

COURSE DESCRIPTION

Dance I-IV: All students receive Texas State Credit for Classical Ballet under the courses Dance I-IV. Each course has the subtitles: Basic, Beginning, Beginning-Intermediate, Intermediate, and Advanced Ballet.

Each level of dance instruction builds on the foundation of knowledge and skills established at prior levels. Each course has a unique focus, expanding students' knowledge base, introducing and refining techniques and skills, and acting as a building block for more advanced work. In Dance I, students learn the importance of daily practice for building dance skills and techniques. Advanced students maintain and refine techniques and skills through consistent, structured work. Students apply the discipline, commitment, and problem-solving skills required in dance to other aspects of their lives.

Ballet courses develop physical proficiency in the performance of ballet vocabulary while promoting an understanding of the principles, practices, and vocabulary common to ballet. Ballet training enables the students to gain strength, balance, and dexterity with an emphasis on correct anatomical alignment. Barre exercises prepare the musculature to anticipate the execution of virtually all movements of the classical vocabulary. Knowledge acquired at the barre is tested in the center through adagio and allegro sections of the class. These courses emphasize a refinement of technical practices of ballet including the integration of stylistic concepts of dynamics, quality of movement, line, musicality, and intent. Ballet concentrates on performance and artistry of the full ballet vocabulary. Pointe work combined with classical partnering is optional at the intermediate and advanced levels.

Advanced Ballet I-IV is the continuation of the previous level in which students demonstrate satisfactory pointe work and expertise in the ballet technique covered in all other ballet classes. Placement, classical line, performance style, and artistry are emphasized throughout the course. Pointe work, partnering, male and female classical variations, and emphases on alignment/placement skills will be experienced.

Prerequisite: Audition by Ceyhun Ozsoy and Ruben Gerding

COURSE REQUIREMENTS

- Each dancer is expected to attend and participate in every class. It is the responsibility of the student to arrange for any make up work, both written and skills.
- Written assignments will be in the form of a specific assignment or a journal.
- It is expected that every dancer will dress according to the Dance Department Dress Code for Ballet Classes and that hair be worn off the face and neck. For the safety of the dancers, no jewelry is worn during class.
- There will be a skills test or formative assessment approximately every other week; participation grades will be given weekly; an improvement grade is given at the end of each six weeks.
- If a student cannot participate in class due to an illness or an injury, ***a note, e-mail, or a phone call that day is required! After one week of non-participation, a student must have a note from a physician.***
- If a student cannot participate in class, he/she must complete an observation assignment to be turned in at the end of class that day to attain credit for daily participation.

EVALUATION

Participation:	40%
Participation grades will be given weekly on effort, approach, and daily work	
Skill:	25%
Skill mastery grades will be given every other week in the form of a skills test or formative assessment	
Six Weeks Tests or Projects:	15%
Improvement:	20%
Effort, approach, daily work	

COURSE SCHEDULE

First Six Weeks: Instruction in classical ballet technique is designed to prepare the dancer for the professional world of dance. Students will be expected to demonstrate both the technical and theoretical principles of ballet including: proper body placement, barre, center, grand adagio, petit allegro, and grand allegro movement phrases. Each level of instruction builds upon the traditional ballet vocabulary. Expectations for student performance will be the mastery of classical skills at the advanced level.

Second Six Weeks: Students will explore and experience advanced level vocabulary at the barre, grand adagio, petit allegro, and grand allegro combinations **and** analysis of assigned performances or rehearsals

Third Six Weeks: Students will increase his/her movement vocabulary, review the concepts and skills introduced in the First and Second Six Weeks increasing in skill level that prepares students for the semester jury exam/final exam.