

# INTERMEDIATE BALLET TECHNIQUE (NON-MAJORS)

2 CREDITS SPRING 2020

Monday/Wednesday 8:45 – 10:15  
McGuire Pavilion G-06

**INSTRUCTORS OF RECORD:**

DAA 3208 / 12FB INTERMEDIATE: Isa Garcia-Rose [isa@ufl.edu](mailto:isa@ufl.edu)\*

\*Email Policy: Use ONLY your **UFL.EDU** email account for e-mail correspondence related to class. Please include your name & class in the subject line or within the body of all correspondence.

**Syllabi are posted at CFA website under: *Student & Parents:***

<http://arts.ufl.edu/syllabi/>

**Lab Fees** can be located at: <http://registrar.ufl.edu/soc/201608/all/theadanc.htm>

**Offices:** Nadine McGuire Theatre & Dance Pavilion T-211

**Office Hours:** Tuesday/Thursday: 12:15-1:30 or By appointment

**Office Phone:** 352-273-0500 Main Office

**RECOMMENDED READING:**

Intermediate Ballet

Inside Ballet Technique: Separating Anatomical Fact from Fiction in the Ballet Class

By Valerie Grieg

**COURSE DESCRIPTION:**

*DAA 3208 Credits: 2; can be repeated with change in content up to 6 credits. Prereq: audition.*

Intermediate ballet technique with discussion of terminology and theory.

**STUDENT PROGRESSION IN BALLET DANCE TECHNIQUE:**

This information addresses the standards utilized by the dance area for assessing student progression through three levels of ballet: Basic, Intermediate, Advanced. The program's approach to ballet is in context to the UF BFA degree program, relying on traditional training standards along with the awareness of the stylistic and technical diversity of the UF dance program. Using the objectives stated in this syllabus, the dance program assesses student progress through three levels of ballet dance technique: basic, intermediate, and advanced. You are graded and considered for the next level according to your achievement of the criteria as determined by your instructor. Due to the nature of both traditional balletic training and balletic levels in the UF program, receiving the final grade of "A" does not insure progression to the next level.

## **Course Objectives for Ballet Technique**

SoTD's ballet technique curriculum is designed to focus the intellectual and physical abilities of students—majors, minors, and non-majors—to embrace the demands of the 21<sup>st</sup> century artist. Each of the three levels builds the required historical, aesthetic, and biomechanical foundations for graduating as a major in our dance degree programs. Likewise, the minor or non-major must recognize the classes as a pre-professional training ground by meeting the objectives at the appropriate level. When every student brings into every class their discipline and motivation, they will be ready to meet and greet the following goals common to each respective level of technique:

### **INTERMEDIATE BALLETT COURSE OBJECTIVES:**

- To instruct you in classical ballet vocabulary, technique, and related history appropriate to the level of the course and developing greater fluency in classical dance technique and performance skills at the intermediate level.
- The advancement of terminology with its application to barre, centre and to performance will be emphasized and tested during the progression of the semester.
- To approach all training, practice and performance from an anatomically correct and 'core connected' standpoint using the following evaluative guides:
  - PLACEMENT AND ALIGNMENT
  - CORE SUPPORT AND CONDITIONING
  - APPLICATION OF ROTATION - STATIONARY AND LOCOMOTOR
  - SPATIAL AWARENESS AND FULL BODY INTEGRATION
  - RHYTHMIC CLARITY/MUSICALITY
  - PROFESSIONALISM
- Create an environment to test and improve the student's physical aptitude in ballet technique.
- Enhance the appreciation of the theory, criticism and aesthetic behind this exacting yet exciting art form.

### **COURSE POLICIES:**

#### **SOTD DANCE ATTENDANCE:**

##### **Dance Technique Class Attendance Guide:**

- Mindful participation in each class meeting is the only way to meet the objectives of this course.
- Attendance, which is mandatory, means that when you enter the classroom, you are present, alert, and contributing to the progress of the class every second.
- If you are not present when attendance is taken or class begins you are marked absent.

- In the case of extended health issues, refer to the Injury and Illness Policy in the SoTD 2016-17 Handbook (SoTD website) and included in this syllabus.

### **Dance Technique Class Absence Policy**

- Five (5) or more absences (excused or unexcused) result in automatic failure.
- All undocumented absences are unexcused: each unexcused absence = 5 point deduction. Excused absences may include those related to illness/injury which are documented by a medical professional. Events related to family emergencies or professional obligations should be discussed with your instructor. (See *Make-up Policy* for more information on excused absences.)
- For your safety and the focus of the class, you may not join class if it has already started. You are late and counted absent; with instructor permission, you may observe once without point deduction.
- If you should leave class early, 3 points are deducted from your grade.
- If unable to dance but still attend, with instructor permission, you may 'actively' observe for full class credit, one time. You will complete an assignment as assigned by the instructor due at the end of class.
- UF approved religious days are excused and do not need to be made-up. (Travel time not included.) You are responsible for material covered during your absence.
- A MEDICAL WITHDRAWAL will not be supported without approved documentation. An Incomplete is only considered by UF Dance in extreme cases and is not available in technique classes.

### **UF Absence Policy**

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies, as follows:

#### **Source:**

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

- Students are responsible for satisfying all academic objectives as defined by the instructor. Absences count from the first class meeting.
- In general, acceptable reasons for absence from or failure to participate in class include illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, professional conferences), military obligation, severe weather conditions, religious holidays and participation in official university activities such as music performances, athletic competition or debate. Absences from class for court-imposed legal obligations (e.g., jury duty or subpoena) must be excused. Other reasons also may be approved.

