

DUKE ELLINGTON SCHOOL OF THE ARTS
DANCE DEPARTMENT
Course Syllabus
“BALLET I”
Arts Block
Instructor - Katherine Smith

COURSE DESCRIPTION

Ballet Technique I is devised for the entry level students in the ninth (9th) and/or tenth (10th) grade and is a one full year /one carnegie unit credit towards graduation. The focus of this course is to introduce students to the fundamental technical applications and terminology of classical ballet. Each class session will use the traditional format of barre exercise and center floor practice. The syllabus content for technical development is based on Agrippina Vaganova Russian Technique. Daily participation in all physical class work is required including; reading and writing assignments/examinations; physical assignments, projects, and examinations; some choreographic/principles/process; attendance of selected performances and master classes/workshops; and open discussions of self expressed observations and opinions, ideas and concepts on dance as an art form. The students will also have an introductory experience in learning a classical variation from a ballet of the Romantic Period. Through this approach, students will begin to actively apply a conscious knowledge of dance as it relates to humanity, tradition and social, philosophical and emotional perspectives.

NATIONAL STANDARDS FOR ARTS EDUCATION IN DANCE

CONTENT STANDARD #1 - Identifying And Demonstrating Movement/Dance Elements And Skills In Performing Dance.

ACHIEVEMENT STANDARD:

- a. accurately demonstrate nonlocomotor/axial movements (such as bend, twist, stretch and swing).
- b. accurately demonstrate eight basic locomotor movements (such as walk, run, hop jump, leap, gallop, slide & skip); traveling forward, backward, sideward, diagonally, & turning.
- c. create shapes low, middle, & high.
- d. demonstrate the ability to define and maintain personal space.
- e. demonstrate movements in straight & curved paths.
- f. demonstrate accuracy in moving to a musical beat & responding to changes in tempo.
- g. demonstrate kinesthetic awareness, concentration, & focus in performing movement skills.
- h. attentively observe & accurately describe the action & movement element in a brief movement study.

CONTENT STANDARD #2 - Understanding Choreographic Principles, Processes and Structures.

ACHIEVEMENT STANDARD:

- a. create a sequence with a beginning, middle and end, both with & without a rhythmic accompaniment; identifying each of these parts of the sequence.
- b. improvise, create & perform dances based on their own ideas & concepts from other sources.
- e. demonstrate the ability to work effectively alone & with a partner.
- f. demonstrate the following partner skills: copying, leading & following, mirroring.

CONTENT STANDARD #3 - Understanding Dance As A Way To Create And Communicate Meaning.

ACHIEVEMENT STANDARD:

- b. take an active role in a class discussion about interpretations of and reactions to a dance.
- c. present their own dances to peers and discuss their meanings with competence and confidence.
- ** analyze through movement the physical, emotional and social dimensions of characters in a dramatic texts

CONTENT STANDARD #4 - Applying And Demonstrating Critical And Creative Thinking Skills In Dance.

ACHIEVEMENT STANDARD:

- a.. explore, discover, and realize solutions to a given movement problem; choose their favorite solution and discuss the reasons for that choice.
- b. observe two dances and discuss how they are similar and different in terms of one of the elements of (such as space) by observing body shapes, levels and pathways.

CONTENT STANDARD # 6 - Making Connections Between Dance And Healthful Living.

ACHIEVEMENT STANDARD:

- a. identifying at least three personal goals to improve themselves as dancers.
- b. explain how healthy practices (such as nutrition, safety) enhance their ability to dance, citing multiple examples.

CONTENT STANDARD #7 - Making Connections Between Dance And Other Disciplines

ACHIEVEMENT STANDARD:

- a. create a dance project that reveals understanding of a concept or idea from another discipline (such as patterns in science).

b. respond to a dance using another art form; explain the connections between the dance and their response to it (such as stating how paintings reflect the dance they saw or choreographed).

TEXTS - This class does not have textbook requirements. Handouts from the following texts will be distributed from the following. It is suggested that each student in the Dance Department Program begin to build his/her own personal library w/references specific to the content area.

