

Syllabus for
DANP 103—Ballet I
2 Credit Hour
Spring 2024

I. COURSE DESCRIPTION

A study of elementary classical ballet techniques with emphasis on developing a foundation in body alignment, vocabulary, technique, and artistry.

(This class is designed for two semesters.) Prerequisites: Permission of the department.

II. STUDENT LEARNING OUTCOMES FOR THIS COURSE

As a result of successfully completing this course, the student will be able to do the following:

- A. The student will consistently demonstrate an understanding of classical ballet vocabulary at the Ballet I level.
- B. The student will consistently demonstrate the essential principles governing classical ballet technique while performing Ballet I vocabulary and exercises: alignment, placement, turnout, balance, transfer of weight, coordination.
- C. The student will develop an increase in strength, flexibility, balance, endurance and precision in executing barre exercises and center floor combinations at the Ballet I level.
- D. The student will increase his/her ability to hold energy in the body while executing Ballet I vocabulary and classroom exercises.
- E. The student will demonstrate an understanding of performance quality in dance through musicality, phrasing and simple use of épaulement in movement.
- F. The student will integrate the three oppositions of the torso to leg into barre and center work: 1) ankle vs. same hip; 2) leg vs. opposite side (vertical); 3) leg vs. opposite back, rotation pressure (horizontal).
- G. The student will demonstrate skill in the compounding of movement elements in barre and center work while performing Ballet I vocabulary and exercises.
- H. The student will implement change (the application of corrections) through observation and practice.
- I. The student will define and describe movement using appropriate dance vocabulary within the context of peer instruction and written work.
- J. The student will further develop his/her understanding of dance and ballet technique through reading and written work.

- K. The student will demonstrate a sense of discipline and appropriate attitude for the ballet class and group environment.

III. ASSOCIATED PROGRAMS

This course meets degree completion requirements for the following program

- A. Dance
 - a. Dance Outcome 2: The student will demonstrate advanced skill level III in ballet or modern dance in alignment, artistry, connectivity, physical capacity, movement principles, musicality and agency.
 - b. Dance Outcome 4: The student will criticize and assess dance performance identifying choreographic, theatrical, and performance elements, as well as synthesize content and opinions based on evaluations of observational evidence.

IV. UNIVERSITY OUTCOMES

This course aligns with the following University Outcomes as indicated on the last page [only list the University Outcomes addressed by this course]

- B. Personal Resilience
- C. Intellectual Pursuit

V. TEXTBOOKS AND OTHER LEARNING RESOURCES

Required Materials

Textbooks:

Grant, G. (2009). Technical manual and dictionary of classical ballet. New York: BN Publishing. ISBN 9781607960317

VI. POLICIES AND PROCEDURES

- A. Department Policies and Procedures
 - 1. Attendance—At Oral Roberts University, students are expected to attend all classes. Understanding that there are sometimes unavoidable circumstances that prevent perfect attendance, each student is allowed to miss class the number of times per week a class meets. This allowance is for illness, personal business, and personal emergency. Students may consider this personal days or sick leave. If a student has absences in excess of this number, the earned grade for the course will be reduced one letter grade for each hour's absence above those allowed. A student missing class due to illness must take an unexcused absence. Extended illnesses are handled on an individual basis and require a doctor's excuse.
 - 2. Administratively Excused Absences—Students who must miss class for University sponsored activities must follow these procedures:
 - a. Inform the professor before the event.
 - b. Arrange to complete missed work within one week.
 - c. Not commit to class performances (oral reports, speeches, television tapings, group presentations, etc.) on a date the student will be gone. Makeup work is not permitted if the student voluntarily commits to a performance on the date of an administratively excused absence.
 - d. Present an excuse, signed by the Dean of Arts and Cultural Studies, the day the student returns.
 - 3. Tardies—Tardies are an inconvenience to the other class members and the professor, and they prevent the late student from obtaining maximum

value from the class. Therefore, tardies are calculated in the attendance provision for this course. Three tardies equal one absence and are included in the absences when determining the course grade. It is to the student's advantage to make sure that the professor is informed immediately following the close of the class that the student was tardy and not absent. It is not the professor's responsibility to stop the class to mark the student late; the student is the one responsible to convey that information following that class. Students should not expect to be credible the following class session concerning a late arrival on a previous day.

4. Late Work—The student is responsible for obtaining class assignments and material covered during an absence. All work must be completed as scheduled. An absence is not an excuse for turning in late work or for being unprepared with assignments for the class following the absence. If late work is accepted, a substantial penalty will be assessed.

