

BRIGHAM YOUNG UNIVERSITY
COLLEGE OF HEALTH AND HUMAN PERFORMANCE
Department of Dance

Student Syllabus for Dance 291
Ballet Technique 2

Instructor: _____ Office: _____ Office Hours: _____
BYU Phone: _____
E-mail: _____ and by appointment

1. Catalog Course Description:

Dance 291R is an intermediate level ballet technique course that builds upon the basic technique laid in Dance 290, Ballet, Accelerated Beginning Technique 1. This course satisfies major requirements for both the BFA students in the Music Dance Theatre major as well as the BA in Dance Education majors. It is an open enrollment course available for and contributing to the broad education of those who enroll. This course can also satisfy university core requirements in general education — “The Individual and Society - Wellness” category.

2. Prerequisite(s):

Dance 290 or the equivalent.

3. Course Alignment with University and Program Mission and Aims:

This course contributes to the broad education of the serious BYU dance student by integrating spiritual, intellectual, physical, aesthetic, artistic, and emotional areas. The classroom objectives and expectations align with the AIMS of a BYU education:

1. The course can strengthen students spiritually because wholesome LDS standards in movement choices and in dress standards are practiced. It also creates an opportunity to experience the joy of moving with expression to music, and to be reminded of the divine power involved in creating mankind while respecting the God-given gift of a healthy physical body capable of such movement. Students are given the opportunity at the end of every class period, traditionally, to express gratitude for their blessings through the *révérence*.
2. This course is intellectually enlarging as character is built through learning a greater degree of self mastery from the ballet discipline. Students must persevere when the work is physically demanding and challenging as well as adhere to ballet etiquette rules.
3. Lifelong learning and service is encouraged through Ballet Club membership.

4. Required Course Materials:

Purchase the Ballet Terminology Packet at the BYU Bookstore Textbook Department. Beyond the Basics by Sandra Hammond is an optional, but recommended, text. It is available at the Bookstore or Lee Library if the student desires to use it. In addition, the following appropriate attire is required:

1. WOMEN

- a. Leotard - All female students in Dance 291R are required to provide their own black leotard which meets the modesty standard (no straps thinner than one inch, no low backs, or high cut legs so that normal undergarments can be worn without showing). Fitted crop tops or body wraps can be used over the bust and shoulders to convert spaghetti strap or moderately low-back leotards to standard.
- b. Pink tights (sheer are not recommended or as durable)
- c. Hair must be neatly groomed and contained up off the neck (e.g. bun, braids, rolls, twists). **NO PONY TAILS**. If hair is short, but long enough to move when the head moves, please barrette the sides back.
- d. Pink ballet shoes, either canvas or leather (no vinyl), with elastic sewn properly. Understanding of proper fit and grooming of shoes is assumed. Please ask if you have any questions.
- e. No jewelry

2. MEN

- a. Plain **fitted** T-shirt or leotard
 - b. Black tights, leggings, or solid black biking shorts
 - c. White socks with white ballet shoes, or black socks with black ballet shoes, either canvas or leather (no vinyl) with elastic sewn properly. Understanding proper fit and grooming of shoes is assumed. Please ask if you have questions.
 - d. Dance belt
 - e. Belt or suspenders to hold tights, leggings, or biking shorts securely in place
3. Proper modest cover up is required for hallways if the distance traveled from the locker room is half the length of the RB or more.
 4. Dance supplies may be purchased at various businesses in the Provo/Orem area. Please refer to the Yellow Pages for information. Call ahead on locations and hours.
 5. Leg warmers and sweaters are not to be worn in class without express permission of the instructor, and then only for injury healing purposes. They obstruct the clear outline of the body and may prevent the teacher from being helpful.

5. Course Intended Learning Outcomes:

TECHNIQUE OBJECTIVES — Each student will:

1. Acquire a degree of mastery in intermediate beginning ballet technique. These basic skills will be accomplished through active class participation and the practice of the movement vocabulary listed in the appendix. Please consult the appendix for the specific criteria and standards.
2. Increase postural awareness; begin to correct imperfections; add physical strength, endurance, flexibility, extension, coordination, grace, precision and elevation; and improve the health and appearance of the physical body.

WRITING OBJECTIVES — Each student will:

1. Acquire a working knowledge of French ballet terminology and the correct execution for the technique appropriate at this level, then pass an objective written exam prepared by the Ballet Division.
2. Apply sound writing skills by submitting a written paper which perceptively

analyzes either a live ballet performance or one's own technique according to the guidelines provided. Either choice will reveal qualitative reasoning and the depth of understanding of the evaluation standard for ballet technique. Guidelines will be provided.

