

UNIVERSITY OF UTAH

SCHOOL OF DANCE

Ballet Technique I—BALLE 2290-001

Spring Semester 2025

Core Syllabus

Course Description

Course: Ballet 2290-002

Department: School of Dance Ballet Program

Pre-Requisites: Full Major status in BALLE OR Department Consent.

Credit Hours: 3

Semester: Spring 2025

Description: Technique for first-year majors.

Course Fee Explanation: Course fees for this and all technique classes are for live music accompaniment for technique classes.

General Education Designation:

This course fulfills **FF** (Fine Arts Exploration) designation and will support students as they:

- o Develop strategies for persistence.
- o Respond productively to setbacks, errors, and failures.
- o Create processes that lead to effective problem solving.

Course Outcomes and Objectives

At the end of the semester students will:

- o Demonstrate an intellectual understanding of classical ballet technique and artistry.
- o Exhibit proficiency in the steps given for 2290.
- o Identify the body, arms, and arabesque positions, within the Russian, French and Cecchetti Methods as presented by each instructor.
- o Understand proper ballet vocabulary, based on the steps given in 2290.

Course Requirements

Dance training necessitates complex problem-solving processes daily. Problem-solving takes place in a range of complex and interwoven modes - cognitively, physically, psychologically, and socially. Complex problem-solving occurs inherently during every dance class as students draw on learned physical habitus, memorize new movement sequences and patterns, adapt to continually shifting spatial patterns and relationships to other dancers in the space, and work individually and in groups to navigate space, time, and energy through ever-changing daily movement combinations. Movement combinations are created, re-created, and repeated for opportunities to self-analyze, synthesize feedback, and repeat to improve various elements of performance. For dance students, this is a daily way of working in-class that dance educators interpret as in-class experiential assignments.

Graded Categories for this Course:

- 20%—Adaptability and Dedicated Effort

- 50%—Steps of Study
- 10%—Fundamental Technique
- 10%—Artistry
- 10%—Goals Assignment

Grading Scale

ADAPTABILITY & DEDICATED EFFORT (20%)

Students will be evaluated at mid-term and at the end of the semester on the following categories:

- o Adaptability to styles and request of various instructors (3)
- o Self-Discipline and personal responsibility (3)
- o Personal improvement (3)
- o Willingness to receive and apply feedback (3)
- o Commitment to one's health and well-being (3)
- o Taking responsibility for communicating clearly and in a timely manner with instructors (3)
- o Effort and Citizenship – In all dance courses, the faculty expects that students will contribute to a positive, open-minded learning environment. Such an environment (which is based on mutual respect for faculty, peers, and self) aids in investigation, growth, and discovery for all. If a student compromises that learning environment with an inappropriate work ethic, their grade will be affected. (2)

STEPS OF STUDY (50%)

Students will be evaluated at mid-term and at the end of the semester on the following categories:

- o Appropriate progress in the steps of study for the class level (11)
- o Understanding of the vocabulary included in the steps of study for the class level (6)
- o Adagio (11)
- o Tours (11)
- o Petit & Grande Allegro (11)

FUNDAMENTAL TECHNIQUE (10%)

Students will be evaluated at mid-term and at the end of the semester on the following categories. Note: Students are evaluated individually on the functional application of these elements of fundamental technique and not compared to other students.

- o Alignment/Correct Posture (2)
- o Placement/Line (while moving) (1)
- o Use of Turnout (1)
- o Use of Footwork (i.e., articulation, use of 5th position, accuracy of petit allegro...) (2)
- o Strength (2)
- o Stamina (i.e., ability to complete class with strength and integrity; ability to complete both sides)

of a combination with strength and integrity with proper musicality throughout, clearing the floor in jumps) (1)
o Use of Dynamic Flexibility and Range of Motion (i.e., ability to support and sustain extensions...) (1)

ARTISTRY (10%)

- o Movement dynamics – (i.e. use of varied movement dynamics and intent...) (2)
- o Musical phrasing (1)
- o Coordination (1)
- o Port de bras (1)
- o Epaulement (1)
- o Use of Dynamic Eyeline & Focus (1)
- o Transitions (2)
- o Presentation (1)

GOAL SETTING, REFLECTION, & SYNTHESIS (10%)

Students are expected to set individual learning goals early in the semester, reflect and revise goals as necessary at mid-term and submit an end-of-semester reflection and self-assessment. The culmination of this assignment is a synthesis of the student's goal-setting experiences with their class assignment experiences.

Goals will address dance technique skills and perseverance in addressing complex problems.

