### I. ASCRC General Education Form

<table>
<thead>
<tr>
<th>Group</th>
<th>IV: Expressive Arts</th>
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<tbody>
<tr>
<td>Dept/Program</td>
<td>Drama/Dance</td>
</tr>
<tr>
<td>Course Title</td>
<td>Ballet I</td>
</tr>
<tr>
<td>Prerequisite</td>
<td></td>
</tr>
<tr>
<td>Course #</td>
<td>DAN U 104A</td>
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</table>

### II. Endorsement/Approvals

Complete the form and obtain signatures before submitting to Faculty Senate Office

<table>
<thead>
<tr>
<th>Please type / print name</th>
<th>Signature</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>Instructor</td>
<td>Requestor</td>
<td></td>
</tr>
<tr>
<td>Karen Kaufmann</td>
<td>x2870</td>
<td></td>
</tr>
<tr>
<td>Program Chair</td>
<td>Mark Dean</td>
<td><a href="mailto:karen.kaufmann@umontana.edu">karen.kaufmann@umontana.edu</a></td>
</tr>
<tr>
<td>Program Chair</td>
<td>x2879</td>
<td></td>
</tr>
<tr>
<td>Dean</td>
<td>Dr. Stephen Kalm</td>
<td>x4970</td>
</tr>
</tbody>
</table>

### III. Description and purpose of the course:

General Education courses must be introductory and foundational. They must emphasize breadth, context, and connectedness; and relate course content to students’ future lives: See Preamble: [http://www.umt.edu/facultysenate/gened/GEPreamble_final.htm](http://www.umt.edu/facultysenate/gened/GEPreamble_final.htm)

Ballet I is a dance technique class. It is a studio courses that meets each criterion for the Expressive Arts Perspective. Students learn technique in ballet and apply these techniques and processes in the learning of dance phrases and combinations. Students incorporate the movement structures through learning dance language and terminology for purposes of conveying meaning through dance. Students in any technique class use the same "Dance Technique Student Requirements" with an accompanying individual syllabus specific to the dance style of that course. All technique students are required to attend dance performances and write a critique that reflects upon and critically assesses the merits of others' work. These same assessment processes are used in class to reflect upon students' own work and the work of peers. The technique class allows students to perceive and articulate the relevance of artistic expression in human experience.

### IV. Criteria:

Briefly explain how this course meets the criteria for the group. See: [http://www.umt.edu/facultysenate/ASCRCx/Adocuments/GE_Criteria5-1-08.htm](http://www.umt.edu/facultysenate/ASCRCx/Adocuments/GE_Criteria5-1-08.htm)

Courses guide students, whether in individual or group settings, to acquire foundational skills to engage in the creative process and/or in interpretive performance.

Students physically experience dance kinesthetically. The mode of instruction includes attention to the following areas, which lead to technical formation of the dancer and familiarity with the dance language: alignment, centering, balance work; basic locomotion, basic axial movement-flexion, extension, rotation; elevation-techniques, rhythmic awareness; basic positions of the arms and feet; simple turns with and without spotting; flexibility and strengthening exercises; use of breath and vocalization.
Through direct experience (for example, attendance and involvement with live performance, exhibitions, workshops, and readings), students will engage in critical assessment of their own work and the work of others.

<table>
<thead>
<tr>
<th><strong>Students reflect on and critically assess the merits of their work in three main ways:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students are required to attend three dance concerts during a semester of dance technique. They are encouraged to voluntarily see all available dance performances. The instructor requires a written critique for these performances. Guidelines are distributed prior to the concert. Students must write a critique referring to specific examples, so it is recommended that they take notes either during or after the concerts.</td>
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<tr>
<td>2. Students are required to perform their own original compositions. Professors conduct class discussion where students are held responsible for the critique of their own work and the creations of their peers.</td>
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<tr>
<td>3. A Dance Program critique of the Dance Showcase is held every semester with outside critics invited to share their reflections on the merits of the choreography. Choreographers are required to attend and dancers are highly encouraged to attend. The critique generally lasts two hours and is held the week following the production.</td>
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</table>

**V. Student Learning Goals:** Briefly explain how this course will meet the applicable learning goals. See: [http://www.umt.edu/facultysenate/ASCRCx/Adocuments/GE_Criteria5-1-08.htm](http://www.umt.edu/facultysenate/ASCRCx/Adocuments/GE_Criteria5-1-08.htm)