PARTICIPATION OBJECTIVES— Each student will:

1. Increase improved awareness and appreciation for ballet, its aesthetic beauty, demanding discipline, and lifelong benefit of enhancing and integrating the physical, spiritual, intellectual, and emotional aspects.
2. Acquire improved awareness of the physical body and its capacity to move
3. Gain a sense of personal accomplishment and worth.
4. Enlarge one's understanding of the relationship between religion and the fine arts.
5. Increase the desire to patronize the art to some degree in the future.
6. Develop an evaluation standard to aid in selecting future quality ballet training for oneself or for one's children

6. Learning Activities/Course Requirement:

1. Regular participation applying the ballet technique with adequate repetition and appropriate tempos to build the control, strength, flexibility, and artistry.
2. Association of the proper French terminology for each new technique as it is introduced, visually as it is written on the chalk board and audibly as it is spoken with students repeating the terms verbally. Review of that same French terminology from the student packet available at the bookstore.
3. Association of the correct method of performance for each technique as it is demonstrated and repeatedly practiced correctly. Application of the necessary corrections.
4. Analytical discussions and evaluations of technique, and live or filmed performances.
5. Becoming familiar with classical ballet music by listening to selections from CD's or the accompanist.
6. Short lectures of kinesthetic muscular action, history, ballet terminology, and current events.
7. Attending a live ballet performance.
8. Writing a critique of that performance or a self evaluation following the guidelines provided.
9. Completion of a midterm wherein each student evaluates a video of her/his class performance. This learning activity is not graded but required. The teacher usually guides the student to see the important strengths and weaknesses in the ballet technique at that point. Studio mirrors offer similar limited visual feedback each class period, but they must be used cautiously and correctly to avoid mental dependence and poor performance quality.

7. Assessment Procedures:

ASSIGNMENTS CALCULATED INTO THE GRADE:

1. Written Assignment 12.5% of the final grade
 Either submit a critique of a live ballet performance or a self-evaluation. A format and content guidance sheet will be provided as a class handout for either choice. The critique is due one week following the performance. Self evaluations are due the last class period in October. Use the terminology packet to correctly spell French terms used in your writing. The Writing Center, found on-line at English.byu.edu/writingcenter/writingtips.htm, can provide help for all written work. Samples of well-written critiques are also on file for your perusal in the HHP-LRC, 194 SFH. (Under Sandra Allen’s name.)

2. Written Final Exam 12.5% of the final grade.
 The written final is an analytical approach to the technique. It is important that the student studies the list of French terms and understands the theory behind correct execution of the technique. This objective exam of 70 multiple choice questions is administered in the studio according to the university final exam schedule:

Day	Date	Time	Studio #
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3. The Technique Final Exam 75% of the final grade
 This exam is administered the last 3-4 classes of the semester/term. The standard of excellence is well defined. Students are graded in small groups and on video tape while performing the 16 technique objectives in the appendix. The evaluation is measured against the established criteria standard below:

# of Strong Techniques	Percentage	Grade	# of Strong Techniques	Percentage	Grade
16	95 - 100%	A	10	62 - 67%	C
15	90 - 94%	A-	9	56 - 61%	C-
14	86 - 89%	B+	8	50 - 55%	D+
13	80 - 85%	B	7	44 - 49%	D
12	75 - 79%	B-	6	37 - 43%	D-
11	68 - 74%	C+			

UNGRADED COURSE REQUIREMENTS:

Satisfactory completion of the following four requirements result in eligibility for a minimum passing grade (D-). If any one of these requirements is unmet, the student’s final grade will be lowered.

1. **Regular participation is a prerequisite for a passing grade. It is also an understood protocol out of respect for balletic discipline. Each absence beyond one will in some way make an effect on the final grade according to the scale for this class.** Missing 20% of classes, fourteen days (seven in Sp or Su), is considered an automatic failure, regardless of how well a student could perform on a written or technique final exam. **(College of HHP Policy)**

Three absences will be allowed before a final grade is lowered due to irregular participation. Each absence beyond three will lower the final grade by ½ a grade. Extenuating circumstances for absences may be discussed with the teacher for possible make-up. In case of illness or injury, an observation of class is preferred over an absence. Five absences may be made-up by attending another class of this level or a Ballet Club Help Session. Obtain a make-up slip from, and return it to, your own teacher, signed by the teacher of the make-up session.

