

Physical Education

## Ballet

- I. Course Description and Objectives: See attached.
- II. Instructional Materials  
The Firebird & Les Noces, Filmed: The Royal Opera House, Covent Garden, Opus Arte, 2002  
Baryshnikov Dances Sinatra and more...., KULTUR International Films, LTD  
Balanchine, KULTUR International Films, LTD  
Coppelia, Arte France, Opera, recorded at the Opera National de Paris, April 2001  
Othello, San Francisco Ballet, KULTUR International Films, LTD
- III. Course Schedule Monday and  
 Wednesday 6:30 -8:30pm
- IV. Evaluation
- A. Components
- |               |  |      |
|---------------|--|------|
| 1. Attendance |  | 70 % |
| 2. Attitude   |  | 30 % |
- B. Grading Scale
- |          |   |   |
|----------|---|---|
| 100-90%  | = | A |
| 89-80%   | = | B |
| 79-70%   | = | C |
| 69-60%   | = | D |
| 59-below | = | F |

**Intermediate Ballet:** course description and objectives

The intermediate class is an hour and a half in length; it consists of 45 to 60 minutes of bane exercises and 30 to 45 minutes of center floor exercises. Bane exercises follow a set pattern, beginning with moderately sized and paced non-locomotor movements and proceeding to very quick, small, isolated movements, and finishing with large slow and fast movements. The purpose of the bane exercises is to warm the body, teach proper technique and posture, introduce movement vocabulary, and facilitate complex neuromuscular responses to music.

Stretching exercises usually follow bane work. Depending on the level and ability of the students, these exercises are done at the bane or on the floor, individually or with partners. Stretches for the back of the leg, hamstrings and gastrocnemius/soleus, are especially important. Flexibility in the hip is also emphasized.

Center floor work is concerned with dancing, with the flow of movement and the stamina to produce skilled movement over and over again with ease and without error. The first center floor exercises feature slow, sustained balances, direction changes, and weight transfers. The second series of exercises increase the tempo of the movements and add turning movements on one leg. At this point, additional or new turning skills may be practiced or introduced. The allegro, or jumping, series of exercises begins with small jumps usually from two feet to two feet. The next jumping exercise features moderately sized jumps, performed at a moderate tempo, which travel and change direction.

*Batterie*, or beating jumps, is introduced in the intermediate syllabus. Finally, the largest jumps are practiced either across the floor or around the room; these are leaps performed for distance and elevation. The class may end with fast turns across the floor or a series of turns performed in one spot.

Female students who have achieved the appropriate level of strength and facility are permitted to study pointe. Beginning pointe students typically wear pointe shoes for an additional 30 minutes, following a full technique class. Variations from the classical ballet repertoire may also be introduced during this time.

Dance is a complex motor response set to music and defined by an artistic vision. The demands of a full-length ballet are comparable to those of a basketball game. Years of intensive training are necessary to develop the posture, the strength, the movement vocabulary, and the ease of movement that professional dancers display. Although few students will choose a dance career, each student is encouraged to become the best dancer he/she can be. Intermediate dancers who have professional aspirations are encouraged to audition for summer study with regional and national ballet company schools. During the audition process, the student learns to respond to variations in instructor requests for particular skill demonstrations. Because no two instructors will set a combination of skills the same way, a dancer is required to produce skills, unrehearsed, with unfamiliar variations in patterns, directions, tempi, and rhythms. A successful audition demonstrates that the student is achieving competence at the required skills for high-level performance in dance.