- You cannot participate in classes unless you are registered officially or approved to audit with evidence of having paid audit fees. The Office of the University Registrar provides official class rolls to instructors.
- If you do not participate in at least one of the first two class meetings of a course or laboratory in which you are registered, and you have not contacted the department to indicate your intent, you can be dropped from the course. You must not assume that you will be dropped, however.
- The university recognizes the right of the individual professor to make attendance mandatory. After due warning, professors can prohibit further attendance and subsequently assign a failing grade for excessive absences.

### **MAKE-UP POLICY:**

#### **Dance Technique Class – Makeup Policy**

- You are responsible for all material covered during any absence
- There are no makeup options for unexcused absences
- Absences from Written Exams, Quizzes, Mid-Terms, and/or Finals may only be made up with approved documentation
- To earn credit (amount of credit determined by the instructor) for an excused absence you must do two things:
  - 1) Immediately after your return to class, turn in approved/legal documentation to instructor. If you need the original documentation, the instructor will accept copies.
  - 2) Make-up the class with an approved assignment submitted on the required date. If the assignment is to attend another class as a make-up, it must be the same technical level, or lower; student must request permission of that instructor.

In the UF Dance Program, three unexcused absences will reduce your grade one-letter grade (i.e., from B to C). Each subsequent unexcused absence lowers your grade by half letter grade (i.e., from C to C-). After five unexcused absences the student may not return to class and result in automatic failure of the course. A student with medical documentation may apply to UF for Medical Withdrawal.

Please consult the following sites for UF's physical and mental health resources:

<http://shcc.ufl.edu/> (Student Health Care Center)

<http://shcc.ufl.edu/forms-records/excuse-notes/> (excuse note policy)

<http://dso.ufl.edu/> (Dean of Students)

### **STUDENT ON-LINE EVALUATION PROCESS**

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. The instructor is the only person

that views your written comments. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>

## UF POLICIES:

### **UNIVERSITY POLICY ON ACCOMMODATING STUDENTS WITH DISABILITIES:**

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester

**UNIVERSITY POLICY ON ACADEMIC MISCONDUCT:** Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Student Honor Code:

<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/> - UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (source: <http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor in this class.

### **COUNSELING AND WELLNESS CENTER CONTACT INFORMATION:**

*U Matter, We Care:* If you or someone you know is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu), 352-392-1575, or visit [umatter.ufl.edu/](http://umatter.ufl.edu/) to refer or report a concern and a team member will reach out to the student in distress.

*Counseling and Wellness Center:* Visit [counseling.ufl.edu/](http://counseling.ufl.edu/) or call 352-392-1575 for information on crisis services as well as non-crisis services.

*Student Health Care Center:* Call 352-392-1161 for 24/7 information to help you find the care you need, or visit [shcc.ufl.edu/](http://shcc.ufl.edu/).

*University Police Department:* Visit [police.ufl.edu/](http://police.ufl.edu/) or call 352-392-1111 (or 9-1-1 for emergencies).

*UF Health Shands Emergency Room / Trauma Center:* For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, [ufhealth.org/emergency-room-trauma-center](http://ufhealth.org/emergency-room-trauma-center).

## GETTING HELP:

If applicable: For issues with technical difficulties for E-learning in Canvas, please contact the UF Help Desk at:

- (352) 392-HELP - select option 2
- <https://lss.at.ufl.edu/help.shtml>

Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up.

Other resources are available at <http://www.distance.ufl.edu/getting-help> for:

- Counseling and Wellness resources
- Disability resources
- Resources for handling student concerns and complaints
- Library Help Desk support

### Academic Resources

*E-learning technical support:* Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu).

*Career Connections Center:* Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services [career.ufl.edu/](http://career.ufl.edu/).

*Library Support:* [cms.uflib.ufl.edu/ask](http://cms.uflib.ufl.edu/ask) various ways to receive assistance with respect to using the libraries or finding resources.

*Teaching Center:* Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring. [teachingcenter.ufl.edu/](http://teachingcenter.ufl.edu/)

*Writing Studio:* 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers. [writing.ufl.edu/writing-studio/](http://writing.ufl.edu/writing-studio/)

*Student Complaints On-Campus:* [sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/](http://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/)

*On-Line Students Complaints:* [distance.ufl.edu/student-complaint-process/ /](http://distance.ufl.edu/student-complaint-process/)

**NETIQUETTE: COMMUNICATION COURTESY:** All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats.

## EVALUATION

1. Event attendance	15 points	See information
2. Midterm Evaluations	30 points	<b>In Class</b> Wednesday February 26 <sup>th</sup>
Both Midterm and Final Evaluations will be based on these technical proficiencies		<ul style="list-style-type: none"> <li>• PLACEMENT AND ALIGNMENT</li> <li>• CORE SUPPORT AND CONDITIONING</li> <li>• APPLICATION OF ROTATION - STATIONARY AND LOCOMOTOR</li> <li>• SPATIAL AWARENESS AND FULL BODY INTEGRATION</li> <li>• RHYTHMIC CLARITY/MUSICALITY</li> <li>• PROFESSIONALISM</li> </ul>
3. Final Evaluations	30 points	<b>In Class</b> Wednesday April 15 <sup>th</sup>
4. Vocabulary/History Exam and/or Performance Project	25 points	<p><b>Instructor will announce dates, if required (See ballet glossary attached and use the following link for study:</b>  <a href="http://www.abt.org/education/dictionary/index.html">http://www.abt.org/education/dictionary/index.html</a>)</p> <p><b>Showing/Performance, if required: April 22<sup>nd</sup></b></p>

Your overall score may be affected by your attendance record.