Basic Principles of Classical Ballet
Agrippina Vagonava

Ballet Technique
Nikolai Tarasov

Classical Ballet Technique
Gretchen Warren Ward

Technical Manual & Dictionary
Gail Grant

Black Dance from 1619 to Today
Lynne Fauley Emery (2nd edition)

Black Tradition In American Dance
Richard A. Long

History of the Dance
Richard Kraus, Sarah Chapman (2nd Edition)

COURSE REQUIREMENTS/GRADING RUBRIC

GRADING SCORE

DAILY APPLICATIONS

60%

15 points each

A. Grooming/Uniform

1) See Uniform & Grooming Policy in Ellington's Dance Handbook

B. Attendance/Tardiness

1) Completely uniformed & groomed for a class by roll call
2) Participation in all classes, Master classes/Workshops/Seminars
Performances, Rehearsals & Auditions

C. Conduct/Behavior/Etiquette

1) Appropriate Conduct & Behavior as it relates to the students' understanding consequences of their personal cause & effect actions/reactions
2) Understanding & demonstrating traditional etiquettes of dance.
3) Positive approach & attitude

D. Technical Development

1) Demonstrate the Ability to execute movement sequence from beginning to end w/consistent improvement/development in technical growth.
2) Application & retention of verbal & technical corrections.
3) Demonstrates initiative to independently enhance the value of information received.

****Non Attendance Or No Participation Results in (0 points) For That Day****

Excused Absences, Early Dismissals, Late Arrival to Class Must First Be Officially Cleared & Documented By Ellington's Office Of Administration Before Department's Acceptance

LITERACY PLAN All Written Assignments Are To Be Typed And Submitted On The Requested Due Date. Late Assignments Will Be Penalized By A Grade Drop From The Grade Actually Received. Assignments More Than One Day Late Will Not Be Accepted Resulting In A Grade Of "F".

RUBRIC

(a) Applies wide range of strategies to comprehend, interpret, & evaluate texts, knowledge of word meanings. (b) Employs a wide range of strategies to write using conventions style, vocabulary and/or different writing process to effectively and appropriately communicate. (c) Apply knowledge of language/sentence structure, figurative language, & conventions (spelling & punctuation). (d) Demonstrates ability to use a variety of technological & information resources to create & communicate knowledge. (e) Demonstrates reflective, creative & critical thinking skills.

REQUIREMENTS

Research
Essays
Journals
Critiques

GRADING SCORE

15%

Written Exams Are Solely Based On The Students' Knowledge Of The Unit of Technique Studied (History & Terminology)

PHYSICAL EXAMS

Physical Exams Are Based On The Information Received During Studio Time. Adherence To The Examination Date Is Imperative. Make-Up Physical Examinations Is At The Discretion of The Instructor.

RUBRIC

(a) Movement Execution
Clarity in body alignment, technique, transitions, coordination, & articulation
(b) Movement Comprehension
Understands terminology, applies movement concept to individual body, level changes, directional changes, & spatial use.
(c) Movement Sequence
Designed order of movement demonstrated from beginning to end.
(d) Movement Musicality
Movement to proper counts, movement dynamics, movement fluidity, rhythm & tempo changes.
(e) Movement Presentation
Use of Individual Style, movement quality, energy, facial expression & engage the audience.

GRADING SCORE

25%

Additional Rubrics May Be Used For Other Projects and/or Physical Presentations. To Be Verbally Informed, Written & Dated/Posted On Bulletin Wall

Scheduled Dates of Classes, Assignments, Exams, Course Content, Etc... Are Subject to Change at the Discretion of the Instructor and/or in the Event of Extenuating Circumstances (School Closings, Unscheduled School Activities, Etc...)

ELLINGTON'S DANCE DEPARTMENT UNIFORM & GROOMING POLICY

GIRLS - Black Tank Leotard/Flesh Tone Convertible Tights, Flesh Tone Ballet Shoes.

BOYS - White Tank T-shirt, Black Convertible Tights, White Leather Ballet Shoes, White Crew Socks, Black Dance Belt and Leather Waist Belt.

