



DANC 1100

Division: Fine Arts

Department: Dance

Course: DANC 1100

Title: Ballet I

Catalog Description:

This course is an introduction to the theory and practice of classical and modern ballet. It will emphasize ballet discipline, correct posture, alignment and muscular control to improve health and the appearance of the physical body. Ballet history will be explored in the form of research, video and movement. This course is repeatable for credit.

General Education Requirements: N/A

Semesters Offered: Fall, Spring

Credit/Time Requirement: Credit: 1; Lecture: 1; Lab: 2

Clock/Hour Requirements: 0

Offered for Non-Credit: No

Justification:

Ballet technique is considered to be the foundation of dance. Its technique gives emphasis to proper body placement as well as facilitation of the mind and body. The analysis of physical movement and structure along with the French ballet vocabulary promotes mental dexterity. This course fills an elective credit for physical education at four-year institutions and is required for all Dance Majors.

Student Learning Outcomes:

Upon completion of this course, students should be able to: perform proper Ballet technique, both at the barre and away; demonstrate increased ability in areas of flexibility, strength and musicality; understand basic Ballet Vocabulary; demonstrate an articulate awareness and appreciation of dance as an art form from a historical perspective.

Content:

Students will practice ballet technique using the correct ballet vocabulary, at the barre and center, progressing from warm-up and stretch to more physically demanding movement each class period. Basic anatomy and physiology will be discussed to analyze movement and develop solutions for balance and other dance issues. Rhythm and musicality using classical music will be examined. Through observation and written critique, students will practice responding articulately to the artistry of ballet performances. Students will research and present information on the history of ballet and the major contributors to the art.

General Education Outcomes:

5) Apply a cultural and historical awareness to a variety of phenomena.

Students will learn about the origins of ballet, the people who influenced the development of the art form and about the cultures in which it thrived.

9) Respond with informed sensitivity to an artistic work or experience.

Students will have the opportunity to respond to both video taped performances, the dancing of their peers in class, and a live performance of the Snow Dance Ensemble. Response will come in the form of a written critique and discussion.

10) Apply personal-fitness and wellness-management principles to lifestyle choices.

The very nature of dance increases physical fitness in many ways: strength, flexibility, endurance and coordination. Through discussion of correct movement principles and how they apply to dance and all types of movement, students have the knowledge to exercise safely in all physical endeavors.

Key Performance Indicators:

As this is an experiential course, attendance and complete participation are necessary (40%). The Performance Critique paper (15%) and Historical Presentation (15%) will show the students ability to articulately present research and logically express a viewpoint. The midterm test, on the vocabulary used each day in class (15%), and final exam, testing technical improvement and theoretical knowledge (15%) will provide further evidence of learning.

Representative Text and/or Supplies:

No text required. Supplies:Leotards, tights and appropriately prepared ballet slippers will be required.

Optimum Class Size: 15

Maximum Class Size: 25

Signatures:

I hereby submit this course syllabus:

’ ’

I hereby find this course consistent with the goals and resources of the Dance Department:

Patricia Meredith, MFA, Assistant Professor, Chair

I hereby find this course consistent with the goals and resources of the Fine Arts Division:

Vance Larsen, MM, Associate Professor, Dean

I have discussed the need for library resources related to this class with the person submitting the syllabus:

Lynn Anderson, MLIS, Technical Services Librarian (Main Campus)

Michelle Olsen, MLS, Campus Librarian (Richfield Campus)