

**2011-2012 Dance AM Course Syllabus  
Dance I & II Honors (Morning)**

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

**Course Name:** Dance I and Dance II Honors (Morning)

**Instructor:** Jan Woodward

**Office Room Number:** Dance Studio

**Phone number and extension:** 355-2572

**Email Address:** [jwoodwar@greenville.k12.sc.us](mailto:jwoodwar@greenville.k12.sc.us); **Web page:** [www.fineartscenter.net](http://www.fineartscenter.net)

**Class Time/Room Number:** 9:15-11:05 am, Dance Studio

**Required Textbooks:**

- Technical Manual and Dictionary of Classical Ballet by Gail Grant
- Ballet and Modern Dance: A Concise History by Jack Anderson
- The Dancer Prepares by James Penrod and Janice Gudde Plastino

**Supplemental books:**

- 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 Florida State University, 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:

- **Bloch L5415** the black tank leotard with pinched “V” neck (ladies)
- **MotionWear 2102 color 141 Bloch L5409** black long-sleeve leotard (ladies)
- Black tights without feet—3-5 without runs or holes
- Pink convertible ballet tights—minimum 2 without runs or holes (ladies)
- Pink ballet slippers, prefer split sole (ladies)
- MotionWear black shorts (#7100 Color 141)
- Black basic knee pads
- Hair supplies: hair bands, Bobbie pins, hair clips, hair gel
- Elastakon tape for feet- 2 inch siace (can buy at McCleskey-Todd Pharmacy of Greer (877-0753Dance bag for dance items
- Water bottle with name on it
- Students must have a three-ring binder with notebook paper for notes and handouts available each class
- Pencil, pen available each class
- Lock for locker at Fine Arts Center (optional)
- Bag for dance clothes (optional)

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

**Men’s dress supplies and dress code listed separately.**

## Assessment Information and Grading Scale: DANCE I & II Honors AM (Morning)

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

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

### **MAJOR GRADES (60%)**

Tests and Performances

Percentage: 35%

Projects: Choreography Dance Project (III & IV) and/or Composition all levels

Percentage: 25%

### **MINOR GRADES (40%)**

Studio/class work-Daily

Percentage: 20%

Written Homework & Class/studio assignments

Percentage: 10%

Dressed for class

Percentage: 10%

- **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:

Grade	Description
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 2011-2012--LADIES**

- **Required black solid tank leotard: Bloch L5415** (with pinched “V” neck).
- **Long-sleeve leotard is recommended in winter: Bloch L5409**
- **Optional in solid colors: MotionWear 2011, Sodanca D293, Bloch L5415, Bloch L5405; MotionWear 2819, Mirella 410 LI, Mirella 407 LM, Mondor 41002**
- **Optional: black Capezio ballet skirt (#272) or Bloch (5130) black ballet skirt** for ballet.

**FOR BALLET CLASSES:**

- Theatrical pink or ballet pink tights with feet-preferably convertible (not the shiny kind), to be worn underneath and **not outside the leotard.**
- Pink split-sole 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.**

**Black Dance shorts-MotionWear 7100, Color 141 for costume and/or under costumes.**

**Note optional ballet skirt and required basic black knee pads.**

**MEN’S DRESS REQUIREMENTS & DRESS CODE ARE LISTED SEPARATELY.**

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. or does not continuously maintain focus or use of high energy; or unexcused tardy.
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.
- Class Demonstration- Informal Performance January 27, 2012 at 6:30 p.m. with earlier call for dancers.
- **Final Exam Mandatory Dress Rehearsal at Wade Hampton High School, Thursday April 26<sup>th</sup> (report 5:30).**
- **Final (Exam) Performance at Wade Hampton High School on Friday, April 27<sup>th</sup> with 7:00 p.m. curtain.**

- Dance Composition.
- Rehearsals and performances.

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

### **First Quarter**

#### I. Technique:

Modern: Work on basic technique skills: alignment, abdominal strength and flexibility.

Ballet: Ballet technique classes. Work on stretching and strengthening. Ballet barre exercises: plié, tendu, dégagé, rond de jambe, frappe, développé, and grand battement, port de bras, passé, cou de pied. Centre and traveling steps, ½ turns, pirouettes en dehors, pas de chat, chaîné turns, grand jeté en avant.