A	93-100 points
A-	90-92
B+	86-89
B	83-85 points
B-	80-82
C+	77-79
C	73-76 points
C-	70-72
D+	67-69
D	63-66 points
D-	60-62
E	59 and below

***EACH STUDENT IS RESPONSIBLE FOR MONITORING HER/HIS OWN PROGRESS***

**TECHNIQUE MID-TERM:** *Wednesday February 26<sup>th</sup>, 2020\**

**TECHNIQUE FINAL:** *Wednesday April 15<sup>th</sup>, 2019\**

\*Disclaimer: This syllabus represents current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected. Any changes in technique exam dates due to unseen circumstances will be announced in class and posted on the dance board in a timely fashion.

**Required Performance and Event Dates**

Dates/times subject to change – please verify dates/times with appropriate box office. You will receive a voucher (coupon) at the beginning of the semester for designated SoTD productions with instructions of how to use it to get your ticket. Viewing of SoTD plays (such as a play or musical) is highly recommended, but not required.

**Welcome meeting**

January 6, 2020 at 6:30pm in G6 (Elizabeth Johnson and Dante Puleio will welcome all)

**BFA Showcase Dancer Audition**

January 9, 2020 at 6:30pm in G6

**UnShowings and SoTD Required Dance Performances**

**UnShowings (Majors)**

# 1 – January 27<sup>th</sup>, 2020 at 6:30pm in G6

# 2 – February 24<sup>th</sup>, 2020 at 6:30pm in G6

# 3/Adjudication– March 23<sup>rd</sup>, 2020 at 6:30pm in G6

# 4/Final – April 20<sup>th</sup>, 2020 at 6:30pm in G6

**SoTD Required Dance Performances – if not performing, bring ticket stub**

*Dance 2020 February 7<sup>th</sup>- 8<sup>th</sup> at 7:30pm and February 9<sup>th</sup> at 2pm February 11<sup>th</sup>, 12<sup>th</sup>, 13<sup>th</sup>, 14<sup>th</sup>, 15<sup>th</sup> at 7:30pm and February 16<sup>th</sup> at 2pm in SOTD Black Box*

*Harn Museum of Dance March 21<sup>st</sup> 1-4pm*

*BFA Spring Dance Showcase G-6, March 27<sup>th</sup> load in/ April 1<sup>st</sup> -4<sup>th</sup> at 7:30pm and April 5<sup>th</sup> –Program A at 2pm and Program B at 4pm (strike following last performance)*

**Dance Productions (Attend at least one ballet performance)**

*National Ballet Theater of Odessa – Romeo and Juliet January 8<sup>th</sup>, UFPA, 7:30*

*Invertigo Dance Theater – Formulae & Fairy Tales February 5<sup>th</sup>, UFPA, 7:30*

*Dance Alive! - Loveland February 14<sup>th</sup>, UFPA, 7:30*

*Paul Taylor March 6<sup>th</sup>, UFPA, 7:30*

*Dance Alive! – Athletes of God April 2<sup>nd</sup>/3<sup>rd</sup>, UFPA, 7:30*



National Water Dance April 18<sup>th</sup> at 4pm, location in Gville. To be determined  
Leela Dance Collective - SPEAK April 21<sup>st</sup>, UFPA 7:30

**SoTD Plays/Musical (Not required but highly recommended)**

...And Jesus Moonwalks the Mississippi (SoTD play) Opens January 24, 7:30

Eurydice (SoTD play) Opens March 19, 7:30

Macbeth (SoTD play) Opens April 9, 7:30

**Fathom Dance Events Spring 2020:**

Regal Cinemas Gainesville Cinema 14 3101 SW 35<sup>th</sup> Blvd. Gainesville, FL 32608

January 26, 2020, Bolshoi Ballet: **Giselle**

<https://www.fathomevents.com/events/bolshoi1920-giselle?date=2020-01-26>

February 23, 2020

Bolshoi Ballet: **Swan Lake**

<https://www.fathomevents.com/events/bolshoi1920-swan-lake?date=2020-02-23>

March 29, 2020

Bolshoi Ballet: **Romeo and Juliet**

<https://www.fathomevents.com/events/bolshoi1920-romeo-and-juliet?date=2020-03-29>

April 19, 2020

Bolshoi Ballet: **Balanchine's Jewels**

<https://www.fathomevents.com/events/bolshoi1920-jewels?date=2020-04-19>

**BFA Dance Auditions**

January 24, 2020

**Juries** (All BFA Majors, BA Seniors): April 2020

Performance Behavior/Decorum:

- Yes, please dress nice!
- No cell phones/texting at all, ever, never during a performance (unless the show requests it!)
- Represent the SoTD at the show!

### **Spring Semester Juries**

Spring Dance Juries. Required for all BFA dance majors and BA seniors April 2020

Do not make travel plans at this time— grade points will be deducted. It is your responsibility to know your schedule. Check your (UF) email & the dance studio bulletin boards regularly.

