

Course Title	BEGINNING BALLET A/B	
Course Abbreviation	BEG BALLET SH A/B	
Course Code Number	190513/14	
Special Notes	No prerequisite. Year course .	
Course Description	This course is designed to introduce students to the 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, turn out, control, elevation, and sensitivity to line. The historical development of ballet from the Renaissance period to the late 20 th century will be studied including major ballets, choreographers, dancers, and ballet companies.	
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 refined physical coordination when performing movement phrases (e.g., alignment, agility, balance, strength).</p> <p>1.2 Memorize and perform works of dance, demonstrating technical accuracy and consistent artistic intent.</p> <p>1.5 Apply knowledge of dance vocabulary to distinguish how movement looks physically in space, time, and force/energy).</p> <p>Creative Expression</p> <p>2.2 Identify and apply basic music elements (e.g., rhythm, meter, tempo, timbre) to construct and perform dances.</p> <p>2.4 Perform original works that employ personal artistic intent and communicate effectively.</p> <p>Historical and Cultural Context</p> <p>3.2 Describe ways in which folk/traditional, social, and theatrical dances reflect their specific cultural context.</p> <p>Aesthetic Valuing</p> <p>4.4 Research and identify dances from different historic periods or cultures and make connections between social change and artistic expression in dance.</p> <p>4.5 Identify and evaluate the advantages and limitations of viewing live and recorded dance performances.</p> <p>Connections, Relationship, Application</p> <p>5.3 Explain how dancing presents opportunities and challenges to maintain physical and emotional health and how to apply that information to current training and lifelong habits.</p> <p>5.2 Apply concepts from anatomy, physiology, and physics to the study and practice of dance techniques.</p>	
Instructional Units/Pacing Plan	Instructional Units	Suggested Percentage of Instructional Time
	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.	
	Ballet technique: barre, center floor, across the floor, reverence	60
	Terminology	10
	Concepts of anatomy and physiology applied to ballet technique	10
Representative Objectives	Historical development of classical ballet	10
	- Renaissance to late 20h century	
	Artistic intent and personal expression	10
	<p><i>The student will be able to</i></p> <ul style="list-style-type: none"> Expand movement skills and demonstrate increasing physical control. Analyze ballet choreography/compositions using the vocabulary of classical ballet. Distinguish classical ballet from other dance forms and styles. Articulate the importance of posture and muscle control to good health. Analyze the artistic and social characteristics and functions of dance in various cultures and historical periods, and explain why certain works are representative of their period or culture. 	

	<ul style="list-style-type: none"> Discuss the relationship between music elements and ballet movements, and demonstrate this understanding kinesthetically.
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. Identify and discuss the various periods of ballet from the Renaissance to the late 20th century. 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>	