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 #</td>
<td>DAN U 200A</td>
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<tr>
<td>Course Title</td>
<td>Modern Dance II</td>
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<tr>
<td>Prerequisite</td>
<td>DAN U 100A</td>
</tr>
<tr>
<td>Credits</td>
<td>2</td>
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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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<tbody>
<tr>
<td>Instructor Requestor</td>
<td>Karen Kaufmann</td>
<td></td>
</tr>
<tr>
<td>Phone / Email</td>
<td>x2870</td>
<td><a href="mailto:karen.kaufmann@umontana.edu">karen.kaufmann@umontana.edu</a></td>
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<tr>
<td>Program Chair</td>
<td>Mark Dean</td>
<td></td>
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<td></td>
<td>x2879</td>
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<tr>
<td>Dean</td>
<td>Dr. Stephen Kalm</td>
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<td>x4970</td>
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III. Description and purpose of the course:
Modern Dance II is a dance technique class. It is a studio course that meets each criterion for the Expressive Arts Perspective. Students learn technique in modern dance 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 their 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:
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>
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<tr>
<th>Students reflect on and critically assess the merits of their work in three main ways:</th>
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<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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<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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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)

Upon completion of this perspective, students will be able to express themselves in the making of an original work or creative performance.

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 modern dance.
Upon completion of this perspective, students will be able to understand the genres and/or forms that have shaped the medium.

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.

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 modern dance 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 guest critic from 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 200A Modern Dance Technique II**

*T/R/F 1.40 – 3 PM PARTV 005*

Autumn 2008
Nicole Bradley Browning
University of Montana
Associate Professor of Dance
Department of Drama/Dance
Office: PARTV 185 x2682
Office Hours: R 9-11 AM, or call for an appointment
nicole.bradleybrowning@umontana.edu

**Course Description**

A contemporary dance class designed to lead advanced-beginning movers through a series of exercises and movement combinations that continue introducing modern dance vocabulary, and that are technically (alignment, strength, flexibility) and intellectually stimulating. This course further proposes to unite one’s body, mind and creative energy through such movement sequences.

**Objectives**

1. To continue the introduction of contemporary dance techniques, philosophies, approaches and styles in a safe and challenging environment.
2. To provide an outlet in which students are encouraged to continue developing their technical, kinesthetic, intellectual and creative capacities in movement.
3. To guide students to move in new, unfamiliar and unexpected ways.
4. To develop individual and group performance and improvisational skills relative to an advanced-beginning technical level.
5. To promote an appreciation, if not love, for dance as an art form and educational tool.

**Course Content**

I. Introduction
   A. Description of course
   B. Structure of course
   C. Expectations (Attendance and Grading Policy)
   D. Writing Assignments

II. Description of the Course: The Technical Aspects (*Italicized items indicate the skill to be acquired in Level II technique, non-italicized items reflect skills that have been acquired in Level I*)
   
   A. Demonstration of Line and Form
      a. Students become able to move upper body without displacing the pelvis
      b. Students understand the difference between rotated and parallel positions
      c. *Students develop a strong integration in their bodies*
      d. *Students develop a strong sense of line and shape*
   
   B. Dynamic Alignment
      a. Students have a basic understanding of alignment
      b. Students demonstrate safe second position plie, both demi and grand
      c. Students land safely from jumps
      d. *Students demonstrate safe grand plie in first and third/fifth positions*
      e. *Students properly use parallel and outwardly rotated positions*
      f. *Students understand alignment in vertical and non-vertical positions*
   
   C. Effective Body Patterning
      a. Students coordinate breath with movement
      b. Students understand all concepts of Body Patterning:
         i. Breath
         ii. Core/Distal
         iii. Head/Tail
         iv. Body Half
         v. Upper/Lower
         vi. Cross lateral
         vii. *Contra lateral*
         viii. *Spiral*
      c. *Students develop ability to fall and recover the center of the body*
      d. *Students demonstrate ability to execute turns, both stationary and locomotor*
   
   D. Spatial Awareness
      a. Students understand concepts related to space
      b. Students understand kinesphere, personal space and shared space
      c. Students have basic partnering sills (counterbalance, meeting of each other’s weight, positive/negative space)
      d. Students demonstrate ability to move within space while maintaining relationship to others
      e. *Students develop their ability to dance according to varied facings*
      f. *Students develop their spatial awareness and spatial intent*
   
   E. Rhythmic Accuracy
a. Students understand concepts of time
b. Students dance with an awareness of the beginnings and endings of phrases
c. Students demonstrate ability to accent movement
d. Students develop their ability to distinguish the center of the beat
e. Students develop their ability to dance within complex rhythmic structures, counting patterns and unconventional time signatures

F. Initiation and Follow-Through
a. Students have an awareness of body part initiation
b. Students understand how to use weight and momentum in body part initiation
c. Students develop the ability to distinguish successive or sequential vs. simultaneous movement
d. Students establish both internal and external focus
e. Students develop clarity in point of initiation

G. Strength, Flexibility and Endurance
a. Students develop strength in torso, feet, arms and overall alignment
b. Students descend to and ascend from the floor safely
c. Students have familiarity with proper stretching techniques for major muscle groups
d. Students have the ability to easily complete a 1.5 hour technique class
e. Students develop clear articulation in feet
f. Students are introduced to longer and more complex sequences of movement
g. Students develop their ability to do floor work and take weight into the upper body

H. Professionalism, Etiquette and Performance Ability
a. Students understand concepts related to movement quality
b. Students develop their concentration efforts
c. Students demonstrate personal investment in class
d. Students demonstrate willingness to experiment
e. Students have an appreciation for different movement approaches
f. Students develop awareness of performance aesthetics
g. Students are introduced to material at a quicker pace
h. Students begin to move through the space with confidence
i. Students develop peer assessment skills

III. Structure of Course
Class begins promptly at 1.40 PM. Students arriving late will not be permitted to take class (for safety purposes), and will instead observe and take notes. Class will end at 3 PM. Students are required to remain in class until it finishes with the closing circle. Consistent tardiness and/or departure from class before its end will result in lowering of one’s grade. Two observations equal one absence.

