



## COURSE OUTLINE SPRING 2009

<b>Course Number</b> DAN102 & DAN112	<b>Course Title</b> Ballet I and Ballet II	<b>Credits</b> 2
<b>Hours:</b> <b>lecture/Lab/Other</b> 3 Studio	<b>Co- or Pre-requisite</b> Must successfully complete DAN102 before entering DAN112	<b>Implementation sem/year</b> Fall 2008

**Catalog description (2006-2009 Catalog):**

DAN102 introduces traditional or classic ballet terminology, forms, and techniques. Emphasizes body alignment and physical skill needed for proper classical ballet movements. DAN112 is the study of ballet technique on an intermediate level. *Each course is 3 studio hours*

**Is course New, Revised, or Modified?** Revised with input from Janell Byrne

**Required texts/other materials:** None

**Revision date:**

July 27, 2008

**Course coordinator:**

Jody P. Person, x3524, jpersondirect@yahoo.com

**Information resources:** Students are encouraged to pursue the other learning resources listed below, attend live dance performances, and engage with the optional reading suggestions on the course syllabus.

**Other learning resources:** Our library and the county system is underfunded when it comes to the collection of relevant books, videos, recordings, and electronic databases to supplement the students' learning and research projects in the Dance Program. Our library and the county system contain a small collection of relevant books, videos, recordings, and electronic databases to supplement the students' learning and research projects. There are some well-known works of recognized quality, including: *What is Dance?: Readings in Theory and Criticism* by Roger Copeland, *The Dance Anthology* by Cobbett Steinberg, *The Thinking Body* by Mabel Todd, *Terpsichore in Sneakers: Post-Modern Dance* by Sally Banes, *The Private World of Ballet* by John Gruen and many video recordings of full length classical ballets, some modern dance, and documentaries concerning dance history.

A list of books and videos has been submitted to the library for acquisition as of September 2007. Books and videos are being added to the collection on a consistent basis.

*Course Outline developed in collaboration with Janell Byrne and based on The Dance Center of Columbia College Chicago's Technique Syllabus.*

## Course Competencies/Goals:

### **Students will be able to:**

1. in DAN102 understand and execute basic ballet technique.
2. in DAN102 perform simple ballet combinations.
3. in DAN102 execute proper placement and alignment in ballet combinations.
4. in DAN102 develop a sense of musicality.
5. in both courses create long-lasting and direct changes in movement, coordination, posture and efficiency through somatic learning.
6. In both courses describe and examine basic concepts of nutrition.
7. in DAN112 obtain a more specific understanding of ballet technique.
8. in DAN112 refine existing technique whilst expanding their movement vocabulary.
9. in DAN112 display cleaner lines and appropriate kinetic dynamics.
10. in DAN112 broaden their performance capabilities.
11. in DAN112 develop greater strength and endurance.
12. in DAN112 develop greater strength and endurance to execute longer enchainment and ballet combinations.

## Course-specific General Education Knowledge Goals and Core Skills.

### General Education Knowledge Goals

**Goal 1. Communication.** Students will communicate effectively in both speech and writing.

**Goal 3. Science.** Students will use the scientific method of inquiry, through the acquisition of scientific knowledge.

**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.

### MCCC Core Skills

**Goal A. Written and Oral Communication in English.** Students will communicate effectively in speech and writing, and demonstrate proficiency in reading.

**Goal B. Critical Thinking and Problem-solving.** Students will use critical thinking and problem solving skills in analyzing information.

**Goal D. Information Literacy.** Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.

**Goal F. Collaboration and Cooperation.** Students will develop the interpersonal skills required for effective performance in group situations.

## Units of study in detail.

### Unit I [Barre Work]

#### Learning Objectives

#### *The student will be able to...*

- Execute and comprehend ballet positions for the feet, arms, head, and body. (Course Competencies 1-5; Gen Ed Goals 1 & 6; Core Skill A & B.)
- Execute and comprehend basic movements and their variations. (Course Competencies 1-5; Gen Ed Goals 1 & 6; Core Skill A & B.)
- Demonstrate motivation, timing, and progression through barre exercises. (Course Competencies 1-5; Gen Ed Goals 1 & 6; Core Skill A & B.)

- comprehends the purpose of barre exercises, and their relation to center work and enchainment. (Course Competencies 1-5; Gen Ed Goals 1 & 6; Core Skill A & B.)
- Maintain classical alignment through out movement. (Course Competencies 1-5; Gen Ed Goals 1 & 6; Core Skill A & B.)
- Distinguish between proper and improper alignment and make adjustments to maintain classical alignment. (Course Competencies 1-5; Gen Ed Goals 1 & 6; Core Skill A & B.)
- In DAN112 perform subtle changes in timing whilst executing barre work. (Course Competencies 7-11; Gen Ed Goals 1 & 6; Core Skill A & B.)
- In DAN112 maintain clear lines in the eight body positions, basic attitude, and arabesque. (Course Competencies 7-11; Gen Ed Goals 1 & 6; Core Skill A & B.)