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

#### II. Improvisation:

- Improvisation with shape and line in dance design; pathways, symmetry and asymmetry.
- Improvisation: Concept of Space: Place, size, direction, pathway, focus.
- Combine with art elements of line, shape, and space in design, in dance and visual art.

III. Participate in Saturday Dance Festival (Day of Dance) on October 8, 2011 (strongly recommended)

IV. Work with guest dance artists

#### V. 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.

### **Second Quarter:**

#### I. Technique:

Modern: Side falls, sitting, kneeling, standing, incorporated into floor work sequence.

High release, adding more floor work in sequences, coming into and out of the floor.

Ballet: Barre: add arms combining exercises; chassé, battement piqué, petit battement.

Centre: balancé, temps levé, petit jeté, assemblé, glissade, pirouettes en dedans, piqué in avant.

Pilates Mat Exercises and Conditioning: Continue Essential mat exercises adding more difficult modifications.

#### II. Composition:

- Concept of Space: Place, size, direction, pathway, focus.
- Concept of Time: Metered, breath phrasing.

#### 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.

IV. Perform in Class Demonstration- Informal Performance on January 27, 2012

### **Third Quarter:**

#### I. Technique:

Modern: Contractions, Graham technique such as contractions as prances.

Ballet: Barre: rond de jambe en l'air, demi rond de jambe en l'air, grand rond de jambe en l'air, en cloche; longer and combined barre exercises. Centre: 8 Cecchetti positions of the body in tendu and développé.; soutenu en tournant, combine steps, longer sequences.

#### II. Composition:

- Concept of force; use of weight.
- Compositional dance study to present to the class using the Dance Concepts explored in improvisation.
- Dance composition with a partner using dance elements and concepts of design.

#### III. Assignments:

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

**Fourth Quarter:**

I. Technique:

Modern: Longer, more complex warm up sequences, combine with some improvisation.

Leg extension work, adagio. Sequences with full body movements combined with jumps, skips or leaps.

Ballet: Adding fondu, stretches on the barre, more arm movements added.

Centre: sissone, piqué turns, more complex adagios including promenades and balances.

II. Improvisation, Composition, Performance:

- Continue to explore improvisational ideas.
- Compose individual studies and dance compositions.
- Expanding verbal and written critique and evaluation of dance compositions and choreography.

III. Rehearsals and Performance/s:

- Rehearse and work in pieces of choreography.

IV. Assignments:

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

**V. Final Exam Mandatory Dress Rehearsal at Wade Hampton High School, Thursday, April 26<sup>th</sup> (report 5:30).  
Final (Exam) Performance at Wade Hampton High School on Friday, April 27<sup>th</sup> with 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 e-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 as needed. If necessary, attendance will be noted.

**2011-2012 Dance PM Course Syllabus  
Dance I Honors (Afternoon)**

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

**Course Name:** Dance I (Afternoon)

**Instructor:** Jan Woodward

**Office Room Number:** Dance Studio

**Phone number and extension:** 355-2572

**Email Address:** [jwoodwar@greenville.k12.sc.us](mailto:jwoodwar@greenville.k12.sc.us); **Web page:** [www.fineartscenter.net](http://www.fineartscenter.net)

**Class Time/Room Number:** 1:30-3:20 pm, Dance Studio

**Required Textbooks:**

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**Supplemental books:**

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- 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.
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- 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.
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**B. Classroom Rules and Expectations:**

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**Assessment Information and Grading Scale: DANCE I HONORS PM**

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

**MAJOR GRADES (60%)**

Tests and Performances

Percentage: 35%

Projects: Choreography Dance Project (III & IV) and/or Composition all levels

Percentage: 25%

**MINOR GRADES (40%)**

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<b>Grade</b>	<b>Description</b>
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**FOR BALLET CLASSES:**

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- 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.

