parent note) then s/he is required to dress out according to the dress code and will take notes to turn in at the end of the class period for a daily grade. Student will have a zero (0) until a note is given to the teacher the following day.**

## DRESS CODE FOR DANCE 2008-2009

- **Required black solid tank leotard: Mirella M 315 L or Bloch L5415** (with “V” neck).
- **Black long-sleeve leotard is recommended in winter: Bloch L5409 or MotionWear 2102 color 141**
- **Optional in solid colors: Mirella M 315 L, Bloch L5415** (with “V” neck) or **MotionWear 2102**
- Optional: **black Capezio ballet skirt (#272)** for ballet.

### FOR BALLET CLASSES:

- Theatrical pink or ballet pink tights with feet (not the shiny kind), to be worn underneath and **not outside the leotard**.
- Pink ballet slippers with elastics properly sewn on, snug fit, preferably Capezio, Bloch, Freed or other professional brand. Elastics may not be tied together or pinned to the shoe, and may not extend underneath the shoe.
- Hair **MUST** be put up, off the neck and shoulders, and in a ballet bun, bangs and hair must be out of eyes using clips and/or hair gel.

FOR MODERN CLASSES: Leotards as listed above in any solid color. Black or pink solid color tights may be worn. Ponytails are permitted at the teacher’s discretion, but the hair must be fastened neatly away from the face without bangs or hair in the eyes or falling on the face (clips, hair gel, etc.)

NO:

- necklaces, watches, long earrings, ankle bracelets;
- long skirts, sweat pants, **shorts**, sweat shirts, T-shirts, or other loose fitting clothes over your tights and leotard (some **tight-fitting** items may be permitted **only** in very cold weather and **only** at the **beginning of the class during the first exercise.**)

• For safety and health reasons, you must wear a bra—a sports bra will not be covered by the leotard and a strapless bra is not acceptable.

**Leotards and tights are to be used as a costume for showcases and other dance activities. Note optional ballet skirt.**

Within this grading system, students will be graded on their class participation according to the following rubric:

<b>grade</b>	<b>Description</b>
100	Participates fully in all activities maintaining good focus and high energy. <b>Is in class ready to begin dancing on time or before</b> (stretching and getting physically ready for class.)
90	Does not have class materials when needed including notebook, paper, pencil, props, etc.
80	Does not maintain focus and/or does not use class time wisely (such as being late to class, talking rather than stretching, practicing or observing others dance.)
70	Demonstrates lack of respect toward the work, peers or teacher.
60	Does not complete movements or sequences and/or loses focus frequently. Does not participate in an activity or exercise.
0	Does not participate in class.

### **Major Assignments and Projects Required:**

- Semester cumulative written exam.
- Final cumulative written exam.
- **Major Performance Grade-- School District Dance Showcase February 8, 2009 (Rehearsal February 7<sup>th</sup>) at Wade Hampton High School**
- **Final (Exam) Performance at the Fine Arts Center on Friday, May 8<sup>th</sup> with 7:00 p.m. curtain.**
- Rehearsals and performances.

## **Tentative Course Outline/Deadlines:**

### **First Quarter:**

#### I. Technique:

Modern: Review and work on technique skills concentrating on alignment, abdominal strength, flexibility.

Ballet: Review and work on technique skills concentrating on alignment, stretching and strengthening. Adagios, chaîne turns, pas de chat, ¼ and ½ turns, pirouettes en dehors and en dedans, glissade (over/under), assemblé (over/under), grand jeté en avant, petite jeté.

Pilates : Essential Mat Exercises for strength, control, and injury prevention.

#### II. Improvisation and Dance Composition:

- Move improvisationally using the elements of dance in multiple ways simultaneously.
- Improvise individually, in pairs, and in groups in a more complex form than in Dance I
- Work on individual and group short dance studies and compositions.
- Give verbal critique and feedback to student composition work.

#### III. Assignments:

- Reading and compositional assignments from textbooks; ballet vocabulary assignments.
- Quiz/quizzes on homework, class and studio work, vocabulary.
- Cumulative Quarter Exam from studio/class material and readings.
- Mentor Dance I students

### **Second Quarter:**

#### I. Technique:

Modern: Twisting and use of diagonal/oblique. Incorporating contractions in traveling and center floor sequences. Combinations traveling with jumps and prances using shift of weight and change of directions.