### **Dress Policy:**

- Women: Leotards, tights, soft ballet shoes. Pointe shoes are encouraged but not required. Speak to the teacher about individual needs and pointe level.
- Hair must be worn in a neat ballet bun or twist. Shorter hair is worn off the face completely. If the hair falls so does the grade.
- Men: Leotard or tight fitting T-shirt/tank top (white preferred). Tights, ballet shoes (white or black) and dance belt (tights worn with elastic belt or army belt) are required. White socks recommended.
- Colors are at the student's discretion but should reflect a respect of balletic values.
- No warmers unless they are form fitting. All warmers must be removed following warm-up. You may wear a ballet skirt or belt or center.
- No oversized clothing. You don't work on what you don't see.
- Your ankles must be visible.
- No large jewelry, including all non-stud earrings, necklaces & watches.
- No chewing gum.

Students not in compliance with the above requirements will be considered absent from class or points deducted at instructor's discretion.

### **ESSENTIALS OF ACHIEVING TECHNICAL APTITUDE**

These aspects of technical development are divided into six (6) categories and are the basis both for grading and for any consideration toward promotion to a higher ballet technique levels:

- PLACEMENT AND ALIGNMENT
- CORE SUPPORT AND CONDITIONING
- APPLICATION OF ROTATION - STATIONARY AND LOCOMOTOR
- SPATIAL AWARENESS AND FULL BODY INTEGRATION
- RHYTHMIC CLARITY/MUSICALITY
- PROFESSIONALISM

## **PLACEMENT AND ALIGNMENT**

*A priority is placed on alignment, which includes an awareness and integration of skeletal structure in shaping the body in place and in motion, to efficiency of movement, but reduce, if not eliminate, the potential for injury. This intrinsic understanding should be evident in all exercises: barre, center, and phrase work.*

- **5-Excellent**  
Has the ability to self assess while consistently maintaining alignment of torso/spine, pelvis & limbs while stationary and moving.  
Articulates limbs with excellent precision and clarity.
- **4-Good**  
Consistently maintains alignment of torso/spine, pelvis, & limbs while stationary and moving. Articulates limbs with excellent precision and clarity.
- **3-Sufficient**  
Demonstrates a consistent application of principles of alignment.  
Demonstrates consistent clarity during articulation of limbs.
- **2-Limited/Deficient**  
Demonstration of correct personal alignment is not observable.  
Precision and clarity not demonstrated during exercises or movement through space.
- **1-Unsatisfactory**  
Fails to demonstrate an understanding of basics of alignment and body fundamentals.

## **CORE SUPPORT AND CONDITIONING**

*Coupled with developing a proper sense of alignment and placement as applied to dance (and life) is a separate and equal area referred to as Core Support/Strength. It is necessary to list it as its own category to emphasize its importance to movement and promote awareness of its connection to the safety of the individual as they move through various positions and as applied to ballet technique. Development of strength to safely perform movements that require weight bearing on arms, including inverted movements. Conditioning is included in this section to insure that strength is not over emphasized and that the student finds a personal practice that enforces this aspect of their training.*

- **5-Outstanding/Advanced**  
Has ability to self assess while connecting core and whole body conditioning to how the whole body moves through space and consistently moves with power and control through space and all levels.
- **4-Excellent**  
Connects core and whole body conditioning to how the whole body moves through space and consistently moves with power and control through space and all levels.
- **3-Good/Sufficient**  
Demonstrates movements competently with an adequate application of core support. Overall body strength and conditioning is adequate, with room for improvement.
- **2-Limited/Deficient**  
Work in class indicates weakness in core strength and movement control. Demonstrates limited power to safely propel self through space.
- **1-Unsatisfactory**  
Demonstrates lack of sufficient core support, conditioning and total body strength. Lacks power and control to safely propel self through space.

#### **APPLICATION OF ROTATION - STATIONARY AND LOCOMOTOR**

*Essential to the healthy development of ballet (and general dance) technique is the full awareness of correct personal anatomic alignment in relation to parallel and outward rotation which includes hip socket, knee and ankle for the lower body and spine, ribs, shoulder girdle, head and neck for upper body.*

- **5-Outstanding/Advanced**  
High degree of precision and personal understanding of parallel and rotation in relation to whole body alignment. Shows ease and economy of effort when quickly shifting among positions.

- **4-Excellent**  
Ability to achieve correct parallel and rotation and move easily among positions in relation to personal anatomical considerations.
- **3-Good/Sufficient**  
Consistent correct application of alignment principles in relation to parallel and rotated positions, particularly in lower body. Can show improvement in relation of these alignment principles throughout the body. Shows ability to transfer from one position to another with relative ease and minimum effort.
- **2-Limited/Deficient**  
Inconsistent demonstration of parallel and rotation in relation to personal alignment throughout body. Difficulty transferring between parallel and rotation.
- **1-Unsatisfactory**  
Incorrect use of parallel and rotation in relation to overall personal alignment. Especially demonstrates unsafe alignment of knee, ankle, and hip relationships. Unsuccessful transfer of weight and re-alignment when shifting between parallel and rotation.

### **SPATIAL AWARENESS AND FULL BODY INTEGRATION**

*Necessary to the training of a ballet dancer is the understanding of the movement of the body as a unit, and in relation to specific body parts (upper and lower body halves, and right and left body halves in motion), as well as a sense of spatial awareness as they relate to the movement of the body through classically defined positions.*

- **5-Excellent**  
Demonstrates highly refined understanding of movement of body parts in relation to personal center of gravity. Integration of body in motion through space is clear and precise.
- **4-Good**  
Student consistently moves through space with full commitment and knowledge of level and direction changes.
- **3-Sufficient**  
Demonstrates a development towards the sensitivity to moving the body as a whole unit and an ability to experiment with the body in motion through time and space. Continues to demonstrate a

developing understanding of the relationship between body parts and center of gravity.

