

BASIC MODERN (MAJORS)

SPRING 2021

Monday/Wednesday/Friday 10:40 – 12:10

Course activities and assignments will happen in a hybrid via Zoom and face-to-face learning format.

INSTRUCTORS OF RECORD:

INTERMEDIATE: Trent D. Williams, Jr.

twilliams@arts.ufl.edu

*Email Policy: Use ONLY your UFL.EDU email account for e-mail correspondence related to class: your name & class must appear in the subject line of all correspondence.

Office Hours: All office hours through Zoom. Email for appointment.

Office Phone: 352-273-0516 Main Office

**Please note, this syllabus is subject to change. **

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

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

RECOMMENDED READING:

The New York Times / Arts Section / Current Events

BASIC MODERN DAA 2104 COURSE DESCRIPTION:

Experience in beginning level technique, readings, observations and movement exploration. *Credits: 2; can be repeated with change in content up to 6 credits.*

Prereq: DAA 1000 with minimum grade of C, or audition.

Basic Modern Zoom link:

<https://ufl.zoom.us/j/94329310495>

Meeting ID: 943 2931 0495

One tap mobile

+16465588656,,94329310495# US (New York)

+13017158592,,94329310495# US (Washington D.C)

Dial by your location

+1 646 558 8656 US (New York)

+1 301 715 8592 US (Washington D.C)

+1 312 626 6799 US (Chicago)

+1 669 900 6833 US (San Jose)

+1 253 215 8782 US (Tacoma)

+1 346 248 7799 US (Houston)

Meeting ID: 943 2931 0495

EQUIPMENT:

knee pads, and towel

GUIDELINES FOR LEVEL PROGRESSION IN MODERN DANCE TECHNIQUE:

Student progression in modern dance technique

Classes maximize each instructor's unique professional orientation to guide you in the dance program's intentionally eclectic approach to contemporary dance. Using the objectives stated in this syllabus, the dance program assesses student progress through three levels of modern 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.

Course Objectives for Modern Technique

SoTD's modern technique curriculum is designed to focus the intellectual and physical abilities of students—majors, minors, and non-majors—to embrace the demands of the 21st 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:

BASIC MODERN COURSE OBJECTIVES:

- To learn the essentials of contemporary dance and to experience it personally.
- To understand the major traditional aesthetic premises and development of contemporary dance.
- To develop an informed view of the interaction of art and society in the 20/21st Century.
- To develop fundamental technique and performance skills.
- Demonstrate growth and progression within the following five areas of evaluation:
 - *PLACEMENT AND ALIGNMENT*
 - *CORE SUPPORT AND CONDITIONING*
 - *SPATIAL AWARENESS AND FULL BODY INTEGRATION*
 - *RHYTHMIC CLARITY/MUSICALITY*
 - *PROFESSIONALISM*
- To explore the expressive and qualitative range of movement and performance.
- To empower the person/dancer/thinker/choreographer in each student.
- To get hands on experience with the creative process & production of contemporary dance.

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 this syllabus.

Dance Technique Class Absence Policy

For classes that meet three times a week:

- students can take 3 absences with no documentation with no penalty.
- If the fourth absence is unexcused, it will result in 5% deduction from the final grade.
- Excused or unexcused, on the third absence, a meeting is required with the instructor and/or area faculty to assess the student's continued participation in the course.
- If the fourth absence and all subsequent absences are unexcused, each will result in an additional 5% deduction from the final grade.
- Opportunities to make up missed material for unexcused absences is up to the instructor's discretion and will be made available through virtual classes or online assignments.

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 upon your return to class, turn in approved/legal documentation to instructor. If you need the original documentation or need the document for other classes, 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.

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/) 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:

<http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

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

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

GRADING POLICIES:

1. Continuous Assessment 25 points

These following areas are used by faculty to assess student progress throughout the semester:

- *Self-awareness—the student demonstrates an ability to retain an awareness of self while integrating their movement into spatial relationships with other persons and groups.*
- *Transitional Skills—demonstrates an understanding and dynamic use of different types of phrasing with 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—observable growth as a performing artist both in class and on stage.*
- *Creative Risk-taking—student dares to explore new territory.*
- *Overall Improvement—student demonstrates a clear positive progression throughout the semester.*

2. Event attendance 15 points

3. PROOF OF ACHIEVING TECHNICAL APTITUDE

Midterm Evaluations 25 points Via Zoom or Hybrid - Wednesday March 4, 2021

- *PLACEMENT AND ALIGNMENT*
- *CORE SUPPORT AND CONDITIONING*
- *SPATIAL AWARENESS AND FULL BODY INTEGRATION*
- *RHYTHMIC CLARITY/MUSICALITY*
- *PROFESSIONALISM*

(all categories are outlined at the end of syllabus)

4. PROOF OF ACHIEVING TECHNICAL APTITUDE

Final Evaluations 25 points Via Zoom or Hybrid - Wednesday April 14, 2021

- *PLACEMENT AND ALIGNMENT*
- *CORE SUPPORT AND CONDITIONING*
- *SPATIAL AWARENESS AND FULL BODY INTEGRATION*

- *RHYTHMIC CLARITY/MUSICALITY*
 - *PROFESSIONALISM*
- (all categories are outlined at the end of syllabus)*

GRADING SCALE:

Total: 100 points

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

Your overall score may be affected by your attendance record.

