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Fall 9-1-2022

### DANC 210A.01: Ballet II

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**Ballet II (2 credits)**  
**University of Montana School of Theatre & Dance**  
**Fall 2022 T/TH 11:00am-12:50pm PARTV 035 73389 DANC 210A - 01**

**Instructor:** Faith Morrison, *she/her*  
**Office Hours:** PARTV 184, Available by appt

**Email:** faith.morrison@mso.umt.edu  
**Phone:** (406) 531-3861

**Intermediate Ballet Technique Practice and Performance**

**Course Description:**

Technique is a daily practice investigating movement through the ever-changing landscape of the body. It is a practice used to build strength, dynamic alignment, mobility, articulation, musicality, and navigate the use of weight, momentum, force, and direction. Students in technique are expected to actively engage in class through the investigation of a dynamic use of body, space, time and energy. This course will explore intermediate level ballet technique through the incorporation of ballet movement vocabulary, somatic practices, conditioning, and composition. Level II students are expected to engage with material both individually and as a community. Throughout the course, students will analyze and reflect on their personal growth, actively investigate their individual voice, and develop their practice and performance of ballet technique.

**Objectives:**

1. Continue to develop strength and mobility in accordance with dynamic alignment in order to prevent injury, and allow greater range of motion within the body.
2. Continue to develop, practice, and identify intermediate level ballet movement vocabulary and terminology.
3. Continue to build awareness of the body's three-dimensionality, and the navigation of weight, momentum, force, and direction.
4. Ability to learn, retain, and execute longer movement sequences while developing the ability to recognize technical themes presented at the Barre and apply them to center floor exercises.
5. Investigate ballet as an evolving art form, historical and contemporary influences, somatic practices, conditioning, and performance techniques in order to cultivate an understanding of one's facility, awareness of one's freedoms and limitations, and the active development of personal artistry.
6. Foster individual growth through self-reflection, self-assessment, and peer evaluation.
7. Create a classroom environment for students to demonstrate dance professionalism, including the development of individual warm-up practices, class preparation techniques and classroom material.
8. Provide an environment in which students feel comfortable questioning, experimenting, taking risks, and ultimately deepening their practice of ballet technique.
9. Encourage the connection of physical, technical, intellectual, emotional, kinesthetic, and creative elements of one's dance to explore a deeper connection to the world.

**Course Content**

1. **The student will continue to enhance their physical practice and consistency in ballet technique by actively investigating:**
  - Themes in ballet movement vocabulary: Breath, External/Internal Rotation, Shape/Line, Symmetry/Asymmetry, Mobility/Stability, Relationship between Upper/Lower, Core/Distal, Spiral/Suspension/Release;
  - Dynamic alignment in barre/center exercises, internal/external rotation, the ability to create and dissolve line and form;
  - Movement initiation, follow through, sequential and simultaneous movement patterns;
  - Use of weight, momentum, force, direction and dynamic use of energy;
  - Internal, external, and three-dimensional use of focus;
  - Movement exploring three-dimensionality within all spatial planes, energy created within near and far kinesphere, qualitative range with dynamic variation, and the investigation of musicality;

- Historically influential figures and forms which have contributed to the development of ballet technique;
  - Somatic practices and conditioning offered in conjunction with course content;
  - Intention, clarity, and presence in solo and group work;
  - Cultivation of individual voice and personal artistry;
2. **The student will continue to develop their creative voice by:**
- Using movement material presented in class to create individualized movement by reimagining and restructuring the ideas/concepts/themes/practices explored throughout the course;
  - Engaging in collaborative work to deepen investigation of technique practice and performance;
3. **The student will engage in their community by:**
- Participating in collaborative study, projects, peer evaluation and constructive criticism;
  - Exercising active inquiry in the classroom;
  - Encouraging further development in peers;
  - Attend university and local dance events;

**ATTENDANCE IS REQUIRED AT THE FOLLOWING DANCE CONCERTS:**

DANCE ON LOCATION – OCTOBER 8

DANCE UNDERGROUND– DECEMBER 2-3

*Choose one of the following three Bare Bait Shows to Attend:*

BARE BAIT ROAD SHOW – SEPTEMBER 9-11

GUEST RESIDENCY: RED – OCTOBER 28-30

HELLO WINTER! – NOVEMBER 26-DECEMBER 4 (ONLINE VIEWING OPTIONS)

**Assignments:**

1. **Attendance:** Students are expected to be on time and ready to move when class is scheduled to begin. If you have extra warm-up needs please take care of them before class. Students arriving late will not be permitted to take class. Students are required to remain in class until it finishes with reverence. Consistent departure from class before its end will result in lowering of one's grade.

Attendance is important in any field, but vital in the field of dance. Learning to dance requires that your body do it. You won't gain in flexibility, and strength, or in your ability to pick up movement or generate your own movement by hearing about what happened from a classmate, watching a film of the dance or reading about it in a book. In other words, there is no way to make up the material you miss.