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**Black Dance shorts-MotionWear 7100, Color 141 for costume and/or under costumes.**

**Note optional ballet skirt and required basic black knee pads.**

### **MEN’S DRESS REQUIREMENTS & DRESS CODE ARE LISTED SEPARATELY.**

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. Does not continuously maintain focus or use of high energy.
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.
- Class Demonstration- Informal Performance January 20, 2012 at 6:30 p.m. with earlier call for dancers.
- Possible performance in Generation-to-Generation performance
- Dance Compositions.
- Dancer/performer in at least one Dance III or IV Student Choreography project
- Rehearsals and performances as required.
- Project: at least one Saturday Dance Festival
- **Final Exam Mandatory Dress Rehearsal at Wade Hampton High School, Thursday April 26<sup>th</sup> (report 5:30).**
- **Final (Exam) Performance at Wade Hampton High School on Friday, April 27<sup>th</sup> with 7:00 p.m. curtain.**

#### **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.
- Improvise individually, in pairs, and in groups.

- Learn and work with the basic dance elements in dance composition.
- Work on individual and group short dance studies and compositions.

III. Strongly encouraged to participate in the Saturday Dance Festival on October 8, 2011

IV. Work with guest dance artists

V. 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.

### **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.
- Incorporate a variety of dance elements in improvisation and composition.
- Rehearse in possible student choreography project.

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 (dégagé 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 and Conditioning: Mat Exercises: Add modifications to add to difficulty.

II. Improvisation and Composition:

- Explore and create movement to concepts and ideas.
- Give verbal and written critique and feedback to student composition work.
- Rehearse and perform as needed.

III. Participate in a student choreographic project as a dancer:

- Must schedule rehearsals with other dancers and choreographer in the piece.

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- Perform the completed dance to class and teacher for a grade.
- Participate in the adjudication process as 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.

- Possible performer for adjudication panel of student choreography.

### **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 short dance compositions.

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 in a more formal format.

IV. Assignments:

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

**V. Final Exam Mandatory Dress Rehearsal at Wade Hampton High School, Thursday, April 26<sup>th</sup> (report 5:30).  
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Dance II Honors (Afternoon)**

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**Instructor:** Jan Woodward

**Office Room Number:** Dance Studio

**Phone number and extension:** 355-2572

**Email Address:** [jwoodwar@greenville.k12.sc.us](mailto:jwoodwar@greenville.k12.sc.us); **Web page:** [www.fineartscenter.net](http://www.fineartscenter.net)

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- Ballet and Modern Dance by Susan Au
- The Art of Making Dances by Doris Humphrey

**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 Florida State University, 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.

Page 1 of 5: Dance II Honors PM Syllabus 2011-2012

**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:**

- **Bloch L5415** the black tank leotard with pinched “V” neck (ladies)
- **MotionWear 2102 color 141 Bloch L5409** black long-sleeve leotard (ladies)
- Black tights without feet—3-5 without runs or holes
- Pink convertible ballet tights—minimum 2 without runs or holes (ladies)
- Pink ballet slippers, prefer split sole (ladies)
- MotionWear black shorts (#7100 Color 141)
- Black basic knee pads
- Hair supplies: hair bands, Bobbie pins, hair clips, hair gel
- Elastakon tape for feet- 2 inch siace (can buy at McCleskey-Todd Pharmacy of Greer (877-0753 Dance bag for dance items
- Water bottle with name on it
- Students must have a three-ring binder with notebook paper for notes and handouts available each class
- Pencil, pen available each class
- Lock for locker at Fine Arts Center (optional)
- Bag for dance clothes (optional)

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

**Men’s dress supplies and dress code listed separately.**

## Assessment Information and Grading Scale: DANCE II PM HONORS

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

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

### MAJOR GRADES (60%)

Tests and Performances

Percentage: 35%

Projects: Choreography Dance Project (III & IV) and/or Composition all levels

Percentage: 25%

### MINOR GRADES (40%)

Studio/class work-Daily

Percentage: 20%

Written Homework & Class/studio assignments

Percentage: 10%

Dressed for class

Percentage: 10%

- **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:

Grade	Description
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.**

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## DRESS CODE FOR DANCE 2011-2012--LADIES

- **Required black solid tank leotard: Bloch L5415** (with pinched "V" neck).
- **Long-sleeve leotard is recommended in winter: Bloch L5409**
- **Optional in solid colors: MotionWear 2011, Sodanca D293, Bloch L5415, Bloch L5405; MotionWear 2819, Mirella 410 LI, Mirella 407 LM, Mondor 41002**
- Optional: **black Capezio ballet skirt (#272) or Bloch (5130) black ballet skirt** for ballet.