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<th>Upon completion of this perspective, students will be able to express themselves in the making of an original work or creative performance.</th>
</tr>
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<tbody>
<tr>
<td>Using the movement vocabulary learned (alignment, centering, balance work; basic locomotion, basic axial movement-flexion, extension, rotation; elevation-techniques, rhythmic awareness; basic positions of the arms and feet; simple turns with and without spotting; flexibility and strengthening exercises; use of breath and vocalization), students are able to express themselves using the idiom of ballet.</td>
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<tr>
<th>Upon completion of this perspective, students will be able to understand the genres and/or forms that have shaped the medium.</th>
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<tbody>
<tr>
<td>Through attending performances of local companies and national/international professional companies, and through viewing dance works on video/DVD, students will understand and differentiate between different dance genres and the major forms that have shaped the medium of dance.</td>
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</tbody>
</table>
Upon completion of this perspective, students will be able to critique the quality of their own work and that of others.

The dance program values critique as part of the learning goals of all dance students. All students who study ballet are required to attend concerts and write critiques about the quality of the work they are seeing. In addition, students are involved in class critiques where they critique their own work and the work of their peers. Students also participate in a Formal Critique conducted by a member of the Missoula community.

VII. Syllabus: Paste syllabus below or attach and send digital copy with form. The syllabus should clearly describe how the above criteria are satisfied. For assistance on syllabus preparation see: [http://teaching.berkeley.edu/bgd/syllabus.html](http://teaching.berkeley.edu/bgd/syllabus.html)

DAN 104A, Section 1, Ballet I, 2 credits, CRN 30456
Spring Semester 2008
Prerequisites: None
Instructor: Linda Parker
721-8753, lerch-parker@msn.com

Class Times/Place: T, R 9:10-10:30A
PAR/TV room 035

**COURSE DESCRIPTION:** This course is designed to introduce students kinesthetically and intellectually to the art of classical ballet. Fundamental ballet positions and steps/vocabulary are introduced and practiced to develop strength, stamina, coordination and flexibility. Correct body alignment and basic anatomical terms are emphasized to increase movement efficiency and to avoid injuries.

**GENERAL EDUCATION COMPETENCY REQUIREMENT:** Expressive Arts

**OBJECTIVES:**
- Develop an appreciation of ballet as an art form.
- Discover dance as a means of expression as well as a physical exercise.
- Create an educated dance audience.
- Stimulate students to become interested in all local arts productions.
- Develop an appreciation for the human body – especially their own.
- Discover individual capabilities and help students to reach their full potential.
- Achieve an understanding of basic anatomy and its application to dance.
- Develop an understanding of the basic French terminology.
- Give students an overview of ballet history.
- Achieve an understanding of music tempos and meters and their use in ballet.

**GRADING:** Attendance is important in any field, but vital in the field of dance. Learning to dance requires that your body do it. Students won’t gain flexibility, and strength, or their ability to pick up movement or generate their own movement by hearing about what happened from a classmate, or reading a book. In other words, there is no way to make up the material
missed. So, students are expected to be in every class. However, knowing that unpredictable circumstances can arise, the Dance Department gives each student two absences. Students may also make up two classes. Make-up classes can be done by watching and writing a one-page observation of another dance class that is either a more advanced level of the style they are studying or a different style, or by participating in another section of the same level and style of class that they are taking. Students who have used their two absences and two make-ups will be docked one-third of a grade for every absence following. Three late arrivals (or leaving class early) will equal one absence. Three watched classes equals one absence. Grading 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 the Dance Department does not have a point breakdown, but rather general guidelines. To receive an “A” students must: show signs of aptitude for dance technique, and musicality, have an energetic and attentive attitude, progress over the semester, be at the top level of the class, and fulfill the attendance, critique and exam requirements.

ASSESSMENT: A vocabulary test is given to assess students’ comprehension of French ballet terminology. Two written critiques and participation in classroom discussions of dance concerts are required to enhance the students’ understanding and appreciation of all types of dance as theatrical arts and as academic disciplines.

METHODOLOGIES: Classes typically begin at the “barre” where students warm up and learn correct “placement,” or body alignment. Strengthening and stretching exercises precede “center floor” work. “Combinations” of steps throughout the class are demonstrated and explained by the instructor before being executed by the students.