Injury
To avoid injury, it is recommended that you arrive early to class to begin warming yourself up, bring water to class and be sure that you have eaten before class. Please notify the instructor of any injury (current or past) that may affect your full performance in class. Should an injury require that a student observe class, it is expected that the student dutifully watch the class and apply what is being taught and discussed to her/his own improvement in class. Notes should be
taken for each part of class. This observation should result in a substantial set of notes that should be submitted to the instructor following the class observed. While observing class, students are required to be mindful and quiet as to not detract from the teaching and performance efficacy of the teacher, classmates and accompanist.

Attire
Street shoes are not permitted in the dance studios. Movement will be experienced with bare feet. Students should plan to wear clothing suitable for movement and should take into account keeping the body warm for the beginning and end of class, bring extra clothing. It is also recommended that dancers own and bring kneepads to class. These can be ordered on line at: www.contactquarterly.com. To rent a locker: See Drama/Dance Department Administrative Assistant, PARTV 199 during her office hours: M-F 8-12pm.

III. Expectations: Attendance and Grading Policy

Attendance: 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. STUDENTS ARE EXPECTED TO BE IN EVERY CLASS. However, knowing that unpredictable circumstances can arise, students are granted two permissible absences. Students may also make up two absences by watching, and writing a one-page observation of another dance class that is approximately the approximate level and style of class that one is taking. AFTER A STUDENT HAS USED HER/HIS TWO ABSENCES AND TWO MAKEUPS, THE STUDENT WILL BE DOCKED ONE-THIRD OF A GRADE FOR EVERY ABSENCE FOLLOWING. IF THE STUDENT MISSES 6 CLASSES (IN ADDITION TO TWO PERMISSIBLE ABSENCES), THE STUDENT WILL EARN AN “F” FOR THE SEMESTER. SHOULD A STUDENT MISS 4 CLASSES OR MORE WITHIN THE FIRST TWO WEEKS OF THE SEMESTER, S/HE WILL BE ASKED TO DROP THE COURSE.

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 grading is not assigned a point breakdown. To earn an “A” a student must be developing in all areas listed in the technical aspects of the syllabus. The student must achieve each area at least 65% of the time in class. Additionally, the student must fulfill all attendance, critique and self-assessment requirements. Students may receive an “incomplete” (I) only if there are exceptional circumstances that have been discussed with the instructor.

IV. Writing Assignments

Performance Attendance & Written Critique
Students are required to see three dance concerts during the autumn term. Students are required to see the Fall Dance Showcase (November 18-22nd 7 PM) and may pick from the UM Dancers on Location (October 4-5 noon), Informal Dance Concert (December 6th, 6:30 and 8:30 PM) as well as performances scheduled at the Myrna Loy Center in Helena and the Hamilton Center for the Performing Arts. Dancers are highly encouraged to see all available dance concerts. Tickets for performances in the PARTV Center are on sale in the Box Office in the Lobby of the PARTV Center. NOTE: Students may usher for performances in the PARTV Center by signing up at the Box Office in the Lobby. The instructor will require a written critique for which the guidelines will be distributed prior to the concert. Students will need to give specific
examples, so it is recommended that one take notes either during or after the concerts. The student’s grade will be lowered by one-third of a point for a critique that is not submitted (e.g., if you start with a B, your grade will drop to a B-, then C+ and you will receive a “C+”). Students are required to write two critiques for this course.

Journal/Self-Assessment Writings
Throughout the course of the semester, you will be asked to journal, reflect upon and assess your growth in this class. What is going well? Where are you struggling? What are your questions, or ah ha! moments? Please designate a journal specifically for this class. In addition to journaling (after each class, stay on top of this), please complete the following assignments:

- 1st Assignment: Outline of goals/objectives that the dancer creates for her/himself for this semester. Due Friday September 5th
- 2nd Assignment: MIDTERM Review the goals/objectives created in first assignment. Reflect on your technical/kinesthetic/creative development. Assess your progress. What is improving? What is in need of improvement? What are your goals for the remainder of the term? Due Tue. Oct 21st
- 3rd Assignment: FINAL Did you achieve your objectives? Did your goals change? If so, why? How would you describe your overall development in this class? What are you currently interested in exploring as a dancer/dance technician? If you had to assign yourself a grade for this term, what would it be and why? Due Friday December 5th (Pick up journals by December 10th at instructor’s office)
- PLEASE NOTE: At any point you feel further discussion would aid your development, please schedule a meeting with the instructor. Further assignments may be scheduled throughout the semester at the discretion of the instructor.

Academic conduct statement: All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a 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/SA/VPSA/Index.cfm/page/1321.

**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 www.sfa.umt.edu/drama/index.html**

**DANCE TECHNIQUE STUDENT REQUIREMENTS**

**FALL SEMESTER 2008**

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.