

Duke Ellington School of the Arts
DANCE DEPARTMENT
Classical Ballet Technique Level III and IV
School Year 2011-2012
Instructor: Sandra Fortune-Green

COURSE DESCRIPTION

Classical Ballet Technique Levels III and IV is a required course for graduation requirements for all junior and senior dance students. This course is designed for the continuation of technical application development, expanded terminology exposure and the style of classical training. Center floor study and practice, bridging a further examination and compilation of technical skills through the practice of exercises performed on demi-pointe and choreographed phrases from the ballet RENDEZVOUS, choreographed by Christopher Higgins, will be the major emphasis for this course. The introduction and/or continuation will also be included.

This course meets for one full school year, meets on Mondays and Wednesdays from 2:15-5:00 and earns one Carnegie credit.

CONTENT AND ACHIEVEMENTS STANDARDS

The National Standards for Dance make up core skill, concepts and knowledge.

CONTENT STANDARD #1

Identifying and demonstrating movement elements and skill in performing dance.

ACHIEVEMENT STANDARD: Proficient

Students will:

- a. Accurately demonstrate non-locomotor/axial movements
- b. Accurately demonstrate eight basic locomotor movements (walk, run, hop, leap, gallop, slide and skip), traveling forward, backward, sideways, diagonally and turning.
- c. Create shapes at low, middle and high levels
- d. Demonstrate the ability to define and maintain personal space
- e. Demonstrate movements in straight and curved pathways
- f. Demonstrate accuracy in moving to a musical beat and responding to changes in tempo
- g. Demonstrate kinesthetic awareness, concentration and focus in performing movement skills
- h. Attentively observe and accurately describe the action and movement elements in a brief movement study

CONTENT STANDARD #2

Understanding choreographic principles, processes and structures.

ACHIEVEMENT STANDARD: Proficient

Students will:

- a. Create a sequence with a beginning, middle and end with and without a rhythmical accompaniment; identifying each of these parts of the sequences

- b. Improvise, create and perform dances based on their own ideas and concepts from other sources.
- c. Demonstrate the ability to work effectively alone and with a partner
- d. Demonstrate the following partnering skills: copying, leading and following, mirroring.

CONTENT STANDARD #3

Understanding dance as a way to create and communicate meaning

ACHIEVEMENT STANDARD: Proficient

Students will:

- a. Observe and discuss how dance is different from other forms of human movements
- b. Present their own dances to peers and discuss the meaning with competence and confidence.

CONTENT STANDARD #4

Applying and demonstrating critical and creative thinking skills in dance

ACHIEVEMENT STANDARD: Proficient

Students will:

- a. Explore, discover and realize multiple solutions to a given movement problem; choose the solution(s) and discuss the reason(s) for choice.

CONTENT STANDARD #6

Making connections between dance and healthful living

ACHIEVEMENT STANDARD: Proficient

- a. Identify at least three personal goals to improve themselves as dancers
- b. Explain how healthy practices (such as nutrition) enhance students' ability to dance, citing multi examples.

CONTENT STANDARD #7

Making connections between dance and other disciplines

ACHIEVEMENT STANDARD: Proficient

Students will:

- a. Create a dance project that reveals understanding of a concept or idea from another discipline (such as patterns in science and dance).
- b. Respond to a dance using another arts discipline, explain the connection between dance and respond to it.

TEXTS

This course does not have a textbook requirement. Hand-outs from the following references will be distributed from the following texts:

TECHNICAL MANUAL AND DICTIONARY OF CLASSICAL BALLET / Gail Grant

CLASSICAL BALLET TECHNIQUE / Gretchen Ward Warren

BASIC PRINCIPLES OF CLASSICAL BALLET / Agrippina Vaganova

THE POINTE BOOK: Shoes, Training and Technique

INSIDE BALLET TECHNIQUE: Separating Anatomical Fact from Fiction in Ballet Class / Valerie Grieg
 CLASSES IN CLASSICAL BALLET / Messerer Asa
 ADVANCED PRINCIPLES IN TEACHING CLASSICAL BALLET / John White
 It is strongly suggested that each student in the Dance Department begin to build his/her personal library.

COURSE REQUIREMENTS / GRADING RUBIC GRADING SCORE

DAILY APPLICATIONS

30% TOTAL
 @ 10% each

A. Grooming/Uniform

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

B. Attendance/Tardiness

1) Completely Uniformed & groomed for 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

****Non Attendance/ 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 /REQUIREMENTS

GRADING SCORE
10 %

(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.