## **Unit II** [Center work: Allegro—a fast sequence of classical movements]

### **Learning Objectives**

#### ***The student will be able to...***

- move consistently on the beat. (in DAN112 students should demonstrate greater rhythmic clarity.) (Course Competencies 1-5 & 7-11; Gen Ed Goals 1 & 6; Core Skill A & B.)
- maintain torso alignment while moving. (Course Competencies 1-5; Gen Ed Goals 1 & 6; Core Skill A & B.)
- move with focus. (Course Competencies 1-5 & 7-11; Gen Ed Goals 1 & 6; Core Skill A & B.)
- in DAN112 articulate smaller details consistently. (Course Competencies 7-11; Gen Ed Goals 1 & 6; Core Skill B & D.)
- In DAN112 perform subtle changes in timing whilst executing allegro combinations. (Course Competencies 7-11; Gen Ed Goals 1 & 6; Core Skill A & B.)
- In DAN112 execute more complex variations of the basic movements. (Course Competencies 7-11; Gen Ed Goals 1 & 6; Core Skill A & B.)

## **Unit III** [Center work: Adagio—a slow sequence of classical movements]

### **Learning Objectives**

#### ***The student will be able to...***

- clearly replicate classical positions in space. (DAN112 students receive more challenging forms.) (Course Competencies 1-5 & 7-11; Gen Ed Goals 1 & 6; Core Skill A & B.)
- articulate legs and arms with awareness of proper alignment. (Course Competencies 1-5; Gen Ed Goals 1 & 6; Core Skill A & B.)
- demonstrate a general sense of balance, strength and flexibility. (Course Competencies 1-5; Gen Ed Goals 1 & 6; Core Skill A & B.)
- in DAN112 sustain balance and flow of movement. (Course Competencies 7-11; Gen Ed Goals 1 & 6; Core Skill A & B.)
- In DAN112 perform subtle changes in timing whilst executing adagio combinations. (Course Competencies 7-11; Gen Ed Goals 1 & 6; Core Skill A & B.)
- In DAN112 maintain clear lines in the eight body positions, basic attitude, and arabesque. (Course Competencies 7-11; Gen Ed Goals 1 & 6; Core Skill A & B.)

## **Unit IV** [Enchainment—moving through space from one side of the room to opposite side]

### **Learning Objectives**

#### ***The student will be able to...***

- jump without undue strain. (Course Competencies 1-5; Gen Ed Goals 1 & 6; Core Skill A & B.)
- hold spinal alignment, articulate feet, and keep shoulders down to accomplish jumps. (Course Competencies 1-5; Gen Ed Goals 1 & 6; Core Skill A & B.)
- maintain focus. (Course Competencies 1-5; Gen Ed Goals 1 & 6; Core Skill A & B.)
- achieve adequate height in the leap while maintaining classical alignment. (Course Competencies 1-5; Gen Ed Goals 1 & 6; Core Skill A & B.)
- demonstrate musicality. (In DAN112 students are given more challenging musical phrasing.) (Course Competencies 1-5 & 7-12; Gen Ed Goals 1 & 6; Core Skill A & B.)
- In DAN112 perform subtle changes in timing whilst executing enchainment. (Course Competencies 7-12; Gen Ed Goals 1 & 6; Core Skill A & B.)
- In DAN112 execute various port de bras during enchainment. (Course Competencies 7-12; Gen Ed Goals 1 & 6; Core Skill A & B.)

## **Unit V [Somatic Learning and Nutrition]**

### **Learning Objectives**

***The student will be able to...***

- prevent muscular injuries through relaxation, balance, and proper coordination. (Course Competencies 5; Gen Ed Goals 3; Core Skill B & D.)
- improve and maintain posture and flexibility. (Course Competencies 5; Gen Ed Goals 3; Core Skill B & D.)
- Integrate “mind” and “body” to help direct locomotor intentions more effectively. (Course Competencies 5; Gen Ed Goals 3; Core Skill B & D.)
- the ability to feel, sense, and control psychomotor interactions with the environment. (Course Competencies 5; Gen Ed Goals 3; Core Skill B & D.)
- develop strategies to decrease stress. (Course Competencies 5; Gen Ed Goals 3; Core Skill B & D.)
- explain what constitutes a proper diet. (Course Competencies 6; Gen Ed Goals 3; Core Skill A, B, & D.)
- list some myths and facts concerning nutrition. (Course Competencies 6; Gen Ed Goals 3; Core Skill A, B, & D.)

### **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

**Academic Integrity Statement:** Students are expected to comply with the college-wide requirements for academic integrity. Mercer County Community College is committed to Academic Integrity—the honest, fair, and continuing pursuit of knowledge, free from fraud or deception. This implies that students are expected to be responsible for their own work. Presenting another individual's work as one's own and receiving excessive help from another individual will qualify as a violation of Academic Integrity. The entire policy on Academic Integrity is located in the Student Handbook and is found on the college website ([http://www.mccc.edu/admissions\\_policies\\_integrity.shtml](http://www.mccc.edu/admissions_policies_integrity.shtml)).