Step 1: Beginning of Semester Goal setting (3)

For the initial goal-setting exercise, students are asked to think of their goal setting in two parts: specific dance technique skills and goals toward perseverance in addressing complex problems.

Step 2: Mid-Term Self-Assessment, Reflection, & Optional Goal Revision (3)

At mid-term, students are asked to revisit the initial submission and add reflections, self-assess, and revise goals as appropriate. The students submit their document via Canvas for review by the instructor who may provide feedback and guidance.

Step 3: End-of-Semester Self-Assessment & Reflection (4)

Students will submit an end-of-semester reflection and self-assessment, a culmination of their semester's experience that synthesizes the student's goal-setting assignment and their class assignment experiences.

Details for each step will be listed with the assignment on Canvas. The students submit their goals document via Canvas for review by the instructor who may provide feedback and guidance. In addition to the goals assignment throughout the semester, the instructors will offer group feedback during classes to support students' growth.

Grades will be recorded on Canvas at the end of each half of the semester. Each student's final grade for the fall semester will be a combination of their 1st half work + 2nd half work.

University Policies

Americans With Disabilities Act (ADA)

The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities.

All written information in this course can be made available in an alternative format with prior notification to the [Center for Disability & Access \(CDA\)](#). CDA will work with you and the instructor to make arrangements for accommodations. Prior notice is appreciated. To read the full accommodations policy for the University of Utah, please see Section Q of the [Instruction & Evaluation regulations](#).

In compliance with ADA requirements, some students may need to record course content. Any recordings of course content are for personal use only, should not be shared, and should never be made publicly available. In addition, recordings must be destroyed at the conclusion of the course.

If you will need accommodations in this class, or for more information about what support they provide, contact:

Center for Disability & Access

801-581-5020

disability.utah.edu

65 Student Services Building

201 S 1460 E

Salt Lake City, UT 84112

Safety at the U

The University of Utah values the safety of all campus community members. You will receive important emergency alerts and safety messages regarding campus safety via text message. For more safety information and to view available training resources, including helpful videos, visit safeu.utah.edu.

To report suspicious activity or to request a courtesy escort, contact:

Campus Police & Department of Public Safety

801-585-COPS (801-585-2677)

dps.utah.edu

1735 E. S. Campus Dr.

Salt Lake City, UT 84112

Addressing Sexual Misconduct

Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status, or genetic information.

If you or someone you know has been harassed or assaulted, you are encouraged to report it to university officials:

Title IX Coordinator & Office of Equal Opportunity and Affirmative Action

801-581-8365

oeo.utah.edu

135 Park Building

201 Presidents' Cir.

Salt Lake City, UT 84112

Office of the Dean of Students

801-581-7066

deanofstudents.utah.edu

270 Union Building

200 S. Central Campus Dr.

Salt Lake City, UT 84112

To file a police report, contact:

Campus Police & Department of Public Safety

801-585-COPS (801-585-2677)

dps.utah.edu

1735 E. S. Campus Dr.

Salt Lake City, UT 84112

If you do not feel comfortable reporting to authorities, the U's Victim-Survivor Advocates provide free, confidential, and trauma-informed support services to students, faculty, and staff who have experienced interpersonal violence.

To privately explore options and resources available to you with an advocate, contact:

Center for Campus Wellness

801-581-7776

wellness.utah.edu

350 Student Services Building

201 S. 1460 E.

Salt Lake City, UT 84112

Academic Misconduct

It is expected that students comply with University of Utah policies regarding academic honesty, including but not limited to refraining from cheating, plagiarizing, misrepresenting one's work, and/or inappropriately collaborating. This includes the use of generative artificial intelligence (AI) tools without citation, documentation, or authorization. Students are expected to adhere to the prescribed professional and ethical standards of the profession/discipline for which they are preparing. Any student who engages in academic dishonesty or who violates the professional and ethical standards for their profession/discipline may be subject to academic sanctions as per the University of Utah's Student Code: [Policy 6-410: Student Academic Performance, Academic Conduct, and Professional and Ethical Conduct](#).

Plagiarism and cheating are serious offenses and may be punished by failure on an individual assignment, and/or failure in the course. Academic misconduct, according to the University of Utah Student Code:

"...Includes, but is not limited to, cheating, misrepresenting one's work, inappropriately collaborating, plagiarism, and fabrication or falsification of information...It also includes facilitating academic misconduct by intentionally helping or attempting to help another to commit an act of academic misconduct."

For details on plagiarism and other important course conduct issues, see the U's [Code of Student Rights and Responsibilities](#).

Last updated May 2024.