Research
 Essays
 Journals
 Critiques

Written Exams Are Solely Based On The Units of Technique Studied (History & Terminology)

PHYSICAL APPLICATIONS – Students are to demonstrate their tenacity in their development of body vocabulary, physical execution of movements, body dynamics and nuance characteristics through daily studio technical work, and an evaluation/assessment process.

**RUBRIC
SCORE**

GRADING

(a) Movement Execution

50%

Clarity in body alignment, technique, transitions, coordination, & articulation

(b) Movement Comprehension

Understands terminology, & applies all movement concepts to students' individual body.

(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.

Technical Development

10%

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 work independently & enhance the value of information received.

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, 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...)

UNIFORM REQUIREMENTS AND GROOMING POLICY

FEMALES – Black Tank Top Leotard / Black Wrap Ballet Skirt/ Flesh Toned

Convertible Tights/ Flesh Toned Ballet Slippers

MALES – White Tank Tee-Shirt/Black Convertible Tights/White Leather Ballet

Slippers/White Crew Socks/Black Dance Belt/ Leather Waist Belt

HAIRSTYLE FOR FEMALES – Hair must be pulled back neatly, away from face and secured in bun with hairnet.

HAIRSTYLE FOR MALES – Neatly close-cropped hair

NO BRAIDS, TWISTS, EXTENSIONS, LOCS, BANTU KNOTS, MOHAWKS, SCULPTED HAIR, PONYTAILS, HAIR COLOR, DYES, HENNAS, HEAD WRAPS AND/OR SCARVES. HAIR WEAVES MUST BE ABLE TO BE PULLED INTO A BUN NEAR THE CROWN OF THE HEAD.

MALES AND FEMALES: JEWELRY AND BODY ADORNMENTS

Absolutely NO finger rings, nose rings or lip rings, watches, bracelets or necklaces. Only small stud earrings are allowed, NO double ear earrings.

NO nail or toe polish

No make-up

Visible tattoos must be covered with make-up on a daily basis

ELECTRONIC DEVICE DECORUM

All electronic devices must be turned off and secured in student locker before and during class. Refer to Dance Department Handbook / Page 12

GRADING SCALE

A 93- 100

B 90 – 92

B+ 87 - 89

B 83 – 86

B- 80 - 82

C+ 79 - 77

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 and exams. Failure to complete required work within the above stated time frame will result in the INCOMPLETE grade converting to an “F.”

M Medical Excuse -- 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 on advisory, a letter grade of “C” or below will be administered for that period. If the injury is longer than on advisory, the student’s tenure at Ellington must be revisited by parent, principal and dance faculty.

ATTENDANCE

Students and parents/care 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 absences may result in a failing grade for the course.

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 may result in the student receiving a grade of “FA” (failure due to absences) 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 performance, 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 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 by 10 points from grading score actually earned.

CLASSICAL BALLET TECHNIQUE LEVELS 111 & IV

Instructor: Sandra Fortune-Green

TECHNICAL OBJECTIVES

Through consistent studio practice students will demonstrate technical growth and clear body objectives through prescribed enchainments/combinations fostering:

1. strength in feet, legs and back
2. increased range of motion 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
7. use of epaulement at the barre and 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. concept of en dehors and en dedans
10. double pirouettes

PHYSICAL VOCABULARY / Introduction and/or Review

LEVEL 111

Center Floor Practice

Nine Lines of Epaulement

Single Turns in Arabesque and Attitude / Pique & Releve

Assemble / en avant and en arriere

Sissonne ferme

Temp Leve

Sissionne Ouverte Croise

Petit and Grande Echappe

Petit and Grande Changement

Pas de Basque

Grand Jete

Pas de Chat

Glissade
Echappe
Pique Turns
Chaines
Soutenu
Emboite en Tournant

INTRODUCTION TO BATTU VOCABULARY

Royale
Entrechat Quatre
Assemble Battu
Echappe Battu
Entrechat Trois
Entrechat Cinq

LEVEL IV

Emboites Entournants
Grande Sissonne Ouverte
Entrechat Cinq
Cabriole
Ballotte
Tours Lents / A la Second
Ballonne
Pas Chasse

POINTE TECHNIQUE / Introduction and/or Review

Relevés in First, Second, Fourth and Fifth
Pas Echappés in Second, Fourth and Fifth
Double Echappés
Assemble Soutenu Ending in a Small Posse Croise
Pas de Bourree Suizi Traveling on the Diagonal
Pas Couru on the Diagonal / downstage and upstage
Glissades in all Directions and in Small Croise and Efface
Temp Lie
Pas de Bourree Ballotte in Croise and Efface
Sissonnes Simples

Introduction to Choreographic Phrases from the Second Act of La Bayadere