

Brand new course

## Basic Course Information

School(s) Offering This Course:

School Name	Course Learning Environment	Transcript Code(s)
Central High School East/West (050975)	Classroom Based	<b>Abbreviation Course Code</b> D122

Title:  
Ballet 1

Length of course:  
Full Year

Subject area:  
College-Preparatory Elective ("g") / Visual & Performing Arts

Integrated (Academics / CTE)?  
No

Grade levels:  
9th, 10th, 11th, 12th

UC honors designation?  
No

## Course Description

Course overview:

Through the intense study of ballet dance technique, Ballet I students will achieve correct body placement and alignment at the end of their freshman year. Students will acquire muscle strength, control, and flexibility as well as increased self-discipline and artistic expression. Students will build upon basic ballet technique as it is the foundation for modern technique. Students will learn basic classical dance technique from Vaganova method, and advancing to simple combinations in the center and across the floor adding more technique. Over the course of the year, students will learn ballet dance

vocabulary from the technique listed above. Through their study of vocabulary and technique, they will develop a discerning eye with the ability to distinguish one modern technique from another. This ability will support the student through their study as they advance to Ballet II. The discipline acquired through the study of dance also benefits the student's academic focus and commitment.

Ballet I is a course for the entering freshman dance major with little or limited previous study. Each dance student follows a rigorous conservatory approach to the study of ballet dance for two consecutive semesters. This class is an introduction to the concepts of ballet dance through the techniques developed by Vaganova method. Students will learn the basic core concepts of the dance techniques of the artist listed above. As these students acquire strength and a basic understanding and vocabulary of this technique, their study will expand to movement across the floor and simple dance combinations.

Prerequisites:

Audition (Required)

Co-requisites:

None

Course content:

### **Ballet 1**

The core of the training of Ballet I is taught and perfected on the floor or standing. The student must find and strengthen their physical center and gain security in their work. The confidence that students acquire in center floor is then transferred to work across the floor. The teacher demonstrates dance instructions during this process, and corrections are given verbally and manually. The teacher instructs the course using verbal, auditory, kinesthetic, and visual teaching strategies to connect and differentiate content to create meaning and understanding. Students are encouraged to work at their level of ability and not to compare themselves to their peers. Footage of professional dancers and field trips to live performance help students to set a standard to which they should aspire, and not judge themselves within their peer group. This fosters confidence and a commitment to individual goals and success.

Since ballet dance is a physical art, assessments are based on the student's ability to execute required technical movements. The execution of these movements will reveal the student's strength and readiness for difficult combinations as the semester progresses. Students are also assessed by written and physical quizzes based on knowledge acquired from dance vocabulary, live performances, and guest teachers brought in from the professional dance world. A student also will be assessed by his/her ability to choreograph, and improvise dance technique by the end of Ballet I.

Ballet I students are exposed to innovators of Ballet dance like Vaganova method through film, written materials, and live performances. Students are taught the historical contributions of this artist to ballet dance as well as their influence in ballet dance. Students start with the historical introduction of ballet dance through the study of ballet dance pioneers such as George Balanchin, Anna Pavlova, Vaslav Nijinsky, Roudolf Nuriev, Natalia Makarova, Mikhail Baryshnikov.

Ballet dance vocabulary is taught during the first semester of Ballet I. This vocabulary coupled with exposure to dance on film and live performances, allows the student to connect the vocabulary learned in class with the execution of steps by seasoned dancers in the field of Ballet dance. This prepares the beginner student to acquire the skill to apply their visual perception of the technique to a physical application.

All Ballet I students must learn Ballet dance terminology. The knowledge of this terminology will be tested in a variety of ways over the two semesters. The first two tests will be written tests administered by the ballet dance teacher through demonstrated steps which the students will then write the corresponding name in the numbered space on the quiz.

Quiz 1. Basic Ballet terminology.

Quiz 2. Vaganova Ballet dance vocabulary.

Quiz 3. The second set of tests in this series will require the student to perform ballet dance steps when prompted by the ballet dance teacher with dance vocabulary words.