### FOR BALLET CLASSES:

- Theatrical pink or ballet pink tights with feet-preferably convertible (not the shiny kind), to be worn underneath and **not outside the leotard.**
- Pink split-sole 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.**

**Black Dance shorts-MotionWear 7100, Color 141 for costume and/or under costumes.**

**Note optional ballet skirt and required basic black knee pads.**

**MEN’S DRESS REQUIREMENTS & DRESS CODE ARE LISTED SEPARATELY.**

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. Does not continuously maintain focus or use of high energy.
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.
- Class Demonstration- Informal Performance January 20, 2012 at 6:30 p.m. with earlier call for dancers.
- Possible performance in Generation-to-Generation performance
- Dance Compositions.
- Dancer/performer in at least one Dance III or IV Student Choreography project
- Rehearsals and performances as required.
- Project: at least one Saturday Dance Festival
- **Final Exam: Mandatory Dress Rehearsal at Wade Hampton High School, Thursday, April 26<sup>th</sup> (report 5:30).**
- **Final (Exam) Performance at Wade Hampton High School on Friday, April 27<sup>th</sup> with 7:00 p.m. curtain.**

**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. Strongly encouraged to participate in Saturday Dance Festival on October 8, 2011

IV. Work with dance guest artists

V. 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 and Conditioning: Essential Mat Exercises adding modification for more difficulty.

### II. Improvisation and Composition/Choreography:

- 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.
- Rehearse in possible student choreography project

### 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 (degagé 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 and Conditioning: Mat Exercises: Add modifications to add to difficulty.

### II. Improvisation and Composition:

- Explore and create movement to concepts and ideas.
- Give verbal and written critique and feedback to student compositional and choreographic work.
- Rehearse and perform as needed.

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### III. Participate in one or more student choreographic projects 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 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:

- Perform for adjudication panel

## **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 dance compositions.

### 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 in a more formal format.

### IV. Assignments:

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

### V. Final Exam Mandatory Dress Rehearsal at Wade Hampton High School, Thursday, April 26<sup>th</sup> (report 5:30). Final (Exam) Performance at Wade Hampton High School on Friday, April 27<sup>th</sup> with 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 e-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. If necessary, attendance will be noted.

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## 2011-2012 Dance PM Course Syllabus Dance III Honors (Afternoon)

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

**Course Name:** Dance III Honors (afternoon)

**Instructor:** Jan Woodward

**Office Room Number:** Dance Studio

**Phone number and extension:** 355-2572

**Email Address:** [jwoodwar@greenville.k12.sc.us](mailto:jwoodwar@greenville.k12.sc.us); **Web page:** [www.fineartscenter.net](http://www.fineartscenter.net)

**Class Time/Room Number:** 1:30-3:20 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

**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 Florida State University, 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.

Page 1 of 5: Dance III Honors PM Syllabus 2011-2012

#### **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, calendar, notebook, hair supplies, ballet shoes 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:**

- **Bloch L5415** the black tank leotard with pinched “V” neck (ladies)
- **MotionWear 2102 color 141 Bloch L5409** black long-sleeve leotard (ladies)
- Black tights without feet—3-5 without runs or holes
- Pink convertible ballet tights—minimum 2 without runs or holes (ladies)
- Pink ballet slippers, prefer split sole (ladies)
- MotionWear black shorts (#7100 Color 141)
- Black basic knee pads
- Hair supplies: hair bands, Bobbie pins, hair clips, hair gel
- Elastakon tape for feet- 2 inch siace (can buy at McCleskey-Todd Pharmacy of Greer (877-0753 Dance bag for dance items
- Water bottle with name on it
- Students must have a three-ring binder with notebook paper for notes and handouts available each class
- Pencil, pen available each class
- Lock for locker at Fine Arts Center (optional)
- Bag for dance clothes (optional)

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

**Men’s dress supplies and dress code listed separately.**

#### **Assessment Information and Grading Scale: DANCE III PM HONORS**

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

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

#### **MAJOR GRADES (60%)**

Tests and Performances

Percentage: 35%  
Projects: Choreography Dance Project (III & IV) and/or Composition all levels