- **2-Limited/Deficient**  
Demonstrates limited awareness of the connection between strength of center and total body movement; minimal ability to integrate the body in movement.
- **1-Unsatisfactory**  
Demonstrates lack of understanding of the concept of full body integration, as well as an adequate understanding of spatial awareness. Demonstrates a lack of understanding of the connection between upper body and lower body, and between body halves.

### **RHYTHMIC CLARITY / MUSICALITY**

*A student's progress through the technique sequence should also yield both a practical and intrinsic understanding of how rhythm and musicality are applied to an exercise, a phrase, and dance performance. Musicality is the ability to perform movement phrases informed by music and as regulated by the choreography/classical repertoire. Rhythmic clarity is the ability to understand the relationship of the moving body to time.*

- **5-Excellent**  
Student demonstrates an intrinsic understanding of how the music and movement are united. Consistent awareness of sound demonstrated through accurate response to instructions and to musical cueing.
- **4-Good**  
Student consistently moves with knowledge of beat/meter, accents, tempo, and rhythmic patterning.
- **3-Sufficient**  
Student is consciously working towards the application of beat/meter, accents, tempo, and rhythmic patterning and applies these musical basics to exercises, phrases, and repertoire. Generally appears to sense music deeply and to allow the nature of the music to affect the interpretation of movement phrases.
- **2-Limited/Deficient**  
Inconsistently demonstrates beat/meter, accents, tempo, and rhythmic patterning. Insufficiently developed sense of internal timing or a passive approach to dance phrasing. Student may show depend

on other dancers, instructor counting, or obvious musical cues, rather than intrinsic musical responses.

- **1-Unsatisfactory**  
Student rarely moves with using beat/meter, accents, tempo, and rhythmic patterning; or fails to invest in developing skills in this area.

### **PROFESSIONALISM**

*Student demonstrates a mature artistic sensibility while cultivating their artistic aptitudes. The importance of attendance is emphasized and part of the final grading process, as noted in the syllabus.*

- **5-Excellent**  
The student consistently demonstrates an attitude that is teachable, mature, attentive, supportive, open, and welcomes and integrates corrections.
- **4-Good**  
Student shows a high level of a mature and professional approach to all aspects of course work.
- **3-Sufficient**  
Student shows a consistent and growing awareness of the profession through classroom behavior and peer interaction.
- **2-Limited/Deficient**  
Student demonstrates limited interest or ability in understanding and expressing a professional attitude. May resist corrections and/or what is being taught. Fails to heed instruction and/or demonstrates other behaviors unbecoming a professional dancer.
- **1-Unsatisfactory**  
Student rarely demonstrates an attitude that is teachable, mature, attentive, supportive, open, and does not integrate corrections.

### **Evaluations and Grading:**

Midterm and Final evaluations occur during the class. You will be observed by the instructor and perhaps other members of the dance faculty. Grades will be assigned based on the technical proficiencies listed above. For the BFA major, application of your technique work to concert/performance work will be factored into your technique grade.

## **GUIDING CONCEPTS**

These following general concepts are applied to all areas of technical development and used by faculty to assess student progress:

### ***“Self” Awareness and Ensemble Skills***

The student demonstrates an ability to retain an awareness of self while integrating their movement into spatial relationships with other persons and groups. The student should also demonstrate clarity in three-dimensional movements and an ability to sustain directionality in exercises and in phrases of substantial length.

### ***Transitional Skills (Continuity of Flow)***

Exercises should be performed with an understanding and dynamic use of different types of phrasing. Students should demonstrate an ability to sequence a variety of movements into an extended phrase: recognizing and moving through transitions and demonstrating follow-through of movement impulses as appropriate.

## ***PERFORMANCE QUALITY (DYNAMIC AWARENESS)***

Each instructor will provide the class with specific movement and performance goals that delineate for the student: suitable use of energy, range of dynamics and movement qualities, the images or mind-set to evoke expressive and/or stylistic qualities and functional details

## **General Information**

### **Student Injury and Illness Policy:**

The Dance Area of SoTD believes that dance student's physical and mental well-being is paramount to success in all arenas of their dance training, from class to the stage. In the case of injury, fostering a productive and holistic response insures a speedy and effective recovery.

If the dance student becomes ill or injured to the degree that they cannot attend and participate in dance classes, SoTD sponsored rehearsals, or performances, the 5 steps of the dance student injury and illness policy are to be followed:

1. The student is required to see a health care professional immediately.



2. If the illness or injury prevents the student from participation in dance class, rehearsal, or performance, the student is to request documentation from the health care professional that explicitly projects the duration of the injury, and/or the amount and type of activity recommended for the welfare of the student.
3. Following the appointment with the health care professional, the student is required to bring medical recommendations and related documentation to the attention of his or her instructor(s), choreographer(s), or director(s) as the basis for discussion.
4. Unless otherwise medically advised, the student is prohibited from active participation in all related UF dance activities, classes, events, performances, etc. The student may not personally select one activity as having a higher priority over another. The student is not to dance in any events, activities, performances or rehearsals if the student is not in dance class. If the infirmity culminates in a medical withdrawal, this is also a withdrawal from all performance related activities.
5. The student is never allowed to sacrifice classroom participation for the demands of a performance. The student will not be allowed to participate in a performance if they miss dance class due to an injury. The student is expected to follow the student injury and illness policy even if performances take place beyond the scope of SoTD, as with another UF, professional, or community performing group, etc.