Quiz 4. Center Ballet dance vocabulary/dance steps

Quiz 5. Allegro/Jumps Ballet dance vocabulary/dance steps

Quiz 6. This test will require students to watch footage of ballet performance, and they will be asked to identify each dance movement. Final. This will require students to choreograph two short 8 bar dance phrases which include center and Allegro movements. --Each student is assessed daily by their participation in class and the execution of the technique they have learned during the year. The ability to look at the dance step taught by the teacher and execute that step, is assessed by a grade each day.

The students will participate in a block period ballet dance class two to three times a week during the first semester and second semester. Dance vocabulary will be taught and students will be tested for their proficiency. Students will view ballet dance footage and will go to live dance performances. Students will learn and acquire the ability to distinguish one ballet step from another, and execute those steps to the best of their ability. Dance classes will consist of: (Semester One) 1. Work on Barre technique 4 weeks. A. Warm-up B. Learning barre work. C. Right execution of every step/movement on the barre. 2. Center work 8 weeks. A. Warm up. B. Learning center step/movement C. Work on execution of every movement on the center. A. Warm-up B. Allegro 4 weeks. C. Work on execution of every jump. Across the floor exercise. E. Short center dance combinations assessed by teacher for Progress Report 3 weeks. A. Warm-up B. Barre work. C. Center work. D. Allegro/Jumps. E. Across the floor exercises. 4. Injury prevention/care of the body. A. Feet B. Legs C. Back D. Neck E. Study of proper alignment for body while studying different ballet movements. 5. Diet/health for dancers. A. Proper daily diet for dancers B. Proper diet for performing C. Individual body awareness and dietary needs D. Nutritional need of teens in dance 6. Written test on ballet dance vocabulary ongoing 7. Papers will be written on videos viewed in class and live performances of ballet performance. 8. Students have continued to strengthen their ballet dance technique throughout the semester and will be assessed for their physical ability to execute ballet dance steps, physically repeat steps after being prompted with vocabulary, and their ability to work artistically and constructively with their peers. Student will receive a grade of A-F (Semester Two) 1. Ballet technique continued from semester one. 4 weeks 2. Written papers and journals on ballet dance videos viewed in class. 3. Choreography and improvisation 3 weeks A. Different choreographic styles B. Techniques of improvisation C. Students begin to work with each other experimenting with new concepts brought into the classroom by teacher. 4. Individual choreography assignments. 5 weeks Presented in class for a grade during the fifth week. 5. Teacher sets choreography on students for 7 weeks spring dance concert. Students are required to perform to receive final grade (A-F)

As the Ballet dance student approaches their second semester, dance combinations are extended into short choreographed works. These choreographed dances are rehearsed in class then presented in the spring to an audience of parents and peers. Students are also encouraged to choreograph and present short combinations in the classroom setting.

## Course Materials

### Literary Texts

Title	Author	Publisher	Edition	Website
Basic Principles of Classical Ballet	Agrippina Vaganova	Dover Publication, INC New York	2015	<a href="http://www.doverpublications.com">www.doverpublications.com</a>
Classes in Classical Ballet	Asaf Messerer	Limelight Editions	2007	<a href="http://www.limelighteditions.com">www.limelighteditions.com</a>
Master Teacher of Dance	Alexander Pushkin	The New York Public Library	2001	<a href="http://www.nypl.org">www.nypl.org</a>
100 Lessons in Classical Ballet	Vera S. Kostrovitskaya	Limelight Edition New York	2004	<a href="http://www.limelighteditions.com">www.limelighteditions.com</a>
Classical Ballet Technique	Gretchen Ward Warren	The University Press of Florida	1989	<a href="http://www.upf.com">www.upf.com</a>

## Additional Information

Course Author:

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Comment to UC:

- Students will be given a list of ballet dance vocabulary words. Students will be given handouts based on information acquired from dance history books. This information will solidify their understanding of Ballet dance and its historical context. Information will be given from the following books: “Basic Principles of Classical Ballet by: Agrippina Vaganova. “Classes in Classical Ballet” by Asaf Messerer. “Master Teacher of Dance” by: Alexander Pushkin. “100 lessons in Classical Ballet” by: Vera S. Kostrovitskaya. “Classical Ballet Technique” by: Gretchen Ward Warren. Video and field trips to live ballet dance performances are key for Ballet I students. It is important for them to see the dancers they are trying to emulate, and to connect their learned dance vocabulary to the steps the professional dancers are performing.