

DANCE 11.1 Course Outline as of Summer 2011**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	0.75	17.5	Lecture Scheduled	13.13
Minimum	1.00	Lab Scheduled	2.75	3	Lab Scheduled	48.13
		Contact DHR	0		Contact DHR	0
		Contact Total	3.50		Contact Total	61.25
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 26.25

Total Student Learning Hours: 87.50

Title 5 Category: AA Degree Applicable

Grading: Grade or P/NP

Repeatability: 34 - 4 Enrollments Total

Also Listed As:

Formerly: PE 27.1

Catalog Description:

This course for beginning dancers covers beginning ballet principles and skills in the areas of technique, movement, vocabulary, style, and musicality. The course also includes basic ballet aesthetics and performance skills.

Prerequisites/Corequisites:**Recommended Preparation:**

Course Completion of DANCE 10 (or PE 22)

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

Description: This course for beginning dancers covers beginning ballet principles and skills in the areas of technique, movement, vocabulary, style, and musicality. The course also includes basic ballet aesthetics and performance skills. (Grade or P/NP)

Prerequisites/Corequisites:

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

Limits on Enrollment:

Transfer Credit: CSU;UC.
Repeatability: 4 Enrollments Total

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:

Both Certificate and Major Applicable

COURSE CONTENT

Outcomes and Objectives:

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

1. Utilize ballet terminology to describe beginning ballet movement.
2. Perform beginning ballet warm-ups, techniques, stretching, strengthening exercises, center and across the floor exercises.
3. Explain technical principles incorporated in beginning ballet dance and apply these principles to the execution of beginning ballet movement.
4. Perform beginning level enchainments (chains of steps).
5. Display performance skills in presentations of beginning ballet class choreography.
6. Identify basic rhythmic concepts incorporated in beginning ballet dance and relate them to the execution of ballet movement.
7. Count beginning ballet movement sequences.
8. Critique a ballet performance or a ballet piece applying basic ballet aesthetics and beginning ballet principles.
9. Repeating students must demonstrate increased depth and breadth of related skills, with new learning objectives.

Topics and Scope:

- I. French ballet terminology (including pronunciation) and corresponding ballet movement vocabulary
- II. Beginning staging terms (English)
- III. Beginning ballet technique (taught through exercises at the barre, center work and across the floor)
 - A. Technical principles such as alignment, turn-out, use of plie, releve, and extension
 - B. Directions and 8 body positions, including concepts such as floor plan, en face, croise, efface, and body movement directions such as: en

- dehors, en dedans, en avant, en arriere, devant, and derriere
 - C. Positions and movements of the arms (port de bras)
 - D. Positions and movements of the feet and legs
 - E. Turns
 - F. Jumps
 - G. Adagio
 - H. Petit allegro
 - I. Grand allegro
 - J. Reverence
 - IV. Beginning enchainments (choreographed ballet sequences)
 - V. Supplementary strengthening and stretching (may include floor barre, and non-traditional barre or center exercises)
 - VI. Ballet movement qualities
 - VII. Performance skills such as
 - A. Projection
 - B. Dynamics
 - C. Style and facial expression
 - D. Musicality (reflecting musical mood, accents, dynamics, etc. in the performance of dance movement)
 - VIII. Rhythmical principles for beginning ballet
 - IX. Counting beginning ballet movement
 - X. How to execute beginning ballet movement. Pedagogy may include:
 - A. Verbal descriptions
 - 1. Ballet terminology
 - 2. Use of imagery
 - 3. Biomechanics (anatomical and kinesiological references)
 - B. Demonstration of movement
 - C. Tactile information (hands-on)
 - D. Kinesthetic awareness enhancing tools or methods
 - E. Corrections
 - F. Critical analysis of performed movement
 - XI. Critiquing ballet choreography - what to look for in a ballet work (ballet aesthetics)
- Topics for repeating students:
 Although some concepts, techniques, and ballet vocabulary will be reviewed, the specific choreography of the exercises taught in every phase of the class, the Enchainments, and the music to which they are choreographed will vary from semester to semester.

Assignment:

Homework (averaging 1 hour per week per unit):

1. Weekly practice of ballet skills and or choreography covered in class sessions
2. Memorization and practice of enchainments
3. Perform exercises to strengthen and/or stretch muscle groups required to execute ballet movements
4. Written critique of a ballet piece or performance approved by instructor. Note: Critique is based on a performance occurring during the current semester or for video viewing option, instructor will provide or approve a video.
5. Reading of hand-outs or textbook

In class assignments include:

1. Ballet technique class activities assessed in terms of overall improvement (class performances)
2. 1 to 3 performance exams (performance of Enchainments)
3. Note-taking when appropriate
4. Practice sessions
5. Written final exam

Optional assignments:

1. Ballet video viewing and analysis
2. Partner activities focusing on ballet techniques

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.

Critique

Writing
5 - 11%

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
5 - 11%

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

The Ballet Companion: A Dancer's Guide to the Techniques, Traditions, and Joys of Ballet (1st). Minden, Eliza Gaynor. Simon & Schuster: 2005.