TECHNIQUE MID-TERM: *Wednesday, March 4, 2021**

TECHNIQUE FINAL: *Wednesday, April 14, 2021**

*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

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You are required to see two shows (The BFA Showcase and Dance 2021).

Required Meetings, Audition, and Showings:

January

11 – Welcome Back Dance Area Meeting with Students & Dance faculty 6:00-7:30 PM via Zoom 13-14 – Spring BFA Showcase Auditions 6:30 - 8:30pm (Zoom link TBA)

14-17 – DIAS Guest Residency with Ryan-Oliva Lundy

18 – No classes, Martin Luther King, Jr. Holiday

22 – Dance Program BFA auditions (online)

February

4 – SoTD Town Hall 1-2:45 PM

22 – UnShowing #1 – tentative/subject to change and via Zoom

March

1 – UnShowing #2 – tentative/subject to change and via Zoom

26-28 Dance 2021 (virtual/online)

31 – SoTD Town Hall 1-2:45 PM

April

15-18 – Spring BFA Showcase (virtual/online)

19 – Disaster & The Body Event TBD (virtual/online)

21 – classes end

22-23 – Reading Days

Santa Fe College Performances

Dance Theatre of Santa Fe will stream our online performance of *Elements of Style* on March 26-27 (virtual/online)

Spring 2021 Semester Critical Response Appointment

Spring semester –Second Year students, graduating Fourth Year students and first semester Transfer students. As always, the dance faculty or you, the individual student, may request a meeting to discuss issues relevant to the student's progress. It is your responsibility to know your schedule. Check your (UF) email & UF Dance Headquarters site regularly.

Dress Policy:

- Attire which is form fitting & suitable for movement
- No oversized clothing
- No gym shorts
- Your ankles must be visible
- Hair needs to be confined, out of the dancer's face; essentially not a distraction to the dancer, instructor or the class (no hats)
- 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.

- KNEE PADS should be available for use for EVERY class

ESSENTIALS OF ACHIEVING TECHNICAL APTITUDE

Advancement to a higher level is determined by the dance faculty as based on two determining factors:

- 1) Successful fulfillment of the criteria for technical development and guiding concepts as outlined below and as determined by the dance faculty.
- 2) A grade of "A-" or better. (Please be aware that the grade of an "A" does not guarantee approval to move to a higher level.)

These aspects of technical development are divided into five (5) categories and are the basis both for grading and for any consideration toward promotion to a higher modern dance technique levels:

- PLACEMENT AND ALIGNMENT
- CORE SUPPORT AND CONDITIONING
- 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, as to increase the efficiency of movement, and reduce, if not eliminate, the potential for injury. This intrinsic understanding should be evident in all exercises, improvisations, and phrase work.

- **Excellent /Advanced**
Consistently maintains alignment of torso/spine, pelvis, & limbs while stationary and moving. Articulates limbs with excellent precision and clarity.
- **Good/Sufficient**
Demonstrates a consistent application of principles of alignment. Demonstrates consistent clarity during articulation of limbs.
- **Limited/Deficient**
Demonstration of correct personal alignment is not observable. Precision and clarity not demonstrated during exercises or movement through space.
- **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 through all levels and into space. 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.

- **Excellent /Advanced**
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.
- **Good/Sufficient**
Demonstrates movements competently with an adequate application of core support. Overall body strength and conditioning is adequate, with room for improvement.
- **Limited/Deficient**
Work in class indicates weakness in core strength and movement control. Demonstrates limited power to safely propel self through space.
- **Unsatisfactory**
Demonstrates lack of sufficient core support, conditioning and total body strength. Lacks power and control to safely propel self through space.

SPATIAL AWARENESS AND FULL BODY INTEGRATION

Necessary to the training of a contemporary 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.

- **Excellent /Advanced**
Student consistently moves through space with full commitment and knowledge of level and direction changes. 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.
- **Good/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.

- **Limited/Deficient**
Demonstrates limited awareness of the connection between strength of center and total body movement; minimal ability to integrate the body in movement.
- **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 imagined sound. Rhythmic clarity is the ability to understand the relationship of the moving body to time.

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

PROFESSIONALISM

The student consistently demonstrates an attitude that is teachable, mature, attentive, supportive, open, and welcomes and integrates corrections. The importance of attendance is emphasized and part of the final grading process, as noted in the syllabus.

- **Excellent /Advanced**
Student shows a high level of a mature and professional approach to all aspects of course work.
- **Good/Sufficient**
Student shows a consistent and growing awareness of the profession through classroom behavior and peer interaction.
- **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.
- **Unsatisfactory**
Student rarely demonstrates an attitude that is teachable, mature, attentive, supportive, open, and does not integrate corrections.

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.

