

DUKE ELLINGTON SCHOOL OF THE ARTS  
DANCE DEPARTMENT  
Course Syllabus  
**“BALLET II”**  
Arts Block  
Instructor – Charles Augins

**COURSE DESCRIPTION**

Ballet Technique II is designed for all second year students and is a Department requirement for graduation. The focus of this course is to continue the developmental process of the fundamental technical applications of classical ballet. Each class session will use the traditional format of barre exercises and center floor practice. The syllabus content for technical development and terminology usage is based on the Agrippina Vaganova Russian Ballet Technique. The students will also have an 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 (2<sup>nd</sup> edition)

Black Tradition In American Dance

Richard A. Long

History of the Dance

Richard Kraus, Sarah Chapman (2<sup>nd</sup> Edition)

**COURSE REQUIREMENTS/GRADING RUBRIC**

**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  
20 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 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.**

Ballet II Syllabus

**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”.

<b><u>RUBRIC</u></b>	<b><u>REQUIREMENTS</u></b>	<b><u>GRADING SCORE</u></b>
(a) Applies wide range of strategies to comprehend, interpret, & evaluate texts, knowledge of word meanings.	Research	<b>10%</b>
(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.	Essays	
(e) Demonstrates reflective, creative & critical thinking skills.	Journals	
	Critiques	

*Written Exams Are Solely Based On The Unit 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 sdaily studio technical work, and an evaluation/assessment process.

<b><u>RUBRIC</u></b>	<b><u>GRADING SCORE</u></b>
(a) <b>Movement Execution</b> Clarity in body alignment, technique, transitions, coordination, & articulation	<b>50%</b>
(b) <b>Movement Comprehension</b> Understands terminology, applies movement concept to individual body, level changes,directional changes, & spatial use.	
(c) <b>Movement Sequence</b> Designed order of movement demonstrated from beginning to end.	
(d) <b>Movement Musicality</b> Movement to proper counts, movement dynamics, movement fluidity, rhythm & tempo changes.	
(e) <b>Movement Presentation</b> Use of Individual Style, movement quality, energy, facial expression & engage the audience.	

**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

### **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 2011-2012 Dance Dept. Handbook)*

### **ELECTRONIC DEVICES(S) DECORUM**

**ALL Electronic devices (including cell phones & iPods) Should be Turned Off and Secured in Students' Lockers before and During Class.**

*(Refer to 2011-2012 Dance Dept. Handbook)*

### **GRADING SCALE**

At the secondary, level, sixth (6<sup>th</sup>) grade through twelfth (12<sup>th</sup>) 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 2011-2012*)

#### **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 2011-2012 Dance Dept. 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 2011-2012 Ellington's Community & Dance Dept. Handbooks*)

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."

### **ATTENDANCE CON'T**

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 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 and en arriere
10. double turns in passé en dehors and en dedans

### **COURSE CONTENT**

#### **BALLET TECHNIQUE II**

##### **Exercise at the Barre**

###### ***Plie***

Demi and Grand Plies in 1<sup>st</sup>, 2<sup>nd</sup>, 4<sup>th</sup> and 5<sup>th</sup> positions

###### ***Battement***

Battement tendu

Battement tendu Double

Battement Tendu Soutenu

Battement Tendu Jete

Battement Releve Lent

Battement Tendu Pour Batterie

Grand Battement Jete

Grand Battement Jete Pointe

Battement Frappe

Petit Battement sur le Cou-de pied

Battement Fondu

Battement Soutenu

##### **Center Floor Practice**

###### ***Port de Bra of the Arms***

First Port de Bra

Second Port de Bra

Third Port de Bra

Fourth de Bra

###### ***Small Poses/Medium Poses***

Croise Devant

Croise Derriere

Efface Derriere

Ecarte Devant

Ecarte Derriere

###### ***Arabesques***

First Arabesque per Terre

Second Arabesque par Terre

Third Arabesque par Terre

## **COURSE CONTENT CONT'D**

Battement Developpe

### ***Rond de Jambe***

Rond de Jambe par Terre

Rond de Jambe en l'Air

Grand Rond de Jambe en l'Air

### ***Jumps/From Two Legs to Two Legs***

Temps sauté

Changement de Pied/Petit & Grand

Soubresaut

Pas Echappe/Petit & Grand

### ***Jumps/From Two Legs to One Leg***

Sissonne Simple

Sissone Tombe

Petit & grand Sissone Ouverte

Sissone Ferme

Pas Failli

### ***Jumps/From One Leg to Two Legs***

Pas Assemble

Double Assemble

### ***Jumps/From One Leg to the Other Leg***

Pas Jete

Pas Jete Passe

Pas Glissade

Pas Chasse

Pas de Chat

Pas de Basque

Pas Emboite

Pas Ballotte

### ***Jumps/From One Leg***

Temps Leve

Pas Ballone

### ***Batterie***

Entrechat Royale

Entrechat Trois

Entrechat Quatre

Entrechat Cinq

Pas Assemble Battu

Petit pas Jete Battu

Brises

Fourth Arabesque par Terre

### ***Dance Steps that Connect***

Pas Degage

Pas Tombe

Pas Coupe

Pas Failli

Pas de Bouree

Pas Balance

Temps Lie

### ***Tours Par Terre***

Battement Tendu w/Tours

Grand Battement Jete w/ Tours

Rond de Jambe Par Terre w/Tour

### ***Turning Movements on the Floor***

Petit Pirouettes

Pirouettes en Dehors & en Dedan

### ***Pirouettes in Arabesque/dedans & dehors***

### ***Pirouettes in Attitude/deans & dehors***

### ***Turning Steps en L'Air***

Saut de Basque

Chasse en Tournant

Grand Jete

Men's tour en l'air

Grand Jete en Tournant

### ***Pointe Work***

Relevés from both/from one foot

Bourees Pique

Jumps on Pointe

Turns en Manege

Emboites sur les pointes

**Men's Ballet Technique Classes are Scheduled to begin at the Top of the Second Advisory**

*The Schedules And Procedures In This Course Are Subject to Change at the Discretion of the Instructor and/or in the Event of Extenuating Circumstances (Unscheduled School Activities, Closings Etc...)*

