

DANCE 11.3 Course Outline as of Fall 2003**CATALOG INFORMATION**

Dept and Nbr: DANCE 11.3 Title: BALLET III

Full Title: Ballet III

Last Reviewed: 2/28/2022

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 27.2

Catalog Description:

Continuation of fundamentals of technique and principles of ballet. Emphasis is on body knowledge, analysis of movement and physical development as elements of the art form. May include a performance in a dance concert.

Prerequisites/Corequisites:**Recommended Preparation:**

Course Completion of DANC 11.1 (or DANCE 11.1 or PE 27.1 or PE 146.1)

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

Description: Continuation of fundamentals of technique and principles of ballet. Emphasis is on body knowledge, analysis of movement and physical development as elements of the art form. May include a performance in a dance concert. (Grade or P/NP)

Prerequisites/Corequisites:

Recommended: Course Completion of DANC 11.1 (or DANCE 11.1 or PE 27.1 or PE 146.1)

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:
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CSU Transfer:	Transferable	Effective:	Fall 1981	Inactive:
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UC Transfer:	Transferable	Effective:	Fall 1981	Inactive:
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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 biomechanically correct form in the performance of dance skills.
2. demonstrate strength in "en l'air" (i.e. aerial) movements.
3. demonstrate the dynamics of movement.
4. demonstrate combination series.
5. analyze body movement as an art form.
6. demonstrate the ability to perform intermediate level ballet skills such as "ports de bras", adage, turns, allegro, etc.

Topics and Scope:

I. THEORY

Aesthetics: Ballet as a changing art form and its relationship to the dance/theater

II. TECHNIQUE

- A. Continuation of the practice and performance of steps in the ballet vocabulary, to develop strength, flexibility, alignment, and balance. Particular emphasis on kinesthetic awareness and style.
- B. Barre work to include a repertoire of ballet warm-ups.
- C. Strength and flexibility in the use of the back in ballet.
- D. On a daily class basis, students will work on all aspects of an intermediate class.
- E. Focus on combining and memorizing longer and varied sequences.
- F. Center practice to include porte de bras, adage, turns, petite allegro, waltz, and grand allegro.
- G. Focus on details of style-differentiation between romantic, classical, and 20th century styles.

III. COMBINATIONS

- A. Incorporation of technical practice into working amalgamated combinations designed to develop performance qualities and style as well as physical and mental agility.
- B. Composition fundamentals in the ballet style using tools developed in technical practice, and aesthetic studies.
- C. Combinations of movements and positions.
- D. Special design using people and movement.
- E. Rhythmic content of movement and its relationship to music.

Assignment:

Term paper on a live ballet performance or other ballet-related topic. May include any or all of the following: 1) practice choreography and dance skills, 2) choreograph original dance movement, 3) perform and practice exercises to further strengthen and/or stretch muscle groups required to execute ballet movements at the intermediate level.

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.

Term papers

Writing
10 - 20%

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.

None

Exams
0 - 0%

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

