



Ballet Syllabus

All Levels

Fall 2023/Spring 2024

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East 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. Class will focus on progression of technique and students will come to understand how a class is constructed. Each student 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 BALLETT 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.

N.B: We will be using GOOGLE CLASSROOM for assignments and general communication. All materials are posted at the beginning of the year; it is your job to find the materials as assignments are made in class.

This is a movement class – expect to move!

If you have questions pertaining to class, please email me (.org - not .net, please) rather than post on Google Classroom.

Grading/Progress Reports:

Students' grades will be based upon being in dance attire for class, participation, and skill development. **Two** 10-point grades* will generally 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.

1. 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.*

2. Written assignments posted on Google Classroom – also worth 10 points apiece

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.

There will be written exams at mid-year & end-of-year.

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)

All: Hair tied back, no jewelry

Performance Schedule:

All ballet students are **REQUIRED** to be in the Spring Dance Concert, **March 7 & 8 at 7 pm, March 9 at 2 pm**, at the National Hispanic Cultural Center (NHCC) from 6-9 pm.

This performance is a part of your grade - **you must be there for all performances.**

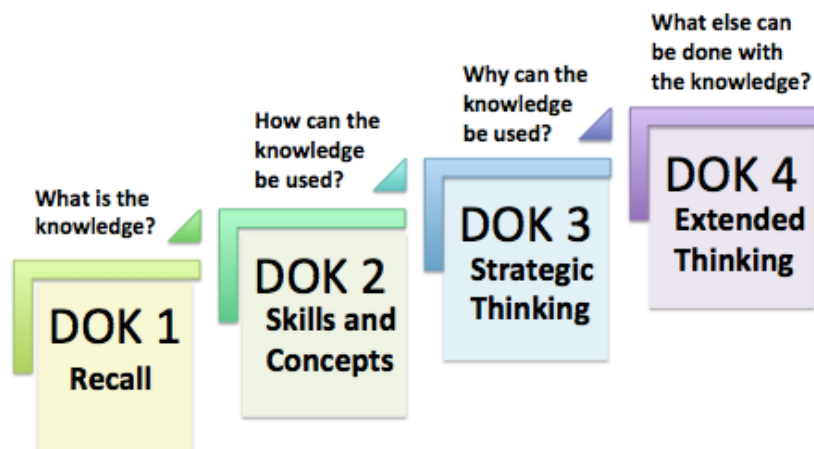
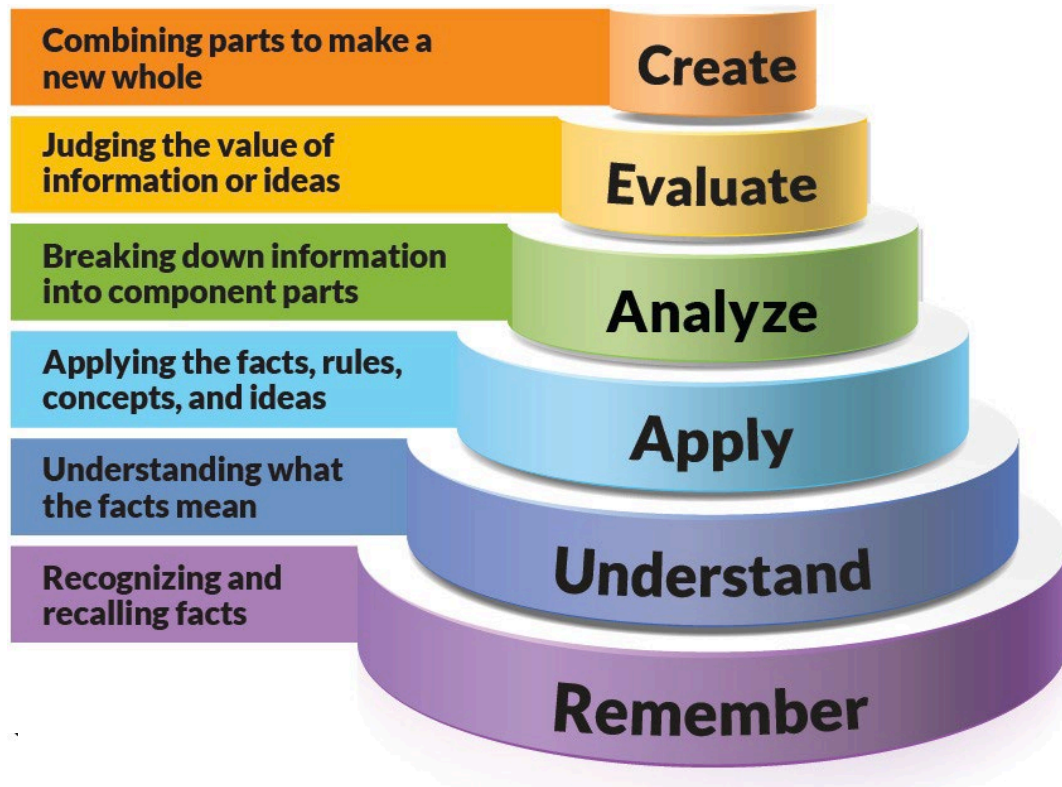
The tech/dress rehearsals are currently scheduled on **the Tuesday and Wednesday before the shows (March 5 & 6)** and will occur during the school day - 8.00-3.30.

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

Ticket sales will begin in January 2024 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?