Ballet: Barre: add double frappé, petit battement, fondu. rond de jambe en l'air, demi rond de jambe en l'air, grand rond de jambe en l'air. 8 Cecchetti positions of the body in tendu and développé. Longer adagio combinations. Combining steps in allegro combinations, piqué en avant, piqué turns, sauté in arabesque and in combination with grand jeté.

Pilates: Essential Mat Exercises adding modification for more difficulty.

#### II. Improvisation and Composition:

- Dance studies and compositions using themes and concepts studied-using a variety of the dance elements.
- Give verbal and written critique and feedback to student composition work.

#### III. Assignments:

- Reading and written assignments.
- Quiz/quizzes on homework, class and studio work, vocabulary.
- Cumulative Quarter Exam from studio/class material and readings.
- Semester Written Exam: Cumulative.

### **Third Quarter:**

#### I. Technique:

Modern: Adding more traveling and floor work in warm up. Building longer sequences and dance phrases.

Falling to the floor and rising off of the floor. Incorporate improvisation in movement sequences. Use of dynamics and breath included in the performance of the movements.

Ballet: Barre: Add combinations of steps (degage with battement piqué, double frappe with petit battement, relevés in frappé and petit battements), penché. Centre: Écarté derrière, promenade, penché. Sissone over and under and in combinations.

Pilates: Mat Exercises: Add modifications to add to difficulty.

#### II. Improvisation and Composition:

- Explore and create movement to concepts and ideas.
- Rehearse and perform as needed.

- III. Has the opportunity to participate in a student choreographic project as a dancer:
- Must schedule rehearsals with other dancers and choreographer in the piece.
  - Perform the completed dance for class and teacher for a grade.
  - Participate in adjudication process as an informal evaluator and/or performer

IV. Assignments:

- Reading and written assignments.
- Quiz/quizzes on homework, class and studio work, vocabulary.
- Cumulative Quarter Exam from studio/class material and readings.

V. Major Performance Assignment:

**Performance Grade School District Dance Showcase February 8, 2009 (Rehearsal February 7th)**

**Fourth Quarter:**

I. Technique:

Modern: More complex warm up sequences. Incorporate phrases of 5's and 7's. Reverse phrases. Incorporate use of the upper body with the lower body in movements.

Ballet: Longer and more complicated barre exercises including turning to face other directions (demi fouetté). Traveling steps including beats (assemblés); adding steps together such as faille assemblé, tour jeté and adding multiple turns and pirouettes.

II. Improvisation, Composition, Performance:

- Continue to explore improvisational ideas.
- Compose individual studies and dances.

III. Rehearsals and Performance/s:

- Rehearse and work in pieces of choreography by faculty and guest choreographers.
- Possibly perform in the polished student choreography project.
  - Final presentation as a dancer in student choreography project for adjudication for performance venue.
  - Perform in formal performance of student choreography piece.

IV. Assignments:

- Reading and written assignments.
- Quiz/quizzes on homework, class and studio work.
- Final Written Exam: Cumulative.

**V. Final Performance Exam May 8<sup>th</sup> in Fine Arts Center Dance Concert 7:00 p.m. curtain.**

**Description of Students in Class**

Students from a wide variety of backgrounds come to the Fine Arts Center for half of their school day from all 14 District High Schools, private and charter schools, and home schools. Tuition-paying students from outside Greenville County may also be enrolled. Students span grades 9- 12, and were selected for participation on the basis of academic transcripts, a teacher recommendation, and an audition with Fine Arts Center faculty. Students come from all socio-economic statuses and the student body is racially diverse. Dance students are predominantly female but one or more male students are usually in the program.

**Plan for Routine Communication With Parents:**

- Quarterly Fine Arts Center Newsletter is mailed to all parents of Fine Arts Center students.
- Parents are contacted promptly in the event of academic or disciplinary problems.
- A log of parent phone calls is maintained in teacher's office.
- Contact with parents by e-mail as needed.
- Each student will receive quarterly, a progress report mid-term. Grades and comments about each student's progress will be mailed to the parent as needed. If necessary, attendance will be noted.