



## Ballet Syllabus

All Levels

Fall 2019/Spring 2020

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South Dance - Periods 1-3

### **Ballet Course Goals:**

These courses are designed for students to embrace the art of Ballet. We will train in the traditional class format: barre followed by centre work (adagio, pirouettes, petit allegro, grande allegro). Alignment, vocabulary, musicality, skill execution, and presentation will be emphasized. Dance-specific conditioning will occur on Wednesdays. Students will also understand progression of technique and how a class is constructed. Each will lead part or all of a class during the semester.

### **Objectives:**

**Ballet I:** This course is designed for students new to dance (or ballet, specifically).

**Ballet II:** This course is designed for the student who has mastered basic ballet technique, has a working knowledge of basic anatomy, biomechanics, and nutrition, and is ready for more challenges in this art form.

**Ballet III:** This course is designed for the upper-intermediate to advanced ballet dancer. It is expected that the dance student be in excellent physical condition and take class regularly outside of PAPA.

### **Class Rules and Attendance:**

*Be prompt – Be polite – Be prepared – Be productive – Be positive*

This is a class in a **physical** art form - you must be present and physically active for full credit. Sitting out will involve a written assignment but it will not be a substitute (in the learning process and in grading) for taking class.

PLEASE: **No food or drink in the dance studio**, especially high-calorie morning drinks and junk food like Hot Cheetos...if you cannot follow this dance studio guideline (normal to all studios across the world) be prepared for such items to mysteriously disappear during class time.

**NO SINGLE USE PLASTICS ALLOWED IN BALLET CLASS**

### **Class Routines/Procedures/Schedule:**

Students must be in the studio, in proper dance attire, hair up, ready to take class from the very beginning of the class period. Attendance and punctuality are imperative for safety and student development. From time to time, class will be academic in nature, covering history, anatomy & kinesiology, or health & nutrition lectures. Students are not expected to dress out for these classes and will be notified a day in advance. There will be other days where lectures are given and written work may be assigned.

### **Grading/Progress Reports:**

Students' grades will be based upon being in dance attire for class, participation, and skill development. Two 10 point grades\* will be submitted to PowerSchool each week. Technical assessments will be a component of the overall grade. A student that does not participate in this physically demanding class cannot expect to be awarded a passing grade.

A doctor's note is required for sitting out; failure to have appropriate medical documentation for non-participation will result in a diminished grade.

Performance in the PAPA Spring Dance Show (including attendance at dress rehearsals) is MANDATORY and will be valued at 100 points in the third quarter of the year.

Attire - 2 points (\*worth the full quiz grade for continued non-compliance)

Participation - 2 points

Focus - 2 points

Attitude - 2 points

Being on-time - 2 points

\*Please note that repeatedly being out of ballet dress code will result in a daily grade of ZERO until compliance is reached. You can indeed fail ballet for not being dressed properly.

**There will be written exams for the four quarters of the year.**

### **Class supply list**

- Hair ties/bobby pins/clips to keep hair off and out of your face
- Appropriate dance clothes
- Ballet slippers must be worn in the dance studio
- Deodorant
- Water bottle
- Personal first aid needs (Band-Aids, etc.)

**NOTE THAT LARGE JEWELRY ITEMS MUST BE REMOVED BEFORE CLASS - FOR YOUR SAFETY.**

#### Boys

- Form-fitting white shirt
- Fitted black pants/shorts
- Tight shorts/dance belt
- Black ballet slippers

#### Girls

- Black leotard
- Pink tights
- soft ballet slippers (canvas preferred)