Hairstyle for Girls: Hair pulled back neatly, away from face in a secure bun w/hairnet.
(except short bush hair cut)

Hairstyle for Boys: Neatly close-cropped hair.

Hairstyles Unacceptable for Girls & Boys:

NO braids, twists, extensions, locs, bantu knots, corn rows, mohawks, sculpted hair, ponytail, hair color, dyes, hennas head wraps and/or scarves. Hair weaves must be able to pull into bun near the crown of the head. Any hair style different from standard grooming policy is not acceptable.

Girls & Boys :Jewelry & Body Adornments:

Absolutely NO- rings, nose rings, lip rings and body adornments, watches, bracelets, necklaces and double ear earrings. Only small studs are permitted for girls (one in each ear)

NO nail or toe polish (nails must be no longer than fingertips)

NO make-up permitted

Visible Tattoos must be covered with make-up daily.

(Refer to Dance Department Handbook)

ELECTRONIC DEVICE(S) DECORUM

ALL Electronic Devices (including cell phones, &iPods) Should be Turned Off and Secured in Students' Lockers Before and During Class.

(Refer to 2009-2010 Dance Department Handbook)

GRADING SCALE

At the secondary, level, sixth (6th) grade through twelfth (12th) grade, marks/grades of A through F shall be assigned by the teacher to indicate the degree of achievement by the student of the content standards in each course. Results of the end of course exam will count for no more than 20% of the final grade. *(Refer to Ellington's Community Handbook 2009-2010)*

Marks/Grades Shall Be As Follows:

A = 93 - 100

A- = 90-92

B+ = 85 - 93

B = 83-86

B- = 80-82

C+ = 75-84

C = 73-76

C- = 70-72

D+ = 67-69

D = 64-66

F = 63 and below

I = Incomplete (too little work submitted) Students have until 2 weeks after issuance of report cards to submit assignments and make-up individual physical

assignments/exams (physical group projects excluded) Failure to complete work required within the above stated time frame will result in the Incomplete grade converting to an “F” (Failure).

M = Medical Once an injury has been verified by a physician and the student is deemed unable to participate for a minimum of two weeks and not more than one advisory, a letter grade of “C” or below will be administered for that period. If the injury is longer than one advisory, the student’s tenure at Ellington must be revisited by parent, principal, student and dance faculty. (*Refer to Dance Department 2009-2010 Handbook*)

***The Medical Excuse Guidelines Shared in the Ellington Community Handbook Relates to Academic Courses/Classes Only, Not Physical Intense Arts Classes Such as Dance.*

ATTENDANCE

Ellington’s Attendance/Absence & Physician Policies Must be Adhered; Documented & Verified. (*Refer to Ellington’s Community Handbook 2009-2010*)

Students and parents/care givers are held accountable for reporting all absences within 48 hours of the student’s return. All letters must be submitted to the dean of Students or his designee for verification/approval and submitted to course instructor. Students with chronic unexcused attendance, may result in awarding a letter grade of “F.”

For each class to which a student is tardy three (3) times, that student will accrue one unexcused absence. Five (5) or more unexcused absences per advisory for any class may result in the student receiving a grade of “FA” (failure due to absence) in that subject.

Excessive absences, even for legitimate reasons will have an adverse effect on the work presented and therefore on the grade earned.

Students who are absent for performances, field trips, and extracurricular activities are held accountable and responsible to secure and complete all written assignments, written quizzes, and written tests according to guidelines of Attendance Policies and Procedures established in the Ellington Handbook and at the discretion of the respective teacher. There are no make-ups for individual/group physical projects or other physical lesson plans missed.

Late written assignments will only be accepted one day after due date resulting in the grade being lowered 10 points from grading score actually received on work submitted.

