I. Catalog Information

P E 22L Theory and Technique of Ballet: II 2 Unit(s)

(See general education pages for the requirement this course meets.)

Advisory: English Writing 200 and Reading 201 (or Language Arts 200), or English as a Second Language 261, 262 and 263; Dance 22K.

Repeatability: (Any combination of Dance 22K or 22L and Physical Education 22K or 22L may be taken six times for credit.) Four hours lecture-laboratory.

(Also listed as Dance 22L. Students may enroll in only one department for credit.)

Principles and practice of the discipline and creative art of classical ballet, combining: traditional techniques of Russian, French, and Italian schools; Bare and center floor work emphasizing alignment/centering, motion through space, and the acquisition of an intermediate working ballet vocabulary.

II. Course Objectives

A. Construct an individual pre-practice warm-up sequence.

B. Apply classical ballet theory in order to: demonstrate body awareness and proper alignment, express rhythmic and musical responsiveness, and employ heightened spatial awareness.

C. Employ ballet technique and terminology in order to: perform bare and center floor exercises, demonstrate basic understanding of form and style.

D. Recognize the value of ballet theory and technique in everyday functioning, employing basic physiological fundamentals of strength development, flexibility and proprioceptive awareness.

E. Recognize ballet as an art form through exposure to works and artists in the field.

F. Apply basic exercise physiology and nutrition to ballet technique.

III. Essential Student Materials

Leotard and tights, ballet slippers

IV. Essential College Facilities

Dance studio with media playback and projection facilities

V. Expanded Description: Content and Form

A. Preparation for class: pre-class warm-up
   1. Centering exercises
   2. Gentle stretches and activating body parts
   3. Construction of an individual pre-class warm-up sequence focusing on specific needs and any injuries

B. Ballet theory
   1. Body awareness with emphasis on
      a. Proper alignment
      b. The outward rotation of hips
      c. Injury prevention
      d. Diet and nutrition
   2. Time orientation: musicality - relating movement to music: hearing, identifying and responding to beat, metre, tempo, phrasing, and accent
   3. Spatial orientation: taking space, feeling space, filling space, moving through space
a. Directions of the studio and stage (Italian School) and corresponding stage directions
b. The eight Cecchetti body facings
c. The use of spotting in multiple turns
d. The use of epaulement (shading movement to avoid a flat frontal appearance)

C. Selected ballet technique and vocabulary
1. Five French positions of the feet and arms
2. The 7 basic movements of ballet
   a. Plier - to bend
   b. Etendre - to stretch
   c. Relever - to rise
   d. Tourner - to turn
   e. Sauter - to jump
   f. Glisser - to glide
   g. Elancer - to dart
3. Head positions used in classical ballet: erect, raised, lowered, turned, tilted, inclined, and combinations thereof
4. First, second, and third arabesque (Italian School)
5. Barre work introduces: battement frappe (single, double, triple), petit battement sur le cou de pied, battement en cloche, pas de cheval, pirouette practice, allegro practice, battement en ronde, simple adage combinations
6. Center floor work introduces: glissade derriere and devant, pas de bourree, (over and under), sissone, balance, pirouette en dehors and en dedans, grant jete en tournant, saut de basque, pas de chat tour, pique, pique tour, ballon, adagio, allegro, and grand allegro combinations, polka and waltz

D. Application of ballet theory and technique
1. Discipline in daily life
2. Use of concentration skills: visual and mental alertness and powers of analysis
3. Integration of right and left brain
4. Creation of movement study using technique covered in class

E. Appreciation of ballet as an art form
1. Discussion of selected ballet media
2. Discussion of a minimum of one live dance performance

F. Apply basic exercise physiology and nutrition to ballet technique.
1. Theories of anaerobic vs. aerobic exercise
   a. developing cardiovascular endurance
   b. anaerobic training
   c. improving efficiency and body mechanics
2. Nutritional concepts with special notes regarding specific needs for various populations: youth, adults, older adults, highly trained athletes, males and females.
   a. balanced diet for wellness
   b. eating before class
   c. post class food and fluids
3. Flexibility concepts with special notes regarding specific needs for various populations: youth, adults, older adults, males and females.
   a. techniques for overall flexibility
   b. theories about stretching during warm-up
   c. theories about stretching post exercise
4. Techniques to avoid common injuries
VI. Assignments
A. In class
   1. Practice of techniques, skills and terminology
   2. Composition of movement study using technique covered in class
B. Other
   1. Reading: selected readings from text, references, and handouts
   2. Review of dance media and published articles
C. Writing
   1. Critique of live dance performance

VII. Methods of Instruction
    None

VIII. Methods of Evaluating Objectives
A. Observation of student's technical development and facility within the ballet idiom, evaluation of student's skills on final particle exam and examination of student's movement composition study
B. Mid-term quiz covering ballet terminology, theory and questions from reading assignments
C. Written paper: critique of live dance performance, responses from dance media and published articles

IX. Texts and Supporting References
A. Examples of Primary Texts and References
B. Examples of Supporting Texts and References