



MERCER
COUNTY COMMUNITY COLLEGE

COURSE OUTLINE

Course Number	Course Title	Credits
DAN 112	Ballet II	2
Hours: Lecture/Lab/Other	Co- or Pre-requisite	Implementation Semester & Year
1/2/0	None	Fall 2022

Catalog description

Study of ballet technique on an intermediate level. This course refines existing technique whilst expanding a student's movement vocabulary.

General Education Category:
Not GenEd

Course coordinator:
Jody P Gazenbeek-Person, x3524, gazenbei@mccc.edu

Required texts & Other materials:
NONE

Course Student Learning Outcomes (SLO):

Upon successful completion of this course the student will be able to:

1. Obtain a more specific understanding of ballet technique. [Supports ILG # 6 ; PLO # 1]
2. Refine existing technique whilst expanding their movement vocabulary. [Supports ILG # 6 ; PLO # 1]
3. Display cleaner lines and appropriate kinetic dynamics. [Supports ILG # 6 ; PLO # 1]
4. Broaden their performance capabilities. [Supports ILG # 6 ; PLO # 1]
5. Develop greater strength and endurance. [Supports ILG # 6 ; PLO # 1]
6. Develop greater strength and endurance to execute longer enchainment and ballet combinations. [Supports ILG # 6, 11; PLO # 1]

Course-specific Institutional Learning Goals (ILG):

Institutional Learning Goal. 6. Humanities. Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.

Institutional Learning Goal 11. Critical Thinking: Students will use critical thinking skills understand, analyze, or apply information or solve problems.

Program Learning Outcomes for

- 1 Master the physical discipline and time investment necessary to carry out professional concerts;
- 2 Choreograph independently to create their own dances;
- 3 Work collaboratively with artistic and production staff;
- 4 Create successful auditions by preparing materials and exhibiting professional conduct.

Units of study in detail – Unit Student Learning Outcomes:

Unit I [Barre Work] [Supports SLOs #1 – 6]

Learning Objectives

The student will be able to...

- demonstrate motivation, timing, and progression through more challenging barre exercises.
- comprehends the purpose of barre exercises, and their relation to center work and enchainment.
- maintain classical alignment throughout more complex movement.
- distinguish between proper and improper alignment and make adjustments to maintain classical alignment.
- perform subtle changes in timing whilst executing barre work.
- maintain clear lines in the eight body positions, basic attitude, and arabesque.

Unit II [Center work: Allegro—a fast sequence of classical movements] [Supports SLOs #1 – 6]

Learning Objectives

The student will be able to...

- articulate smaller details consistently.
- perform subtle changes in timing whilst executing allegro combinations.
- execute more complex variations of the basic movements.

Unit III [Center work: Adagio—a slow sequence of classical movements] [Supports SLOs #1 – 6]

Learning Objectives

The student will be able to...

- demonstrate a greater sense of balance, strength and flexibility.
- sustain balance and flow of movement.
- perform subtle changes in timing whilst executing adagio combinations.
- maintain clear lines in the eight body positions, basic attitude, and arabesque.

Unit IV [Enchainment—moving through space from one side of the room to opposite side] [Supports SLOs #1 – 6]

Learning Objectives

The student will be able to...

- demonstrate musicality.
- perform subtle changes in timing whilst executing enchainment.
- execute various port de bras during enchainment.

Unit V [Somatic Learning and Nutrition] [Supports SLOs #1 – 6]

Learning Objectives

The student will be able to...

- prevent muscular injuries through relaxation, balance, and proper coordination.
- improve and maintain posture and flexibility.
- integrate “mind” and “body” to help direct locomotor intentions more effectively.
- the ability to feel, sense, and control psychomotor interactions with the environment.
- develop strategies to decrease stress.
- explain what constitutes a proper diet.
- list some myths and facts concerning nutrition.

Evaluation of student learning:

1. Periodic evaluation of students' progress in technique exercises and enchainment.
2. Quizzes on terminology.
3. Mid-Term and Final evaluation of the students' individual technical performance.
4. Satisfactory performance of given final enchainment