### **Instructor's Biography**

Born in Cuba, **Ms. Isa Garcia-Rose** spent many years in Spain before settling in Miami, Florida. She studied with and became a member of Ballet Concerto performing in Giselle, Swan Lake, La Bayadere, Serenade, Nutcracker, and Les Sylphides. Ms. Garcia-Rose joined Dance Alive National Ballet in 1987, and has performed various Balanchine pieces, 'Titania' in A Midsummer Night's Dream, various roles in Nutcracker, 'Ophelia' in Hamlet, 'LadyBug' in LadyBug: Action Hero, and other contemporary roles. A graduate of the University of Florida with a BFA in Dance, Ms. Garcia-Rose received her MFA from Florida State

University. Ms. Garcia-Rose has been a faculty member of the University of Florida School of Theatre and Dance teaching classical ballet, pilates and modern dance technique. She has created works for the students and has presented pieces at the Florida Dance Festival amongst other venues. Ms. Garcia-Rose spent the 1994-1995 season as a member of the Demetrius Klein Dance Company before rejoining Dance Alive National Ballet. Ms. Garcia-Rose taught classical ballet full time at Florida State University Spring 2007. Ms. Garcia-Rose is certified in Stott Pilates mat and reformer. She has taught master classes in Alabama, Georgia as well as in other festivals including the Florida Dance Festival in Miami. Ms. Garcia-Rose has assisted Shane O'Hara and Ric Rose with a study abroad program through James Madison University as both teacher and mentor for the students in London since 2008. Ms. Garcia-Rose has set work on Sarasota Contemporary Dance Company and assisted her beloved Ric Rose with Shadow Dance Theatre at UF with direction and choreography.

## BALLET VOCABULARY

### Primary words

Listed in categories alphabetically

Please note that the definitions are general descriptions/translations of the terms

#### **Terms related to *barre* and/or *centre*:**

- Adagio:** Slow sustained movement
- Allongé:** Extended, outstretched, as opposed to bent or curved.
- Arabesque:** A basic balletic pose, usually performed in profile: The position of the body when supported on one leg with the other extended to the back with the knee straight.
- Assemblé:** To assemble (or place together) the legs in the air
- Attitude:** The position of the body when supported on one leg with the other lifted to the front side or the back, with the knee bent. A pose inspired by the statue of 'Mercury' (by Giovanni da Bologna)
- Barre:** The long, pipe-shaped bar that dancers hold onto for support when warming up. The word is also used to refer to the set of exercises performed at the barre at the beginning of every class.
- Battement:** "rebound," any movement of the leg
- Cambre:** A bend of the body from the waist, forward, sideward, or backward.
- Change:** Literally, "changed". A term used to indicate that the feet change position in relationship to each other during the execution of a step (i.e., the foot begins in the front and finishes in the back, or visa versa).
- Cloche, en:** Literally, "like a bell". Refers to swinging movements of the working leg forward and backward through 1<sup>st</sup> position in steps such as battements degages en cloche.
- Combination:** A number of steps grouped together to form an exercise.
- Cou-de-pied:** On the "neck" (*cou*) of the ankle. The position of the working foot when lifted and pointed in front of, in the back of or wrapped around the ankle of the

- supporting leg.
- Coupe´:** To cut – The foot is raised to the ankle of the opposite leg.
- Developpe':** The working foot is drawn up the supporting knee and opened in the air in any given direction, "unfolding".
- Degage:** "To disengage" The movement of the foot outward from a closed position to where the toes leave the floor to a position of 15 degrees.
- Extension:** The height of a dancer's working leg when lifted from the floor. Also in reference to the lengthening of a body part.
- Fondu:** Literally, "melted", This term is used synonymously with the word "*plie*". It means on, or with a bent supporting leg.
- Frappe:** Strong brush of the supporting leg with the working foot in coupe, "strike".
- Pas:** A step. Used to refer to any single movement in the ballet vocabulary.
- Pas de cheval:** Horse's step.
- Penche':** "Inclined". Usually refers to arabesque penche', a position in which the dancer tilts forward from the hip, directing the torso and head toward the floor, and lifting the foot of the extended back leg toward the ceiling.
- Plie (plier):** To bend - A bending movement of the knees, demi or grand.
- Port de bras:** Movements or positions of the arms.
- Preparation:** The musical phrase and/or movement(s) that act as a lead-in for the dancer.
- Releve´:** A rise. Describes a position of the supporting foot in which the heel has been raised from the floor, and the dancer is balanced on the ball of the foot (or on the toes, if en pointe). Also the combination of a demi-plie followed by the raising of the heel(s) from the floor.
- Rond de jambe:** Circle of the leg (**a terre**) on the ground, or (**en l'air**) in the air.
- en dehors:** Outward, foot travels in an arc from front to back
- en dedans:** Inward, foot travels in an arc from back to front
- Sous-sus:** Under-over. One foot being under, or in the back, and one foot being over, or in the front.
- Tendu:** "stretched" The action of the foot leaving a closed position to a fully extending position without the toes leaving the floor.

