



## DANC 1130

**Division:** Fine Arts

**Department:** Dance

**Course:** DANC 1130

**Title:** Ballet II

**Catalog Description:**

This course will build on the basic technique and theory of classical and modern ballet begun in Ballet I. It will emphasize ballet discipline, correct posture, alignment, muscular control and performance skills. Ballet history will be explored in the form of video, lecture and movement.

**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

**Prerequisites:** DANC 1100 or Permission of Instructor

**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 and quick assimilation of dance movement 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 will be able to: demonstrate proper Ballet technique with the ability to analyze movement using anatomical principles; demonstrate a knowledge of the history of Ballet and its contribution to the world of dance; know and understand ballet vocabulary; show increased ability in areas of flexibility, strength, musicality, coordination, endurance and performance skills; communicate a deep appreciation of Ballet as an art form.

**Content:**

Students will practice ballet technique and performance style 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 to 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 major periods of ballet history.

**General Education Outcomes:**

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

Students will learn the cultural and historical context in which Ballet grew and changed during the major periods of ballet. By studying this history, they will see how social issues and historical events can impact dance, and how dance can be a means of creating change in the world.

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 live performances of the Snow Dance Ensemble and visiting guests. Response will come in the form of 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 is 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 vocabulary used each day in class (10%) and the final exam, testing technical improvement, performance skills and theoretical knowledge (20%) 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)