



**BALLET 183B**  
**Section 22395**

**SPRING 2020**  
**2 Units**

**Day:** Monday/Wednesday

**Time:** 10:30am - 11:50am

**Location:** KDC 104

**Instructor:** Kate Dunn

**Office:** KDC

**Office Hours:** To be scheduled by email

**Contact Info:** [dunnkath@usc.edu](mailto:dunnkath@usc.edu)

**Catalogue Description**

An introduction to Classical Ballet technique with intermediate - level barre and center work, focusing on correct body alignment and musicality. Development of further knowledge of ballet history and terminology.

## **Full Course Description**

This course is designed to instruct ballet technique fundamentals at an intermediate level. This class is appropriate for all students interested in learning ballet technique. The course consists of barre and center exercises, as well as adagio, petit and grand allegro, and pirouettes.

## **Learning Objectives**

Students are expected to demonstrate in class work and in the exams:

- Intermediate-level proficiency of classical ballet technique, including physical strength, (flexibility, coordination, extension, placement, precision, clarity, and stamina); mental focus, retention of exercises, and ease of movement.
- A strong sense of discipline and work ethic.
- Beginning-level awareness of musicality and dynamics.
- Beginning-level awareness of individual artistry.

## **Participation**

Active participation in all exercises, discussion, and studio course work is necessary for the student to be successful in the class. Students are required to be prompt and prepared for class instruction.

## **Proper Attire for Technique Class**

Students are expected to be dressed appropriately with hair neat and out of the face at the beginning of class. Studio attire should be clean and show the body modestly and allow for full range of

motion: solid color leotard, pink or black full-length tights, yoga and/or close-fitting work-out attire, dance belt, ballet slippers with elastic or pointe shoes.

### **Required Text**

Grant, Gail. *Technical Manual and Dictionary of Classical Ballet*. New York: Dover Publications, Inc., 1982.

### **Description and Assessment of Assignments**

#### YouTube Viewing

Approximately once a week, students will be assigned a short YouTube viewing.

#### Journal

Students will keep a written journal of technical terminology; achievements, challenges, and inspirations; and commentary regarding assigned YouTube clips. Journals will be due on Wednesday of Weeks 6 and 12.

Journal writings must be emailed to: [dunnkath@usc.edu](mailto:dunnkath@usc.edu). No paper please.

#### DANCE REVIEW : Professional Dance Performance (due on day of Final Exam):

Students will write a personal reflection paper (3-5-pages, typed, double-spaced and proof-read) offering original comments on the content and form of one live dance performance in the greater Los Angeles area. Ticket stub and/or program must be

included with your paper. Reviews must be emailed to: [dunnkath@usc.edu](mailto:dunnkath@usc.edu). No paper please.

### Mid-Term and Final Exam

The Mid-Term Exam will be a written exam on ballet vocabulary and class discussion topics. The Final Exam will be a practical exam of traditional class exercises.

### **Final Exam: Monday May 11th, 8:00-10:00am**

### Class Performance: *The Elective Experience*

This class will be participating in *The Elective Experience* Performance on the evening of Friday, May 1<sup>st</sup> at 6.30pm and 8.30pm in the KDC Performance Studio. Participation is highly encouraged but not mandatory. Class time will sometimes be used for rehearsal towards the end of the semester.

### **Grading Breakdown**

42% Participation.

17% Mid-term exam include lesson progress since beginning of semester.

11% Journal

7% Dance Review

23% Final Exam includes lesson progress since Mid Term.

A+ = 100 points B+ = 88-90 points C+ = 78-80 points D+ = 67-70 points A = 95-99 points B = 85-87 points C = 75-77 points D = 64-66 points A- = 91-95 points B- = 81-84 points C- = 71-74 points D- = 61-63 points F = 60 or below

## Attendance Policy

Attendance is mandatory as most of our work is done in the studio each session. There will be **TWO** excused absences allowed. No doctors' notes are necessary or accepted. No make-up classes are allowed. Tardiness is not tolerated as early warm-ups are critical to preventing injury; the full class time is necessary to complete course training, and tardiness creates a significant disruption to the course work of the other students.

## Schedule (Subject to Change)

	Topics/Daily Activities	Readings and Homework	Deliverable /Due Dates	Other
<b>WEEK 1</b>	Intermediate level ballet barre and center exercises	YouTube Viewing #1		
<b>WEEK 2</b>	Intermediate level ballet barre and center exercises	YouTube Viewing #2		
<b>WEEK 3</b>	Intermediate level ballet	YouTube Viewing #3		

	barre and center exercises			
<b>WEEK 4</b>	Intermediate level ballet barre and center exercises	YouTube Viewing #4		
<b>WEEK 5</b>	Intermediate level ballet barre and center exercises	YouTube Viewing #5		
<b>WEEK 6</b>	Intermediate level ballet barre and center exercises	YouTube Viewing #6	Journals due: Wednesday FEB 19 <sup>th</sup> .	
<b>WEEK 7</b>	Intermediate level ballet barre and center exercises	YouTube Viewing #7		
<b>WEEK 8</b>	Intermediate level ballet barre and	YouTube Viewing #8		

	center exercises			
<b>WEEK 9</b>	Intermediate level ballet barre and center exercises	YouTube Viewing #9		
	<b>Spring Recess March 16-20 No Classes</b>			
<b>WEEK 10</b>	Intermediate level ballet barre and center exercises	YouTube Viewing #10		
<b>WEEK 11</b>	Intermediate level ballet barre and center exercises	YouTube Viewing #11		
<b>WEEK 12</b>	Intermediate level ballet barre and center exercises	YouTube Viewing #12	Journal due Wednesday APRIL 8 <sup>th</sup> .	

