

DANCE 11.1 Course Outline as of Spring 2005**CATALOG INFORMATION**

Dept and Nbr: DANCE 11.1 Title: BALLET I

Full Title: Ballet I

Last Reviewed: 12/10/2018

Units	Course Hours per Week		Nbr of Weeks		Course Hours Total	
Maximum	2.00	Lecture Scheduled	0	17.5	Lecture Scheduled	0
Minimum	1.00	Lab Scheduled	4.00	3	Lab Scheduled	70.00
		Contact DHR	0		Contact DHR	0
		Contact Total	4.00		Contact Total	70.00
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 0.00

Total Student Learning Hours: 70.00

Title 5 Category: AA Degree Applicable

Grading: Grade or P/NP

Repeatability: 22 - 4 Times in any Comb of Levels

Also Listed As:

Formerly: PE 27.1

Catalog Description:

An introduction to the basic techniques and principles of ballet, including investigation of ballet as a means to physical development and as an art form.

Prerequisites/Corequisites:**Recommended Preparation:**

Course Completion of DANCE 10 (or PE 22 or PE 145)

Limits on Enrollment:**Schedule of Classes Information:**

Description: An introduction to basic techniques and principles of ballet. Includes investigation of ballet as a means to physical development and as an art form. (Grade or P/NP)

Prerequisites/Corequisites:

Recommended: Course Completion of DANCE 10 (or PE 22 or PE 145)

Limits on Enrollment:

Transfer Credit: CSU;UC.

Repeatability: 4 Times in any Comb of Levels

ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:

AS Degree:	Area			Effective:	Inactive:
CSU GE:	Transfer Area			Effective:	Inactive:
IGETC:	Transfer Area			Effective:	Inactive:
CSU Transfer:	Transferable	Effective:	Fall 1981	Inactive:	
UC Transfer:	Transferable	Effective:	Fall 1981	Inactive:	

CID:

Certificate/Major Applicable:

Certificate Applicable Course

COURSE CONTENT

Outcomes and Objectives:

Upon completion of the course, the student will be able to:

1. Demonstrate an understanding of essential information about ballet history.
2. Demonstrate fundamental ballet skills and beginning level ballet vocabulary.
3. Explain the concept of "turn-out" in ballet.
3. Analyze and verbalize basic elements of ballet.
4. Recognize and identify basic ballet terminology.
5. Perform basic ballet combinations and compositions.
6. Demonstrate comprehension of correct biomechanical form (alignment and placement) as it pertains to ballet.
7. Demonstrate muscular strength and flexibility necessary to perform basic ballet movements.
8. Demonstrate a basic level of kinesthetic awareness in the performance of beginning ballet movements.

Topics and Scope:

I. Theory

A. Brief overview of the history of ballet

B. Ballet terminology

1. Terms the beginning ballet dancer should be familiar with and the corresponding movements for these terms
2. English translations of the French ballet terms

C. Understanding and applying the concept of "turn-out"

II. Technique

A. Stretches for the specific needs of ballet

B. Floor barre

C. Traditional standing barre work such as:

1. plies
2. tendus

3. degagees
 4. rond de jambe
 5. developpes
 6. other barre exercises to prepare the student for the specific movements to be included in center floor practice
- D. Center and "across the floor" practice of basic ballet techniques such as:
1. porte de bras
 2. adage
 3. pirouettes
 4. combinations including stationary and traveling movements with emphasis on memorization and expressive performance of the movements
 5. allegro (petite and grande)
 6. waltz steps
 7. aerial movements
- E. Reverance (end bow)

Assignment:

May include any or all of the following:

- 1) Practicing ballet skills at the barre, across the floor and in center
- 2) Strengthening and stretching exercises
- 3) Study of theoretical ballet topics (ballet history, terminology, turn-out) through class notes and/or reading of class handouts
- 4) One midterm or final exam
- 5) Two to Four in-class performances and/or performance exams

Methods of Evaluation/Basis of Grade:

Writing: Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

None, This is a degree applicable course but assessment tools based on writing are not included because skill demonstrations are more appropriate for this course.

Writing
0 - 0%

Problem Solving: Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

None

Problem solving
0 - 0%

Skill Demonstrations: All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

Class performances, Performance exams

Skill Demonstrations
20 - 40%

Exams: All forms of formal testing, other than skill performance exams.

Multiple choice, True/false, Matching items, Completion, Short answer

Exams
10 - 20%

Other: Includes any assessment tools that do not logically fit into the above categories.

Attendance and participation

Other Category
40 - 60%

Representative Textbooks and Materials:

Instructor prepared materials