**Terms related to centre:**

- Allegro, grand:** Combinations of expansive and widely traveled jumping, movements that incorporate large, advanced-level leaps such as *grand jetes*.
- Allegro, petite:** Sprightly combinations of small jumping movements performed at a quick Tempo.
- Balance`:** A rocking step resembling a waltz, consisting in three parts of alteration of balance.
- Balon:** A term encompassing the desirable qualities of lightness, ease, and rebound when jumping.
- Batterie:** Jumping movements in which the legs beat, or exchange places with each other, in 5<sup>th</sup> position in the air one or more times before landing. The effect is one of interlacing or crisscrossing the legs in the air.
- Beat:** To hit the legs together, moving them in and out of 5<sup>th</sup> position in the air so they appear to crisscross. All batterie is composed of "beaten" movements.
- Cabriole:** Caper, like a goat's jump. The working leg opens straight out; the supporting leg pushes off and beats underneath the working leg, propelling it higher.
- Chaine`:** Linked like a chain – a series of turns with the feet in first position.
- Chasse`:** Chasing one foot with the other – a continuous movement.
- En tournant:** Turning.

- Entrechat:** A beaten jump in which the legs cross in 5th position in the air without change'.
- Fouette`:** Whipping. A strong whipping movement of one leg accompanied by a half or full revolution of the body.
- Glissade:** To glide or slide – a linking or preparatory step.
- Jete:** Spring from one foot to the other, "thrown". **Grand Jete:** Large leap.
- En Manege:** A term used to describe a series of steps (usually turns or jumps) performed While traveling in a circle around the periphery of the stage.
- Pas de basque:** A step derived from the national dances of the Basques. Taking in three distinct counts.
- Pas de bourree:** A step originating in country dances. This movement involves three or two steps in any direction that usually changes which foot is in front.
- Pas de chat:** A cat-like springing movement from one foot to the other, "Step of the cat".
- Pique:** literally, "pricked" - to prick with the toes as with a needle. 1) A movement in which the strongly pointed toe of the lifted and extended leg sharply lowers momentarily to hit the floor, then immediately rebounds upward. 2) Adjective describing a movement in which the dancer transfers the body weight from one leg (in *plie*) tot he other by stepping out directly onto *pointe* or *demi-pointe* with a straight leg; for example, *pike arabesque*.
- Pirouette:** Whirl or spin - A controlled turn on one leg on *demi-pointe* or *pointe* in any pose.
- Promenade:** A slow rotation of the body in adagio exercises, in which the dancer, maintaining a pose on one leg with the other raised off the ground, executes many little pivots of the supporting heel in order to turn the body around on the whole foot.
- Saute (sauter):** Jump.
- Sissonne:** Named for the creator of the step. Springing up from both feet, landing on one leg.
- Soutenu:** "Sustained turning."
- Tombe`:** To fall.
- Tour:** A turn of the body.
- Tournant, en:** Turning

#### TERMS RELATED TO DIRECTIONS:

- En Avant:** Traveling forward.
- Croise`:** Crossed. Refers to a direction of the body in which the legs of the dancer appear, from the audience's viewpoint, to be crossed one in front of the other. Examples: *Croise` devant* (crossed with the working leg extended to the front) or *arabesque croise* (crossed with the lifted back leg being the upstage leg.)
- En Croix:** In the shape of the cross. Refers to a ballet convention in which the same movement is performed in sequence to the front, the side, the back, and again to the same side.
- En Dedans:** Inward. Characterizes any circular or turning movement in which the working leg moves.
- Derriere:** To the back (behind).
- Devant:** To the front.
- Ecarte:** Spread wide. One of the directions of the body. (See sheet on body positions.)

- Efface:** Erased, shaded. One of the directions of the body. (See sheet on body positions.)
- En dehors:** Outward.
- En face:** refers to the position of the dancer's body when directly facing the audience. (See sheet on body positions.)
- a`la Seconde:** In the 2<sup>nd</sup> position. A movement in which the arm or leg is extended to the side of the body is said to be performed a`la seconde.

#### **TERMS RELATED TO THE PERSONNEL IN A BALLET COMPANY:**

- Ballerina:** A principal female dancer in a ballet company.
- Ballet master/mistress:** The person in a ballet company who rehearses the repertoire and teaches company class.
- Balletomane:** An enthusiastic ballet fan.
- Corp de ballet:** The dancers in a ballet company who do not perform solo roles. Typical of *corp de ballet* work is the performance of choreography in which the dancers move in large groups in unison while changing formation and creating beautiful spatial patterns across the stage.
- Danseur:** The leading male dancer in a ballet company.
- Danseur noble:** A male dancer who is tall, elegant, and aristocratic in appearance and dances leading roles such as the Prince in *Swan Lake* or the poet figure in *Les Sylphides*. He must be an excellent soloist and partner and possess pure classical line.
- Prima Ballerina (Absoluta):** The top-ranked female soloist in a ballet company. This title is usually reserved for only a few world-class ballerinas.

#### **TERMS RELATING TO CLASS**

- Centre barre:** The exercises that are performed in the middle of the room without the support of the barre and that are directly related in form to the ten standard barre exercises. Examples: *plies, tendus, rond de jambe, fondus*.
- Center work:** All exercises in a ballet class that are performed in the middle of the room without the support of the barre.
- Line:** The sculptural shape formed in space by a dancer's limbs and body. Good line is one a dancer's most valued attributes. It is produced by a combination of flexibility, disciplined training in the positions of the body, and the naturally beautiful shape and proportion of body parts according to the ideal of classical ballet.

