

Course Title	BALLET MIDDLE SCHOOL 1A/B	
Course Abbreviation	BALLET MS 1A/B	
Course Code Number	190503/04	
Special Notes	No prerequisite. Year course.	
Course Description	This course is designed to introduce students to the basic technique, vocabulary, and historical development of classical ballet. Students will gain strength, balance, flexibility, coordination, endurance, and agility through barre exercises, center floor and across the floor combinations. Emphasis will be placed on correct anatomical alignment, control, elevation, and sensitivity to line.	
California Content Standards	<p>The <i>California Dance Content Standards</i> below identify those standards that students are expected to master upon successful completion of this course.</p> <p>Artistic Perception</p> <p>1.1 Demonstrate increased focus, physical control, coordination, skill, and accurate reproduction in performing locomotor and axial movement.</p> <p>1.2 Demonstrate increased ability and skill to sustain longer and more complex movement sequences for expression in a variety of dance styles.</p> <p>1.3 Demonstrate risk taking in generating bigger and stronger movements through space in rehearsal and performance.</p> <p>Creative Expression</p> <p>2.1 Create, memorize, and perform improvised movement sequences, dance studies, and choreography with dynamic range and fulfillment.</p> <p>2.2 Demonstrate the ability to use personal discovery and invention through improvisation and choreography.</p> <p>2.3 Demonstrate the ability to use dance elements to develop dance phrases reflecting various musical rhythms, styles, and dynamics.</p> <p>2.5 Demonstrate performance skill in the ability to interpret and communicate through dance.</p> <p>2.6 Collaborate with others in preparing a dance presentation for an audience (short informal dance, lecture/demo, evening concert). 2.7 Demonstrate increased originality in using partner or group relationships to define spatial floor patterns, shape designs, and entrances and exits.</p> <p>Historical and Cultural Context</p> <p>3.3 Explain how dance functions among people of different age groups, including their own.</p> <p>Aesthetic Valuing</p> <p>4.2 Identify assessment criteria used for outstanding performances in different styles of dance (e.g., theatre, social, ceremonial).</p> <p>Connections, Relationship, Application</p> <p>5.1 Identify and use different sources to generate ideas for dance compositions (e.g., poetry, photographs, political/social issues).</p> <p>5.2 Describe how dancing builds physical and emotional well-being (e.g., positive body imaging, physical goals, creative goals, focus/concentration).</p>	
Instructional Units/Pacing Plan	Instructional Units Topics should be presented in an integrated manner where possible. Time spent on each unit is to be based upon the needs of the student and the instructional program.	Suggested Percentage of Instructional Time
	Ballet Vocabulary and Technique: Barre, center floor, across the floor Choreographic Process and Composition History of Ballet	60 20 20
Representative Objectives	<p><i>The student will be able to</i></p> <ul style="list-style-type: none"> • Demonstrate basic skills in ballet including increased physical control, coordination, strength, endurance and agility. • Demonstrate a working knowledge of basic ballet vocabulary. • Distinguish classical ballet from other dance forms and styles. • Articulate the importance of physical activity to good health. 	

	<ul style="list-style-type: none"> • Discuss the history of ballet, and identify iconic works in the ballet repertoire. • Discuss the relationship between music elements and ballet movements, and demonstrate this understanding kinesthetically. • Use the choreographic process to compose movement studies based on the vocabulary of ballet.
Representative Performance Skills	<p><i>In accordance with their individual capacity, students will grow in the ability to:</i></p> <ul style="list-style-type: none"> • Demonstrate basic arm, foot, and leg positions; body placement and facings. • Combine various ballet movements into coherent movement phrases, sequences and combinations, and perform with stylistic accuracy. • Discuss the history of ballet, and identify iconic works in the ballet repertoire. • Discuss the differences between viewing live and recorded dance. • Convey artistic intent while performing ballet sequences and studies.
Recommended Resource Materials	<p>Texts:</p> <p>McCutchen, Brenda Pugh. 1943. <i>Teaching Dance as Art in Education</i>. Human Kinetics.</p> <p>Grieg, Valerie, <i>Inside Ballet Technique</i>, Princeton Book Company, 1994</p> <p>Hammond, Sandra Noll, <i>Ballet Basics</i>, Mayfield Publishing Company, 1993</p> <p>Jack Anderson. <i>Ballet & Modern Dance, A Concise History</i></p> <p>Susan Leigh Foster. <i>Choreography and Narrative, Ballet's Staging of Story & Desire</i></p> <p>Richard Glasstone. <i>Classical Ballet Terms, an Illustrated Dictionary</i></p> <p>Lincoln Kirstein. <i>The Classic Ballet Basic Technique & Terminology</i></p> <p>Gayle Kassing. <i>Interactive Beginning Ballet (multimedia)</i></p> <p>Vera S. Kostrovitskaya. <i>100 Lessons in Classical Ballet</i></p> <p>DVDs:</p> <p>The Children of Theatre Street</p> <p>The Nutcracker</p> <p>Choreography by Balanchine</p> <p>Baryshnikov Nutcracker</p> <p>Other resources and materials (books, journals, DVDs, etc.) appropriate to the genre.</p>
<p><u>Credentials Required to Teach this Course</u></p> <p>One of the Following:</p> <p>Single Subject Physical Education</p> <p>Subject Matter Authorization in Dance</p>	