### **Performance Schedule:**

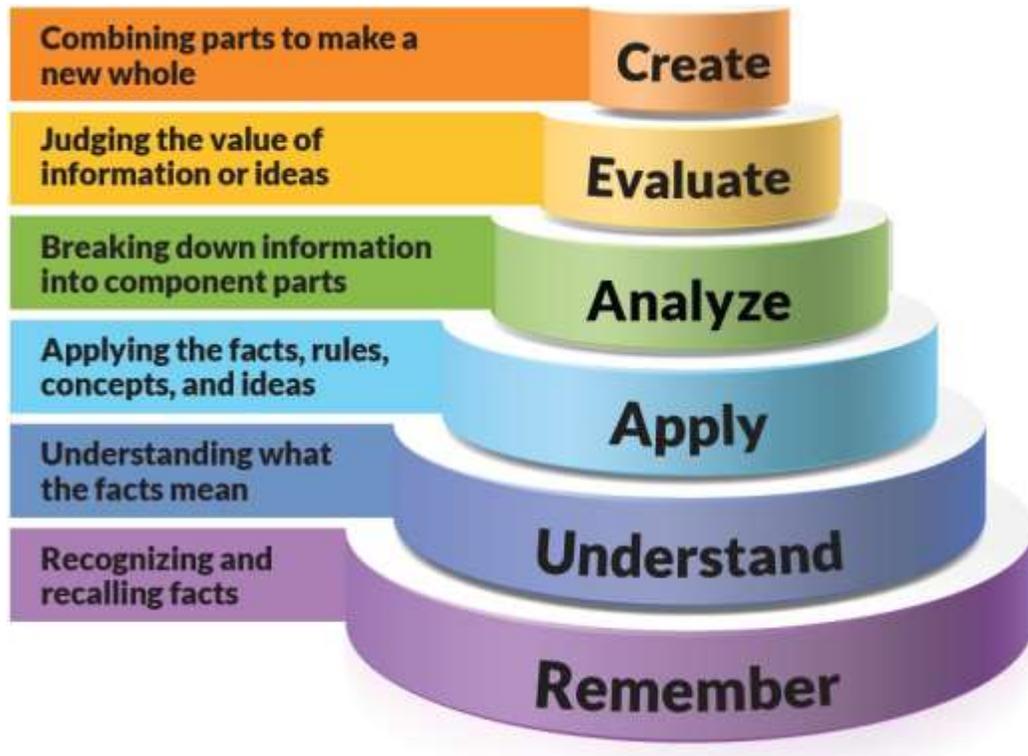
All ballet students are **REQUIRED** to be in the Spring Dance Concert on **March 5, 6, & 7** at the National Hispanic Cultural Center (NHCC) from 6-9 pm; it is a part of your grade and you must be there for both performances. The tech/dress rehearsals are currently scheduled on **March 3 & 4** and will occur during the school day - 8.00-3.30.

Check the PAPA Handbook for policy on absences prior to performance.

Ticket sales will begin in January 2019 and are available at the NHCC Box Office.

Ticket prices are TBA.

*Students are encouraged but not required to perform at outside functions.*



## Core Dance Standards

### **CREATING**

**Anchor Standard 1:** Generate and conceptualize artistic ideas and work.

Enduring Understanding: Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.

Essential Question(s): Where do choreographers get ideas for dance

**Anchor Standard 2:** Organize and develop artistic ideas and work.

Enduring Understanding: The elements of dance, dance structures, and choreographic devices serve as both a foundation and a departure point for choreographers.

Essential Question(s): What influences choice-making in creating choreography?

**Anchor Standard 3:** Refine and complete artistic work.

Enduring Understanding: Choreographers analyze, evaluate, refine, and document their work to communicate meaning.

Essential Question(s): How do choreographers use self-reflection, feedback from others, and documentation to improve the quality of their work?

### **PERFORMING**

**Anchor Standard 4:** Select, analyze, and interpret artistic work for presentation.

Enduring Understanding: Space, time, and energy are basic elements of dance.

Essential Question(s): How do dancers work with space, time and energy to communicate artistic expression?

**Anchor Standard 5:** Develop and refine artistic techniques and work for presentation.

Enduring Understanding: Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression.

Essential Question(s): What must a dancer do to prepare the mind and body for artistic expression?

**Anchor Standard 6:** Convey meaning through the presentation of artistic work.

Enduring Understanding: Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression.

Essential Question(s): How does a dancer heighten artistry in a public performance?

### **RESPONDING**

**Anchor Standard 7:** Perceive and analyze artistic work

Enduring Understanding: Dance is perceived and analyzed to comprehend its meaning.

Essential Question(s): How is a dance understood?

**Anchor Standard 8:** Interpret intent and meaning in artistic work.

Enduring Understanding: Dance is interpreted by considering intent, meaning, and artistic expression as communicated through the use of the body, elements of dance, dance technique, dance structure, and context.

Essential Question(s): How is dance interpreted?

**Anchor Standard 9:** Apply criteria to evaluate artistic work.

Enduring Understanding: Criteria for evaluating dance vary across genres, styles, and cultures.

Essential Question(s): What criteria are used to evaluate dance?

### **CONNECTING**

**Anchor Standard 10:** Synthesize and relate knowledge and personal experiences to make art.

Enduring Understanding: As dance is experienced, all personal experiences, knowledge, and contexts are integrated and synthesized to interpret meaning.

Essential Question(s): How does dance deepen our understanding of ourselves, other knowledge, and events around us?

**Anchor Standard 11:** Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

Enduring Understanding: Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts.

Essential Question(s): How does knowing about societal, cultural, historical and community experiences expand dance literacy?