CRITERIA: Students’ achievement is judged primarily by observation and evaluation of their progress over the course of the semester. Attendance is essential for development of strength and flexibility.

Students with disabilities or special needs should contact the instructor.

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 http://www.umt.edu/SA/VPSA/Index.cfm/page/1321.

Drama/Dance Policy: All Drama/Dance students must have an in-depth knowledge of the practices and procedures outlined in the Department of Drama/Dance Handbook. The Handbook is available online at http://www.sfa.umt.edu/drama/index.html.
I. NO STREET SHOES, FOOD, OR DRINK ALLOWED IN THE DANCE STUDIOS.

II. All students enrolled in classes who are not Drama/Dance majors are highly encouraged to sign up as C/NC. PLEASE NOTE, HOWEVER, in order to receive Expressive Arts credit, a student must enroll for a traditional grade and the grade received must be a C or higher. Friday, December 5th, is the last day to change to C/NC, and may be done after Oct 6th by petition only.

III. Attendance is required at all three of the following:
   A. Site-Specific Dance Concert, October 4-5 (Sat.-Sun.), Various campus locations, meet at Oval. No Admission Charge.
   B. Fall Dance Showcase, November 18-22 (Tues.-Sat.), Open Space, $8.00 General Public/Senior Citizens/Students, $5.00 Required Students/Floor seats.
   C. Informal Concert, Dec 6 (Sat.), PARTV Open Space, all tickets $3 at the door.

Tickets for performances in the PARTV Center are on sale in the Box Office in the Lobby of the PARTV Center beginning Tuesday, September 2nd.

NOTE: You may usher for performances in the PARTV Center by signing up at the Box Office in the Lobby.

Your instructor will require a written critique, quiz, or something else of his or her own choosing. You will need to give specific examples, so take notes either during or after the concerts. As you watch, it will be helpful to think about the following:

1. Which pieces you felt strongly about (i.e., either really liked, disliked, were puzzled by, etc.)
2. On the choreography of each piece;
   a. What is the theme or movement idea?
   b. What is the style of dance and how does it work with the theme?
   c. What is it about the movement or the way the piece progressed that made you react as you did?
3. Your reaction to the performances of the dancers: expression and technique.
4. Your opinion on the theatrical elements: costumes, lighting, sets and sound score. Did they work with the choreography?

Provide specific examples to back up your opinions!
ATTENDANCE AND GRADE POLICY –DANCE TECHNIQUE

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, or reading a book. In other words, there is no way to make up the material you miss.

So, **WE EXPECT YOU TO BE IN EVERY CLASS**. However, knowing that unpredictable circumstances can arise, we are giving you two absences. You may also make up two classes. You can do this by watching, and writing a one-page observation of another dance class that is either a more advanced level of the style you’re studying or a different style, or by participating in another section of the same level and style of class that you’re taking.

AFTER YOU HAVE USED YOUR TWO ABSENCES AND TWO MAKEUPS, YOU WILL BE DOCKED ONE-THIRD OF A GRADE FOR EVERY ABSENCE FOLLOWING.

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:

- show signs of aptitude for dance technique, and musicality
- have an energetic, attentive attitude
- progress over the semester
- be at the top level of the class
- and, of course, 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.”

Your grade will be lowered by one-third of a point for each critique you do not hand in (e.g., if you start with a B, your grade will drop to a B-, then C+ and you will receive a “C+”).

You may receive an “incomplete” (I) only if you have:

- exceptional circumstances, which you have discussed with the instructor.

**NOTE:** LOCKER RENTALS ARE AVAILABLE FOR ALL STUDENTS IN THE DANCE CLASSES. WE RECOMMEND THAT YOU DO NOT LEAVE PERSONAL BELONGINGS UNATTENDED IN THE DRESSING ROOMS, HALLWAYS, OR DANCE STUDIOS, AS THEFTS FREQUENTLY OCCUR. LOCKERS MAY BE RENTED FOR $7.00/SEMESTER, OR $13/TWO SEMESTERS. (see Dance Program administrative assistant—door across from women’s dressing room and then up the stairs.)

*Please note: As an instructor of a general education course, you will be expected to provide sample assessment items and corresponding responses to the Assessment Advisory Committee.*