Percentage: 25%

### **MINOR GRADES (40%)**

Studio/class work-Daily

Percentage: 20%

Written Homework & Class/studio assignments

Percentage: 10%

Dressed for class

Percentage: 10%

- **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 including hair requirements.
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 0 until a note is given to the teacher the following day.**

Page 2 of 5: Dance III Honors PM Syllabus 2011-2012

### **DRESS CODE FOR DANCE 2011-2012--LADIES**

- **Required black solid tank leotard: Bloch L5415** (with pinched "V" neck).
- **Long-sleeve leotard is recommended in winter: Bloch L5409**
- **Optional in solid colors: MotionWear 2011, Sodalca D293, Bloch L5415, Bloch L5405; MotionWear 2819, Mirella 410 LI, Mirella 407 LM, Mondor 41002**
- **Optional: black Capezio ballet skirt (#272) or Bloch (5130) black ballet skirt** for ballet.

#### **FOR BALLET CLASSES:**

- Theatrical pink or ballet pink tights with feet-preferably convertible (not the shiny kind), to be worn underneath and **not outside the leotard.**
- Pink split-sole 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.**

**Black Dance shorts-MotionWear 7100, Color 141 for costume and/or under costumes.**

**Note optional ballet skirt and required basic black knee pads.**

## MEN'S DRESS REQUIREMENTS & DRESS CODE ARE LISTED SEPARATELY.

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

grade	Description
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. Does not continuously maintain focus or use of high energy.
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.
- Class Demonstration- Informal Performance January 20, 2012 at 6:30 p.m. with earlier call for dancers.
- Possible performance in Generation-to-Generation performance.
- Solo Dance Choreographic work.
- Choreographer : Dance III Student Choreography project.
- Rehearsals and performances as required.
- Project: at least one Saturday Dance Festival
- **Final Exam Mandatory Dress Rehearsal at Wade Hampton High School, Thursday April 26<sup>th</sup> (report 5:30).**
- **Final (Exam) Performance at Wade Hampton High School on Friday, April 27<sup>th</sup> with 7:00 p.m. curtain.**

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### Tentative Course Outline/Deadlines:

#### First Quarter:

##### I. Technique:

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

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

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

##### II. Improvisation and Dance Composition:

- Move improvisationally using the elements of dance.
- Improvise individually, in pairs, and in groups.
- Work on individual and group short dance studies and compositions.

##### III. Independent Dance Composition and Choreography:

- Work on solo from presentation of theme and music (classical music) through completed choreography.
- Edit solo and choreography based on teacher feedback.
- Perform solo for class/teacher with suggested editing and revising; as a final polished piece.
- Solo must be completed with performance music CD.

##### IV. Work with guest dance artists

V. Strongly encouraged to participate in the Saturday Dance Festival on October 8, 2011.

##### VI. 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.

### Second Quarter:

## I. Technique:

Modern: Add side swings, full drop swing, swinging into other movements/phrases. 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 directions.

Ballet: Barre: add double frappé, petit battement, fondu. rond de jambe en l'air.

8 Cecchetti positions of the body in tendu and développé. Longer adagio combinations. Temps-levé, petit allegro combinations, piqué en avant, piqué turns, sauté in arabesque and in combination with grand jeté.

Pilates Mat Exercises and Conditioning: Continue to develop strength and control and adding modifications for more difficulty.

## II. Improvisation and Composition:

- Dance studies and compositions using themes and concepts studied.

## III. Independent Small Group Choreography-2<sup>nd</sup> Choreography project:

- 2<sup>nd</sup> choreographic project with 2-3 dancers from presentation of theme and music to completed choreography performance
- Edit choreography based on teacher feedback.
- Present choreography for class/teacher with suggested editing and revising; as a final polished piece.
- Continue to polish solo and perform solo choreography for Class Demonstration on January 20<sup>th</sup> evening performance.

## IV. 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.)

Centre: Écarté derrière, promenade, penché. Sissone over/under and in combinations.

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

## II. Improvisation and Composition:

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

## III. Independent Small Group Choreography continued:

- Rehearsals scheduled with other dancers and reserve rehearsal space to polish and further edit piece.
- Continue to present the completed dance for the class and teacher with revisions and editing.
- Perform student choreography for adjudication panel for admission in Generation-to-Generation performance and/or FAC Final Dance Concert.
- Costumes must be approved and completed.