The Dance Faculty EXPECTS STUDENTS TO BE IN EVERY CLASS. However, knowing that unpredictable circumstances can arise, **students are permitted 1 week of absences (2 total)**. Given the content of a dance class, no makeup work can be done when a student is absent.

AFTER YOU HAVE USED YOUR PERMITTABLE ABSENCES (2 total), YOU WILL BE DOCKED ONE-THIRD OF A GRADE FOR EVERY ADDITIONAL ABSENCE.

Observations: Students are allowed two observations per semester. Each observation after the allotted two will be considered an absence. Please refer to the Observation Policy for what is expected when you observe a class.

**GRADING:** Dance is different from many other fields in that a student's work is not as quantifiable as it is in some other subjects, such as history or math. For this reason, we do not have a point breakdown, but rather general guidelines.

To receive an "A" you must:

2. show signs of aptitude for dance technique
3. have an energetic, attentive attitude
4. progress over the semester
5. be at the top level of the class, and, of course,
6. fulfill the attendance, critique, and exam requirements

You will receive an "F" if your absences and lack of critiques add up (or subtract) to an "F." Students may receive an "incomplete" (I) only if there are exceptional circumstances that *have been discussed with the instructor*.

## 2. Writing:

**Self Reflections:** Students will be asked to reflect on their experience in Ballet Technique at the beginning, middle, and end of the semester. The initial self-reflection should include areas identified as technical strengths/weaknesses, and a minimum of three clear goals established by the student setting their intention for the semester. Mid-way through the semester, students will be asked to reflect on their initial goals and their development half way through the course. At the end of the semester, students will be asked to reflect on their greater understanding of their practice and performance in Ballet Technique. The final reflection should include an in-depth description of what the student has discovered about technical strengths/weaknesses, goals set at the beginning of the semester, themes addressed in the movement material presented in the course, the relationship between ballet movement vocabulary->somatic practices->composition->technique->performance, and the development of personal voice and artistry. All reflections should be typed 10-12 point font, 1-inch margins, 1.5 spaced, submitted on moodle. **Initial reflection due Tuesday, September 6<sup>th</sup> (1 page), Mid-term reflection due Tuesday, October 25<sup>th</sup> (1 page), Final reflection due by 11:59pm on Monday, December 12<sup>th</sup> (2-3 pages).**

**Dance Concert Critique:** Following your attendance at a UM Dance Concert, write a dance concert critique focused on the prompts listed below. You will need to give specific examples to support your opinions, so take notes either during or after the concerts.

1. To which pieces did you experience a strong reaction?

2. Regarding the choreography of each piece: What is the content, subject, meaning or movement idea?

How did the movement/style of the movement support (or detract) the choreographic message?

What is it about the movement/choreography/performance that inspired your reaction?

Your reaction to the performances of the dancers: expression and technique.

Your opinion on the theatrical elements: costumes, lighting, sets and sound score. Did they work with the choreography? Provide details to support your opinions.

Clearly cite facts regarding the event title, date/time, location, creator, and performing artists involved. Length of paper: 1-3 pages. Typed, 10-12 point font, 1-inch margins, 1.5 spaced. **Submitted electronically on Moodle within one week of the event.**

3. **Mid-Semester Movement Project:** Partway through the semester, students will work in groups to create two center combinations that incorporate movement vocabulary investigated and practiced throughout the course. Groups will film and present this project to the class. *Further details for this project will be presented in class.*
4. **Final Movement Project:** At the end of the semester, students will work in groups to create a dance that incorporates movement investigated and practiced throughout the course. Students should choose movement they believe they have mastered, as well as material/concepts upon which they can continue to improve. Groups will perform their dance to the class and as part of *Dance Underground*. *Further details for this project will be presented in class.*

**Grading:** Final grades are determined in the following way:

- **Physical Practice, Active Participation, Attendance and Artistry** (60 points): Overall understanding and demonstration of movement principles emphasized and studied in class, investment in material, creative signature demonstrated in material and artistry described in one's dancing, punctuality, and active participation in class for movement exercises, video viewing, observations, feedback, and discussions.
- **Self Reflections** (15 points): Reflections are graded with respect to thoroughness, clarity, depth of analysis and thoughtfulness.
- **Dance Concert Critique** (5 points): Reflections are graded with respect to thoroughness, clarity, depth of analysis and thoughtfulness.
- **Mid-Semester Movement Project** (5 points): Projects are graded with respect to performance, creativity, group participation, written feedback, demonstration of class principles and investment in the process and product.
- **Final Movement Project** (15 points): Projects are graded with respect to performance, artistry, creativity, risk taking, demonstration of class principles and investment in the process and product.

## **GRADING SCALE**

**(A+/-)** ≥ 90% *Excellent* [SEP]

**(B+/-)** 80-89% *Good* [SEP]

**(C+/-)** 70-79% *Satisfactory* [SEP]

**(D+/-)** 60-69% *Inferior*

**(F)** ≤ 69% *Unsatisfactory*

**P/NP Option: Pass** (≥70%) **NP** (≤69%)

## **LATE ASSIGNMENT POLICY**

Assignments/projects should be submitted on or by the indicated due dates. Late assignment/project acceptance is at the sole discretion of the instructor, and will be worth no more than 50% of the original credit.