<b>WEEK 13</b>	Intermediate level ballet barre and center exercises	YouTube Viewing #13		
<b>WEEK 14</b>	Intermediate level ballet barre and center exercises			
<b>WEEK 15</b>	Intermediate level ballet barre and center exercises			
	<b>FINAL EXAM: MONDAY MAY 11TH 8:00- 10:00AM</b>		<b>Reflection Paper – Due Day of Final Exam.</b>	

### **Additional Policies**

#### **Class Conduct**

Please bring a paper notebook and writing instrument to class; laptops, notebooks, tablets and other technology will only be permitted at certain times. Phones will not be allowed and



should not be visible during class. Texting or internet engagement during class time will result in lowering of your class grade. Your attention during class time is greatly appreciated, and also required.

### **Class Conduct---Please Note**

This class takes place at a university committed to equity for all students, where diversity and inclusion are considered critical to the academic environment. In this classroom, free speech is respected, and civil discourse is expected, with a safe learning environment the priority. We will endeavor to use language that is respectful—sometimes being inquisitive and creative, because language changes all the time—particularly when it comes to differences in age, ethnicity, gender identity or expression, race or socioeconomic status. If you have a preferred gender pronoun that is not being used, please advise the professor.

### **Statement for Students with Disabilities**

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me (or to TA) as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. Website and contact information for DSP: [http://sait.usc.edu/academicsupport/centerprograms/dsp/home\\_index.html](http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html), (213) 740-0776 (Phone), (213) 740-6948 (TDD only), (213) 740-8216 (FAX) [ability@usc.edu](mailto:ability@usc.edu).

## **Statement on Academic Conduct and Support Systems**

### **Academic Conduct**

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, “Behavior Violating University Standards” [policy.usc.edu/scampus-part-b](http://policy.usc.edu/scampus-part-b). Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct>.

### **Support Systems**

*Student Counseling Services (SCS) – (213) 740-7711 – 24/7 on call*  
Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.  
[engemannshc.usc.edu/counseling](http://engemannshc.usc.edu/counseling)

*National Suicide Prevention Lifeline – 1 (800) 273-8255*

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.  
[www.suicidepreventionlifeline.org](http://www.suicidepreventionlifeline.org)

*Relationship and Sexual Violence Prevention Services (RSVP) – (213) 740-4900 – 24/7 on call*

Free and confidential therapy services, workshops, and training for situations related to gender-based harm. [engemannshc.usc.edu/rsvp](http://engemannshc.usc.edu/rsvp)

*Sexual Assault Resource Center*

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: [sarc.usc.edu](http://sarc.usc.edu)

*Office of Equity and Diversity (OED)/Title IX Compliance – (213) 740-5086*

Works with faculty, staff, visitors, applicants, and students around issues of protected class. [equity.usc.edu](http://equity.usc.edu)

*Bias Assessment Response and Support*

Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. [studentaffairs.usc.edu/bias-assessment-response-support](http://studentaffairs.usc.edu/bias-assessment-response-support)

*The Office of Disability Services and Programs*

Provides certification for students with disabilities and helps arrange relevant accommodations. [dsp.usc.edu](http://dsp.usc.edu)

*Student Support and Advocacy – (213) 821-4710*

Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. [studentaffairs.usc.edu/ssa](http://studentaffairs.usc.edu/ssa)

### *Diversity at USC*

Information on events, programs and training, the Diversity Task Force (including representatives for each school), chronology, participation, and various resources for students. [diversity.usc.edu](http://diversity.usc.edu)

### *USC Emergency Information*

Provides safety and other updates, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible. [emergency.usc.edu](http://emergency.usc.edu)

*USC Department of Public Safety – UPC: (213) 740-4321 – HSC: (323) 442-1000 – 24-hour emergency or to report a crime.*

Provides overall safety to USC community. [dps.usc.edu](http://dps.usc.edu)

### **Emergency Preparedness/Course Continuity in a Crisis**

In case of a declared emergency if travel to campus is not feasible, USC executive leadership will announce an electronic way for instructors to teach students in their residence halls or homes using a combination of Blackboard, teleconferencing, and other technologies.

## **Statement on Physical Contact**

As an embodied art form, dancing is a physical and an emotional act. In the process of studying dance, students often experience physical contact with their instructors and peers. Faculty members may use touch to provide proprioceptive and kinesthetic feedback to students; they may use touch to correct alignment, improve technique, and promote healthier movement practices. In some classes, particularly those involving partnering, students' will experience physical contact with their peers. As developing artists experimenting with modes of expression, students may also experience a variety of emotions in the classroom. As such, it is imperative that the studio-classroom be a safe, inclusive, and respectful space for all students and faculty. Open and honest communication and respectful and considerate interactions are always expected and are a fundamental requirement of studying in the USC Kaufman School of Dance. Unless otherwise articulated to a faculty member or peer, consent to discipline-specific and appropriate touching is assumed. Students always have the right to revoke that consent and should express any discomfort they feel in the classroom to the faculty instructor or Vice Dean immediately. USC Kaufman seeks to nurture compassionate artists who respect the dignity, humanity, and personal embodied experience of all individuals.