## IV. Assignments:

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

## 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. 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.

- Work in peer dance studies and compositions/dances.

### III. Independent Project: Dance Choreography

- Continue to work on refining choreography in rehearsals.
- Possible performance of choreography in a more formal format.
- Organize and design costumes and other staging and performing elements
- Rehearse choreographic work in performance space.

### IV. Assignments:

- Reading and written assignments.
- Quiz/quizzes on homework, class and studio work.

### V. Rehearsals and Performance/s:

### VI. Final Exam Mandatory Dress Rehearsal at Wade Hampton High School, Thursday, April 26<sup>th</sup> (report 5:30).

### Final (Exam) Performance at Wade Hampton High School on Friday, April 27<sup>th</sup> with 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 and another dance evaluator. Students come from all socio-economic statuses and the student body is racially diverse. Dance students are predominantly.

#### Plan for Routine Communication with Parents:

- Quarterly Fine Arts Center Newsletter is e-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. If necessary, attendance will be noted.

## 2011-2012 Dance PM Course Syllabus Dance IV Honors (Afternoon)

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

**Course Name:** Dance IV Honors

**Instructor:** Jan Woodward

**Office Room Number:** Dance Studio

**Phone number and extension:** 355-2572

**Email Address:** [jwoodwar@greenville.k12.sc.us](mailto:jwoodwar@greenville.k12.sc.us); **Web page:** [www.fineartscenter.net](http://www.fineartscenter.net)

**Class Time/Room Number:** 1:30-3:20 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

**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 Florida State University, 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.

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#### **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, calendar, notebook, hair supplies, ballet shoes 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:**

- **Bloch L5415** the black tank leotard with pinched “V” neck (ladies)
- **MotionWear 2102 color 141 Bloch L5409** black long-sleeve leotard (ladies)
- Black tights without feet—3-5 without runs or holes
- Pink convertible ballet tights—minimum 2 without runs or holes (ladies)
- Pink ballet slippers, prefer split sole (ladies)
- MotionWear black shorts (#7100 Color 141)
- Black basic knee pads
- Hair supplies: hair bands, Bobbie pins, hair clips, hair gel
- Elastakon tape for feet- 2 inch (can buy at McCleskey-Todd Pharmacy of Greer (877-0753 Dance bag for dance items
- Water bottle with name on it
- Students must have a three-ring binder with notebook paper for notes and handouts available each class
- Pencil, pen available each class
- Lock for locker at Fine Arts Center (optional)
- Bag for dance clothes (optional)

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

**Men’s dress supplies and dress code listed separately.**

#### **Assessment Information and Grading Scale: DANCE IV HONORS**

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

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

**MAJOR GRADES (60%)**

Tests and Performances

Percentage: 35%  
 Projects: Choreography Dance Project (III & IV) and/or Composition all levels  
 Percentage: 25%

**MINOR GRADES (40%)**

Studio/class work-Daily

Percentage: 20%

Written Homework & Class/studio assignments

Percentage: 10%

Dressed for class

Percentage: 10%

- **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:

Grade	Description
100	Complete adherence to all dress requirements.
70	One or more items are missing or insufficient including hair requirements.
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 0 until a note is given to the teacher the following day.**

**DRESS CODE FOR DANCE 2011-2012--LADIES**

- **Required black solid tank leotard: Bloch L5415** (with pinched “V” neck).
- **Long-sleeve leotard is recommended in winter: Bloch L5409**
- **Optional in solid colors: MotionWear 2011, Sodanca D293, Bloch L5415, Bloch L5405; MotionWear 2819, Mirella 410 LI, Mirella 407 LM, Mondor 41002**
- **Optional: black Capezio ballet skirt (#272) or Bloch (5130) black ballet skirt** for ballet.