Class beginning time _____ Class ending time _____ (allowing dressing time)

If a student arrives after pliés, then s/he may not participate that day. Any combination of three — tardies, leaving early, observations (in lieu of class participation) — will also equal one absence and thereby potentially affect the grade.

Ballet Club Help Sessions on Saturday mornings are an excellent option for making up some missed classes. These classes are taught by members of BYU Theatre Ballet and can personally target some of your individual problems. You can attend Help Sessions by payment through a fee payment card at \$5 per class, \$10 two classes, or \$15 for three or more. A better deal is to pay the \$15 Ballet Club full membership fee on the fee upload form at the beginning of the semester/term through your teacher. All benefits of full membership would be yours for that nominal fee of \$15, nonrefundable, which is automatically deducted from your student account. Benefits include all Help Sessions, master class observation or participation (D291R and above), and the social and service activities. Fall or Winter membership also includes membership for either Spring or Summer Term the same year. That choice must be designated through your teacher to the Ballet Club secretary.

2. Performance Attendance

List of upcoming performances, dates, venue, price or source to inquire about ticket prices:

All shows are 7:30 pm with 2:00 pm matinees on the Saturdays. Evidence of attending a live performance can be through the written critique assignment or a signed program if the student selects another written assignment option. Evidence of live performance attendance is due one week after the performance for this credit.

3. Midterms

4. Completion of on-line Student Ratings of Instruction as available on Route Y. This is a very important process to the improvement of both teachers and courses.

8. Course Policies

LOCKER AND DRESSING ROOM INFORMATION:

1. Plan on using the dressing rooms (**not restrooms!**) to change into the appropriate dance attire.
2. Obtain a locker. It is strongly recommended that you secure all of your belongings not needed for class in a locker. Only book or dance bags that do not fit in the lockers, or clothing required, but not worn during the entire class, may be brought into the dance studio and placed neatly, close to the wall in a non-dance area, away from the entrance to the room. This security policy should reduce the quantity of clutter in the studios and reserve maximum space for dance. A towel is provided and a locker is assigned by showing a receipt of the \$10 fee payment. That fee can be paid in the locker room the first week of the semester or in 112 RB after the first week. Please provide your own padlock.
 - a. Women--your locker room is located on the main floor toward the north end of the building on the west side of the main hall (163 RB). Small lockers are for storage of dance wear while out of ballet class. Long vertical lockers should be used during ballet class for storage of all street wear and valuables. Leave nothing unlocked.
 - b. Men--your locker room is located at 129 RB. It is required for you to wear slacks over dance attire when walking down the hall for modesty reasons. Then your slacks can be placed in the studio in a safe place.
3. Please check carefully that you do not confuse your belongings with another student's as you hurriedly prepare to leave the studio.

STANDARD BALLET ETIQUETTE WILL ALSO BE EXPECTED.

9. University Policies

Preventing Sexual Harassment:

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. BYU's policy against sexual harassment extends not only to employees of the university but to students as well. If you encounter unlawful sexual harassment or gender-based discrimination, contact the Equal Employment Office at 422-5895 or visit the website at <http://www.byu.edu/hr/eo/info.html>.

Students with Disabilities:

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability that may impair your ability to complete this course successfully, please contact the Equal Employment Office at 422-5895 or visit the website at <http://www.byu.edu/hr/eo/info.html>.

Church Educational System Honor Code:

Brigham Young University exists to provide an education in an atmosphere consistent with the ideals and principles of The Church of Jesus Christ of Latter-day Saints. That atmosphere is created and preserved through commitment to conduct that reflects those ideals and principles. Observance of such standards is a condition of employment and admission. Those individuals who are not members of The Church of Jesus Christ of Latter-

day Saints are also expected to maintain the same standards of conduct, except church attendance. If you have any concerns, please contact the Honor Code Office at 422-2848. For more information on the following related topics, visit the Honor Code office website at http://www.byu.edu/honorcode/honor_code.htm

- Be honest
- Live a chaste and virtuous life
- Obey the law and all campus policies
- Use clean language
- Respect others
- Abstain from alcoholic beverages, tobacco, tea, coffee, and substance abuse
- Observe Dress and Grooming Standards
- Participate regularly in church services
- Encourage others in their commitment to comply with the BYU Honor Code
- Academic Honesty
- Dress and Grooming Standards