## **Additional Information**

**Attire:** Moveable, breathable, comfortable active clothing is required. *No jeans or jewelry allowed in movement labs.* We will be dancing in Ballet slippers, socks, or bare feet.

**Injury:** Please notify the instructor of any injury (current or past) that may affect your full performance in class. See attached injury policy for specific considerations.

**Cell Phones:** Silence and put away cell phones when entering the studio. *The use of cell phones is **not** permitted during class. Please leave cell phones with your stuff and do not carry them on your body when dancing.*

**NO street shoes are allowed in the dance studio at any time.** Anyone entering the studio must remove their street shoes **BEFORE** entering and leave them outside the studio. The only shoes permitted in the studios are those that have been purchased for the exclusive use of dance in dance studios (with the exception of tap shoes, hard-shoe clogs, and flamenco shoes. These should never be worn on Marley floors).

Individuals concerned about theft should check out a locket for their shoes and other belongings.

**NO food or drinks** (except water in closed bottles) are permitted in the dance studios or theatres.

Note: **Lockers** are available for any student. The School of Theatre & Dance recommends that students do not leave personal belongings unattended in the dressing rooms, hallways, dance studios, or theatres as **thefts frequently occur.** Lockers may be checked out through the school: schedule TBA.

## **Video Recording Policy:**

To protect the rights and privacy of students at the University of Montana, video recording in class by a student is not permitted without permission from the instructor. The instructor may choose to make a recording for instructional purposes and may post videos on Moodle for review. Videos are not to be downloaded or redistributed in any way. Video recording is also prohibited at all departmental performances.

## **STATEMENT OF EMPOWERMENT:**

The Dance Program recognizes that art can provoke; therefore, during the course of this class or class related activities, participants are empowered to remove themselves should they feel a threat to their well-being.

**Wellness Statement:** Personal concerns such as stress, anxiety, relationship difficulties, depression, and cross-cultural challenges can interfere with a student's ability to succeed and thrive in the university setting. For helpful resources, please contact the Curry Health Center Counseling department at 406-243-4711 or schedule an online appointment through the health portal: [www.umt.edu/hportal](http://www.umt.edu/hportal)<<http://www.umt.edu/hportal>>. For advocacy, contact the Student Advocacy Resource Center (SARC) at 406-243-6559 a 24-hour support line. Hours of face-to-face operation are M-F 9-4, located at the Curry Health Center in Room 108. For a crisis or for after-hours care, you can contact: the emergency rooms at St. Patrick Hospital or Community Medical Center; the National Suicide Lifeline: 1-800-273-8255; or the Crisis Text line: text MT to 741-741. Website resources available here: <https://www.umt.edu/well-being/default.php>.

## **Writing and Public Speaking Center**

The Writing and Public Speaking Center provides one-on-one tutoring to students at all levels and at any time in the writing process. Visit now. Visit often. We're ready when you are. [www.umt.edu/writingcenter](http://www.umt.edu/writingcenter).

## **Academic Misconduct and the Student Conduct Code**

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The Code is available for review online at [www.umt.edu/student-affairs/community-standards/default.php](http://www.umt.edu/student-affairs/community-standards/default.php).

**Theatre & Dance Students:**

All Theatre & Dance students must have an in-depth knowledge of the practices and procedures outlined in the School of Theatre & Dance *Student Handbook*. The *Handbook* is available online at <http://www.umt.edu/umarts/theatredance/About/handbook.php>.

There is inherent risk involved in many Theatre & Dance classes as they are very physical in nature. Please proceed through class, shop time, or rehearsal with caution. Always be mindful of your personal safety and the safety of others. Students participating in class/shop/rehearsal/performance do so at their own risk.

Due to safety considerations, at **no** point during a student's time spent in class or serving on a production (in any capacity) should non-enrolled persons be guests of that student **without my consent**. Presence of such unauthorized persons in a class, shop, or any backstage/off-stage area will negatively affect a student's grade.

**Inclusive Classroom Space**

I will gladly honor your request to address you by your chosen name or gender pronoun. Please advise me of this at any point in the semester so that I may make appropriate changes to my records. If I accidentally use an incorrect gender pronoun when addressing you, please feel free to let me know, in whatever manner makes you comfortable, what pronouns you use so that I can make every effort to correct that error.

**From the EO/AA Office:**

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and the Office for Disability Equality (ODE). If you think you may have a disability affecting your academic performance, and you have not already registered with ODE, please visit them in Lommasson 154. I will work with you and ODE to provide an appropriate modification. For more information, please consult <https://www.umt.edu/disability/default.php/>

**Land Acknowledgement:**

The University of Montana acknowledges that we are in the aboriginal territories of the Salish and Kalispel people. We honor the path that they have always shown us in caring for this place for the generations to come.