**FOR BALLET CLASSES:**

- Theatrical pink or ballet pink tights with feet-preferably convertible (not the shiny kind), to be worn underneath and **not outside the leotard.**
- Pink split-sole 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.**

**Black Dance shorts-MotionWear 7100, Color 141 for costume and/or under costumes.**

**Note optional ballet skirt and required basic black knee pads.**

**MEN'S DRESS REQUIREMENTS & DRESS CODE ARE LISTED SEPARATELY.**

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. Does not continuously maintain focus or use of high energy.
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.
- Class Demonstration- Informal Performance January 20, 2012 at 6:30 p.m. with earlier call for dancers.
- Possible performance in Generation-to-Generation performance
- Solo Dance Choreographic work.
- Choreographer: Dance IV Student Choreography project
- Rehearsals and performances as required.
- Project: at least one Saturday Dance Festival
- **Final Exam Mandatory Dress Rehearsal at Wade Hampton High School, Thursday April 26<sup>th</sup> (report 5:30).**
- **Final (Exam) Performance at Wade Hampton High School on Friday, April 27<sup>th</sup> with 7:00 p.m. curtain.**

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**Tentative Course Outline/Deadlines:**

**First Quarter:**

I. Technique:

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

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

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

II. Improvisation and Dance Composition:

- Move improvisationally using the elements of dance.
- Improvise individually, in pairs, and in groups.
- Work on individual and group short dance studies and compositions.

**III. Independent Dance Composition and Choreography:**

- Work on solo from presentation of theme and music through completed choreography appropriate for a dance audition solo at a conservatory or college dance program.
- Edit solo and choreography based on teacher feedback.
- Perform solo for class/teacher with suggested editing and revising as a final polished piece.
- Solo must be completed with performance music CD.

IV. Work with guest dance artists

V. Strongly encouraged-participate in Saturday Dance Festival on October 8, 2011

VI. 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.

## Second Quarter:

### I. Technique:

Modern: Add side swings, full drop swing, swinging into other movements/phrases. 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 directions.

Ballet: Barre: add double frappé, petit battement, fondu. rond de jambe en l'air.

8 Cecchetti positions of the body in tendu and développé. Longer adagio combinations. Temps-levé, petit allegro combinations, piqué en avant, piqué turns, sauté in arabesque and in combination with grand jeté.

Pilates Mat Exercises and Conditioning: Continue to develop strength and control and adding modifications for more difficulty.

### II. Improvisation and Composition:

- Dance studies and compositions using themes and concepts studied.

## III. Independent Small Group Choreography-2<sup>nd</sup> Choreograph Project

- 2<sup>nd</sup> choreographic project with 4-6 dancers from presentation of theme and music to completed choreography performance
- Edit choreography based on teacher feedback.
- Present choreography for class/teacher with suggested editing and revising; as a final polished piece.
- Continue to polish solo and perform solo choreography for Class Demonstration on January 20<sup>th</sup> evening performance.

### IV. 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.

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Ballet: Barre: add combinations of steps (degage with battement piqué, double frappe with petit battement.)

Centre: Écarté derrière, promenade, penché. Sissone over/under and in combinations.

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

### II. Improvisation and Composition:

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

## III. Independent Small group choreography continued (3-6 dancers)

- Rehearsals scheduled with other dancers and reserve rehearsal space to polish and further edit piece.
- Continue to present the completed dance for the class and teacher with revisions and editing.
- Perform student choreography for adjudication panel for admission in Generation-to-Generation performance and/or FAC Final Dance Concert.
- Costumes must be approved and completed.

### IV. Assignments:

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

## 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. 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.
- Work in peer dance studies and compositions/dances.

## III. Independent Project: Dance Choreography

- Continue to work on refining choreography in rehearsals.
- Possible performance of choreography in a more formal format.
- Organize and design costumes and other staging and performing elements
- Rehearse choreographic work in performance space.

## IV. Assignments:

- Reading and written assignments.
- Quiz/quizzes on homework, class and studio work.

## V. Rehearsals and Performance/s:

## VI. Final Exam Mandatory Dress Rehearsal at Wade Hampton High School, Thursday, April 26<sup>th</sup> (report 5:30). Final (Exam) Performance at Wade Hampton High School on Friday, April 27<sup>th</sup> with 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 and another dance evaluator. Students come from all socio-economic statuses and the student body is racially diverse. Dance students are predominantly.

### Plan for Routine Communication with Parents:

- Quarterly Fine Arts Center Newsletter is e-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 at mid-term. If necessary, attendance will be noted.