B. Course Policies and Procedures

1. Evaluation Procedures:

- a. Attendance
- b. Accomplishment of Course Objectives: 75%
(Assignments 35% and Exams 40%)
- c. Attitude and Effort: 25%

2. Whole Person Assessment Requirements: None

3. Other Policies and/or Procedures

- a. Each student should be prepared and ready to dance five minutes before the scheduled class time. Arriving late not only is disrespectful to the instructor, but is harmful to the dancer because it hurries the body into vigorous exercise without a proper warm-up.
- b. Dance Class Format: The ballet class format has two main sections: the barre and the center.
- c. Ballet Classroom Etiquette: When students arrive, they should quietly go to their places at the barre before the beginning of class. If students arrive after the class starts its exercises, the teacher will determine whether the student will join the class. As in any concert dance class, if students arrive late, they must ask the teacher's permission to join the class. During center work, students follow a set pattern for rotating lines. Students who are in the front half of the class separate, move to the sides, and take their places in the back half of the dance class. At the same time, students in the back half of the class walk forward quickly to take their places in the front of the class. For skills that travel across the floor, students watch their spacing as they move in groups of two, three, or four. Before starting a combination, each group allows adequate time after the previous group, but not so much time that it slows down the class. The teacher leads the students in a reverence at the end of class, then students applaud the teacher and the musician.
- d. **Attire:** Please refer to the Dance Department Handbook for complete information. This class is required to wear soft ballet shoes.
- e. **Assignments:**
 1. Students are to keep a folder in which they record personal technical insights, examples of imagery, corrections, vocabulary and the processing of such, as well as weekly assignments. Please use a 3-brad/pocket folder for journaling and retaining

- handouts and assignments. The folder should be available for the instructor's review at anytime.
2. Attendance at one dance concert or view one videotaped performance (must turn in ticket stub stapled to program) and one 1 ½-2 page double-spaced, typed dance critique of a ballet performance *or videotaped performance* upon teacher approval.
- f. **Ensemble Auditions:** All dance majors are required to participate in all Dance Ensemble auditions and in any other departmental auditions for experience. **(Please refer to the Dancer Handbook for further details)**
- g. **Evaluations:**
1. Movement evaluations: Students will be graded on their technical/artistic performance to provide feedback concerning whether the student has attained to the objectives of this course. The content of the evaluation classes will consist of material already given during the semester.
 2. Self/Peer-evaluations: Students will participate in self-evaluations and peer evaluations throughout the semester.
 3. Throughout the semester, students may be given written quizzes covering concepts and vocabulary discussed in class.

VII. COURSE CALENDAR

Through out the semester the class will follow the same format:
Warm Up; Barre sequences; Center sequences; Reverence

Weeks 1-6 Building vocabulary, Objectives A-D,

Week 7 Mid-term testing

Weeks 8-13 Building vocabulary, Objectives A-K

Week 14 Final testing

Primary Program: Dance
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This course contributes to the University and program outcomes as indicated below:

Significant Contribution – Addresses the outcome directly and includes targeted assessment.

Moderate Contribution – Addresses the outcome directly or indirectly and includes some assessment.

Minimal Contribution – Addresses the outcome indirectly and includes little or no assessment.

OUTCOMES	Significant	Moderate	Minimal
Spiritual Integrity			
Personal Resilience			
Dance Outcome 2: The student will demonstrate advanced skill level III in ballet or modern dance in alignment, artistry, connectivity, physical capacity, movement principles, musicality and agency.	X		
DANP 103 Outcome B. The student will consistently demonstrate the essential principles governing classical ballet technique while performing Ballet I vocabulary and exercises: alignment, placement, turnout, balance, transfer of weight, coordination.	X		
DANP 103 Outcome C. The student will develop an increase in strength, flexibility, balance, endurance and precision in executing barre exercises and center floor combinations at the Ballet I level.	X		
DANP 103 Outcome D. The student will increase his/her ability to hold energy in the body while executing Ballet I vocabulary and classroom exercises.	X		
DANP 103 Outcome E. The student will demonstrate an understanding of performance quality in dance through musicality, phrasing and simple use of épaulement in movement.	X		
DANP 103 Outcome F. The student will integrate the three oppositions of the torso to leg into barre and center work: 1) ankle vs. same hip; 2) leg vs. opposite side (vertical); 3) leg vs. opposite back, rotation pressure (horizontal).	X		
DANP 103 Outcome G. The student will demonstrate skill in the compounding of movement elements in barre and center work while performing Ballet I vocabulary and exercises.	X		
DANP 103 Outcome H. The student will implement change (the application of corrections) through observation and practice.		X	
DANP 103 Outcome K. The student will demonstrate a sense of discipline and appropriate attitude for the ballet class and group environment.		X	
Intellectual Pursuit			
Dance Outcome 4: The student will criticize and assess dance performance identifying choreographic, theatrical, and performance elements, as well as synthesize content and opinions based on evaluations of observational evidence.	X		
DANP 103 Outcome A. The student will consistently demonstrate an	X		

understanding of classical ballet vocabulary at the Ballet I level.			
DANP 103 Outcome I. The student will define and describe movement using appropriate dance vocabulary within the context of peer instruction and written work.		X	
DANP Outcome J. The student will further develop his/her understanding of dance and ballet technique through reading and written work.		X	

Global Engagement

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