



Ballet
Syllabus
All Levels
Fall 2020/Spring 2021
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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 SEE Dance Department ADDENDUM FOR CHANGES DUE TO COVID-19

Class Routines/Procedures/Schedule:

Students must be 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.

- ✓ Written assignments are found on Google Classroom; this is also where written assignments are to be uploaded.
- ✓ 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.

Performances

Since we are in a GLOBAL PANDEMIC, details about Spring Show will be announced as we know more. At this time, it is expected to be a "virtual performance."

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
 - (your discretion at home, depending on your flooring)
- Deodorant
- Water bottle
- Personal first aid needs (Band-Aids, etc.)

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

Boys

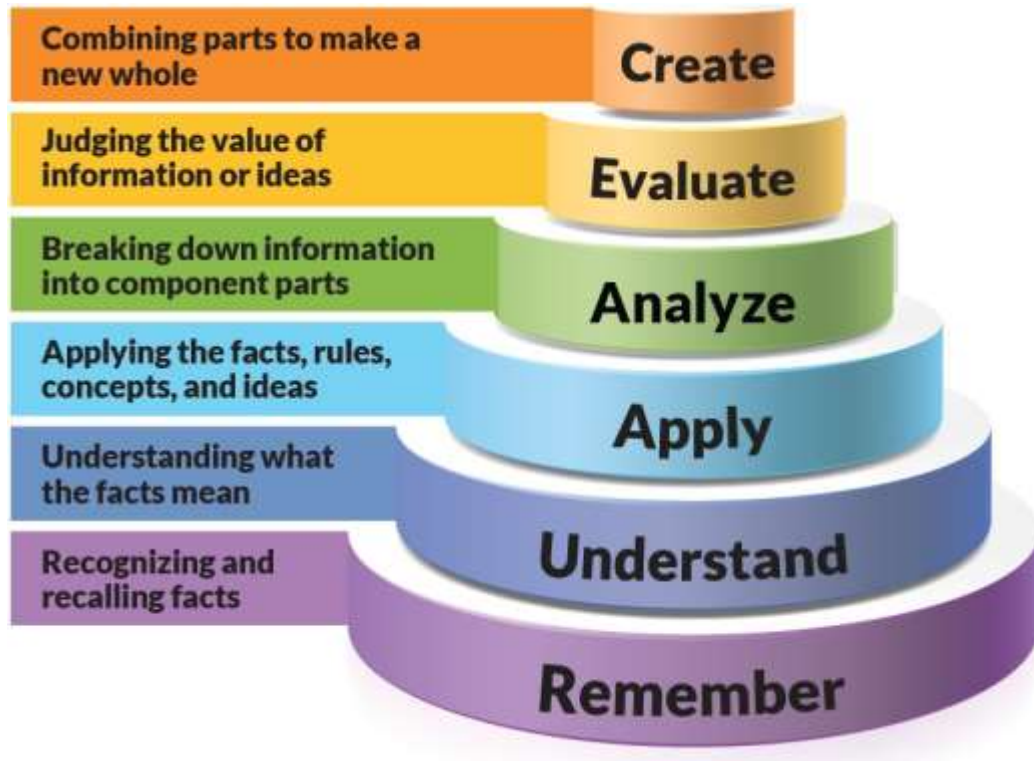
- Form-fitting white shirt
- Fitted black pants/shorts
- Tight shorts/dance belt
- Black ballet slippers

Girls

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

Safety is our first priority. This is primarily a dance class. We should be moving our bodies every day. However, modifications in our general approach and pedagogy will change significantly as we navigate these new spaces, both figuratively and literally.

As we begin the process of practicing ballet at home, it is important to understand what constitutes a safe environment. A flat, level surface, preferably wooden, is desirable. Avoid dancing on concrete or tile. Keep the area safe of debris or other large objects that might impede movement. It is the responsibility of students and their parent(s)/guardian(s) to maintain a healthy and safe space for dance movement.



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?