TECHNICAL OBJECTIVES

Through consistent classroom participation the student will begin to demonstrate technical growth and clear body objectives through combinations that will begin the process of:

1. strength in the feet, legs and back
2. increased range of movement in the hip
3. attained balance and control
4. awareness of working with rotated legs and feet
5. acquired speed in footwork and lightness in the legs
6. improved musical phrasing/accurate musical phrasing
7. the use of epaulement at the barre in center floor practice

8. effective demonstration of aplomb in the supporting leg while performing exercises flat, $\frac{3}{4}$ demi-pointe and full pointe

9. the concept of en avant an arriere
10. double turns in passé en dehors and en dedans

COURSE CONTENT

BALLET TECHNIQUE I

Basic Concepts

Correct stance of the body
 Positions of the feet
 The use of the feet
 Trajectory of the leg, opening & closing from first & fifth positions
 Weight Distribution
 Positions of the head
 Epaulement
 Position of the arms
 The concept of en dehors & en dedans
 Head action when turning
 Introduction to the nine directions of the body
 Port de bra of the arms
 State directions
 Running & walking in the classical style of ballet

Turns at the Barre

Turns on two feet
 Turns on one foot

Allegro

Temps leve in 1st, 2nd, and 5th positions
 Changement de pied
 Echappe sauté a la second
 Petit assemble (to the side)
 Sissone simple
 Double assemble
 Sissonne ferme
 Pas de chat
 Emboite
 Petit and grand echappe to 4th position

Exercise at the Barre

Demi and grand plie
 Battement tendu
 Battement tendu jete
 Rond de jambe par terre
 Movements to combine with rond de jambe par terre exercises at the barre
 Passe and retire
 Developpe en croix
 Releve lent
 Grand battement

ADVISORY I - SEPTEMBER 24, 2009 - OCTOBER 30, 2009

PHYSICAL REQUIREMENTS:

Intro. To Vaganova (ballet) Technique
Ballet Barre Sequences (selected from course content)
Center Floor Sequences/Combinations (selected from course content)

Physical Exam I - Ballet Barre Sequences
Physical Exam II – Ballet Barre Sequences

Mon. Sept. 21, 2009
Mon. Oct. 26, 2009

WRITTEN REQUIREMENTS:

Vaganova (ballet) Vocabulary #1

Syllabus - Ballet I

Research Ballet Artist #1

Written Exam - Vaganova (ballet) Terminology #1	Mon. Sept 14, 2009
Written Exam - Vaganova (ballet) Terminology #2	Mon. Oct. 19, 2009
Research on Ballet Artist #1	Wed. Sept. 30, 2009

<i>Instructor/Student Evaluation</i>	<i>Mon. Sept. 28, 2009</i>
<i>Instructor/Student Evaluation</i>	<i>Wed. Oct. 28, 2009</i>

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ADVISORY II - NOVEMBER 2, 2009 - JANUARY 22, 2010

PHYSICAL REQUIREMENTS:

Ballet Barre Sequences Continued (selected from course content)
Ballet Center Floor Continued (selected from course content)

Physical Exam III – Ballet Barre Sequences Continued	Mon. Nov. 30, 2009
Physical Exam - Center Floor Sequences/Combinations	Mon. Jan. 11or 20, 2010

WRITTEN REQUIREMENTS:

Vaganova (ballet) Terminology # 3 & #4
Research Ballet Artist #2

Written Exam - Vaganova (ballet) Terminology #3	Wed. Dec. 2, 2009
Written Exam - Vaganova (ballet) Terminology #4	Wed. Jan. 6, 2010
Research on Ballet Artist #2	Wed. Dec. 9, 2009

<i>Instructor/Student Evaluation</i>	<i>Fri. Dec. 4, 2009</i>
<i>Instructor/Student Evaluation</i>	<i>Wed. Jan.20, 2010</i>

WRITTEN REQUIREMENTS:

Vaganova (ballet) Terminology #4

Research on Ballet Artist #4

**Review All Vaganova (ballet) Terminology From Previous Advisories for
Final Written Exam**

Written Exam - Vaganova (ballet) Vocabulary #4

Research on Ballet Artist #4

Final Written Exam

Wed. Apr. 14, 2010

Mon. Apr. 21, 2010

Mon. May 24, 2010

Instructor/Student Evaluation

Instructor/Student Evaluation

Wed. Apr. 28, 2010

Mon. June 7, 2010

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Extenuating Circumstances, (School Closings, Unscheduled School Activities, Etc...)***