

Course Title	BALLET MIDDLE SCHOOL 2A/B	
Course Abbreviation	BALLET MS 2A/B	
Course Code Number	190505/06	
Special Notes	Year course. Prerequisite: Ballet Middle School 2A/B or teacher approval.	
Course Description	This course is designed to deepen students' knowledge of ballet technique and vocabulary, and its historical context. Students will increase 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 ability and skill to apply the elements of space, time, and force/energy in producing a wide range of dance sequences.</p> <p>1.2 Demonstrate capacity for centering/shifting body weight and tension/release in performing movement for artistic intent.</p> <p>1.3 Demonstrate greater technical control in generating bigger and stronger movements through space in rehearsal and performance.</p> <p>1.5 Identify and analyze the variety of ways in which a dancer can move, using space, time, and force/energy vocabulary.</p> <p>1.2 Creative Expression</p> <p>2.1 Create, memorize, and perform dance studies, demonstrating technical expertise and artistic expression.</p> <p>2.2 Expand and refine a personal repertoire of dance movement vocabulary.</p> <p>2.3 Apply basic music elements to the making and performance of dances (e.g., rhythm, meter, accents).</p> <p>2.5 Demonstrate performance skill in the ability to project energy and express ideas through dance.</p> <p>Historical and Cultural Context</p> <p>3.1 Compare and contrast specific kinds of dances (e.g., work, courtship, ritual, entertainment) that have been performed.</p> <p>Aesthetic Valuing</p> <p>4.1 Identify preferences for choreography and discuss those preferences, using the elements of dance.</p> <p>4.3 Describe and analyze how differences in costumes, lighting, props, and venues can enhance or detract from the meaning of a dance.</p> <p>Connections, Relationship, Application</p> <p>5.1 Identify and compare how learning habits acquired from dance can be applied to the study of other school subjects (e.g., memorizing, researching, practicing).</p> <p>5.2 Describe how dancing builds positive mental, physical, and health-related practices (e.g., discipline, stress management, anatomic awareness).</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 30 10
Representative Objectives	<p><i>The student will be able to</i></p> <ul style="list-style-type: none"> • Demonstrate increased skills in ballet including increased physical control, coordination, strength, endurance and agility. • Demonstrate a working knowledge ballet vocabulary. • Articulate the importance of physical activity to good health. • 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. 	

	<ul style="list-style-type: none"> • 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 arm, foot, and leg positions, body placement, facings and rich vocabulary of ballet movements. • 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. • Perform ballet sequences and studies with focus and intent.
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>	