#### **TERMS RELATING TO PHYSICAL PLACEMENT**

- Alignment:** The arrangement of parts of the body in relation to each other according to the rules of classical ballet.
- Placement:** To be placed. A well-placed body is one that is correctly aligned, without useless tension, to allow free motion. The alignment of the parts of the body and the distribution of body.
- Demi-pointe:** The position of the foot when the heel is raised from the floor and the dancer is poised on the ball of the foot. The term is often used synonymously with the term *releve'* is also *en demi-pointe*.
- Dessous:** Under: Describes a movement in which one foot steps behind or cuts across in back of the other, sometimes replacing it, as in *coupe dessous*, when the back leg replaces the front.

**Over:** Describes a movement in which one foot steps cuts across in front of the other, sometimes replacing it, as in *coupe dessous*, when the front leg replaces the back.

- Epaulement:** Shouldering. Refers to the manner in which a dancer slightly twists the torso when facing straight ahead, bringing one shoulder forward of the other.
- Ferme:** Closed, as in *sissonne ferme'* (a jump in which the legs finish closed in 5<sup>th</sup> position).
- Ouvert:** Open, as in *cabriole ouvert*, a jump finished on one leg with the other held aloft.
- Haut, en:** High. Describes the height of the arms when they are being held above the level of the head, as in 5<sup>th</sup> position en haut.
- L'air, en:** In the air. Used to indicate that one or both feet are off the floor, as in *rond de jambe en l'air* (one foot) or *tour en l'air* (both feet).
- Parallel position:** Not turned-out; usually used to refer to 6<sup>th</sup> position, in which both feet are placed together facing straight front, parallel to each other.
- Par terre:** On or along the floor.
- Pointe, en:** The position of the foot in a pointe (or toe) shoe, in which the heel is raised with the foot pointed vertically, and the dancer stands balanced on top of her toe(s).
- Sur les pointe:** En pointe. Standing on the toes.
- Pronated:** Same as 'beveled'.
- Quatrieme, a la:** In the 4<sup>th</sup> position.
- Sickled:** An incorrect position of the foot in relationship to the ankle, in which the Dancer overextends the outside of the foot by turning the foot inward from the ankle toward the inside of the leg.
- Rolled in, rolled over:** An incorrect position of the supporting foot or leg in which the weight is allowed to drop forward onto the inside of the foot or leg.
- Terre, a:** On the floor.
- Tucked under:** An incorrect position of the pelvis in which the buttocks are pressed forward, forcing the pelvis to tilt and throwing the hips out of proper alignment.
- Working leg:** The leg that is performing (as opposed to the supporting leg, upon which the dancer is standing).

#### **TERMS RELATED TO PERFORMING**

**Character dance/style:** A stylized type of dancing derived from folk-dance forms but based upon classical ballet technique. Most of the large classic ballets such as *Swan Lake* or *Coppelia* include character dances, and all serious ballet students are required to study character as part of their training. Typical character dances are those based upon the Hungarian *czardas*, the Polish mazurka, the Italian tarantella, and the Spanish flamenco styles. In addition, the term can refer to any dance based on movements associated with a particular profession, personality, or life-style, such as a sailor's dance. A specific example is the clog dance for Mother Simone in Fredrick Ashton's *La Fille Mal Gardee'*.

**Choreography:** The arrangement of the steps and patterns in a dance composition.

**Demi-caractere:** A term describing a type of classical ballet choreography that is heavily flavored with character-style or folk-dance references. An example of a demi-caractere divertissement is the Don Quixote pas de deux, with its many

poses drawn from Spanish dancing. A demi-caractere dancer is one who is better suited to performing these roles than strictly classical ones for reasons to do with his or her physique, line, or natural quality of movement.

**Deux:** Two.

**Pas de deux:** Literally, "steps for two." A dance for two people, usually a man and a woman. Structure is 1) an *entrada* for both dancers in which the man partners the woman followed by 2) a male solo variation, 3) a female solo variation, and 4) a *coda* in which both perform individual feats of virtuosity, then dance together at the conclusion.

**Divertissement:** A suite of short dances designed to display technical prowess and charm of the dancers.

**Repertoire:** The works choreography, or ballet, that are performed by a dance company.

**Variation:** A solo dance choreographed primarily for the purpose of displaying a dancer's technical prowess.

**Virtuoso:** Highly skilled. A virtuoso dancer is one who displays dazzling technical prowess, one whose ability is far above that of the average dancer.

### OTHER TERMINOLOGY

**Accent:** That which is emphasized, usually a particular musical beat

**Demi:** Half.

**Grand:** Large. Describes movements on which the legs are lifted to a height of 90 degrees or above, as in *grand battement*.

**Lunge:** A wide-open (i.e., legs apart stance on two feet in 4<sup>th</sup> position, in which one Leg (usually the front) is bent and the other straight. It is often used as preparatory position for *pirouettes*.

**Mark:** To suggest movements, to dance without doing all the movements "full out".

**Petite:** Small. A term describing small movements that are not performed high in the air, such as *petite assembles*.

**Rose', ric:** What a teacher!

**Spotting:** The technique of turning the head during pirouettes so as to avoid becoming dizzy. When spotting, a dancer quickly whips the head around and refocuses the eyes with each turn of the body.

**Turn-out:** Rotation of the legs outward from the hip joints so that the kneecaps and toes face outward away from the center of the body. All traditional movements in classical ballet are performed turned-out.