**Ballet Techniques Course Overview**

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| Organizing Topic | Essential Knowledge & Skills | Related SOL | Sample Assessment Methods | Sample Resources | Time Taught During Semester/Year  |
| Warming Up & Conditioning | \*bones & muscles in body\*coordination of upper and lower body, right and left\*balance or maintenance of axis/center while moving\*how to shift weight\*execution of movements\*form strong core muscles for more difficult movements\*3 physiological reasons for warming up\*elements of barre technique:Plies, tendues, degages, piques, rond de jambs, fondues, frappes, petit battement, battu, grand battement, etc.\* reflections and assessment of work | AAHS:2AAHS:3AAHS:13AAHS:15AAHS:16AAHS:17AAHS:19AAHS:20AAHS:21DA:Cr1.1.IIDA:Cr3.1.II DA:Pr4.1.I,II,IIIDA:Pr5.1.I,II,IIIDA:Pr6.1.IIDA:Pr6.1.I,II,IIIDA:Re7.1.I,II,IIIDA:Re8.1.I,II,III  | Journals – Notations of workReflections of progress9 Lines of Movement TestWhy Warm Up TestConditioning for Lifelong Wellness TargetsSkills Test Learning TargetsCore Evaluation Learning Targets | Entrance/Exit TicketsConditioning Rubrics9 Lines of Movement HandoutWhy Warm Up HandoutFlexibility, Balance, etc. Worksheets | 1st marking period or 1st 4-6 weeks of each semesterConditioning occurs the 1st day of the week each week of the courseBallet Barre and Center work occur the other days of the week |
| Anatomy & Physiology Study | \*students will learn the major bones, joints, muscles in the body and the actions they produce\*students will apply the anat/phys knowledge to technique at the barre and center\*students will notate phrases and exercises in charts or in journals using proper bones and muscles producing actions, terminology, and application of the 9 lines of movement and technique\*students will create, notate, and teach their own exercises using proper anat/phys, terminology, and technique\*students will reflect on work and assess their knowledge and application of anat/phys | AAHS:2AAHS:3AAHS:13AAHS:14AAHS:15AAHS:16AAHS:17AAHS:19AAHS:20AAHS:21DA:Pr4.1.I-IIDA:Pr5.1.I-IIIDA:Re7.1.I,II,IIIDA:Re8.1.I,II,IIIDA:Re9.1.I-III | Anat/PhysTestCriteria for Anat/Phys Presentation RubricCore Evaluation Engagement AssessmentDance Research Project Learning Targets | Entrance and Exit TicketsWords that describe movements handoutThe body’s main 5 structures and functions handoutAnat/Phys Evaluation ChartsJournalsStudent Goal Planning SheetsTeaching Combo Prep SheetsTips/Cues to Remember PaperDaily Reflections in Learning WorksheetPeer Assessment of Learning WorksheetReflections of Assessor Notes Worksheet& StudentChecklists | To be completed during the 1st quarter (1-2 months) of the course |
| Technique & Dance Terminology | \*observe, execute, and technically clean ballet terminology taught at the barre and in the center\*maintain proper alignment, balance, coordination, muscle control, and spatial relations while executing dance phrases\*demonstrate correct rhythm & tempo for steps/phrases\*collaborate with others\*create phrases with terminology & technique studied\*critique self and others\*reflect on work | AAHS:2AAHS:3AAHS:14AAHS:15AAHS:16AAHS:17 AAHS:19AAHS:20 AAHS:21DA:Pr4.1.I-IIIDA:Pr5.1.I-IIDA:Re.7.1.I-IIDA:Re.8.1.I-IIDA:Re.9.1.I-II | Term TestsLyrical Ballet Technique Presentation RubricBarre CritiquesCenter CritiquesTeacher Assessment of Learning RubricSkills Test Learning Targets | Terminology Handout10 Step CombosTechnique ReflectionLyrical Ballet Barre Work Assessment SheetLyrical Creation Combo RubricSkill Rubric Scale Self AssessmentJournalsStudent Goal Planning SheetsTeaching Combo Prep SheetsTips/Cues to Remember PaperDaily Reflections in Learning WorksheetPeer Assessment of Learning WorksheetReflections of Assessor Notes Worksheet& StudentChecklists | From week 2 until 2 or 3 weeks before the end of the semester performance...Skills tests given every 2 weeks or so each quarterTerminology tests given after 4-6 weeks of terminology & technique studyTechnique Presentations and Barre & Center Critiques given at least once each week during the technique study |
| Creating phrases/choreography | \*students will study the elements of dance (time, space, & energy)\*students will create movement phases using knowledge of technique, terminology, & the 3 dance elements\* students will cooperate with others, share ideas, and respond to others verbally & physically\*students will reflect on work through self, peer, & group critique methods\*students will perform work for each other and/or the public | AAHS:1AAHS:2AAHS:3AAHS:13AAHS:14AAHS:15AAHS:16AAHS:17AAHS:19AAHS:20AAHS:21DA:Pr4.1.IIDA:Pr5.1.IIDA:Pr6.1.IIDA:Re.7.1.IIIDA:Re.8.1.IIIDA:Re.9.1.IIIDA:Cn.10.1.I-IIIDA:Cn.11.1.I-III | Choreography Tests & Performance ReflectionsPersonalized Inquiry Based ProjectMaking Connections and Communicating in Dance TargetsIntentional Choreography Learning TargetPerformance Evaluation Learning TargetLeadership and Citizenship Target | Journal – Notations of phrasesReflection on workElements of Dance HandoutsVarious Critique Handouts – Form 6.3, etc.Student Goal Planning SheetsClass Participation Rubric (to be completed by teacher)Video Critique/Assessment Score Sheet(to be done by self/peer) | Students will begin creating their own dance phrases after the warm up and anat/phys units are completeStudents will begin learning and participating in making choreography by the 2nd month of each semester in preparation for school tours and/or the public performance |
| Lyrical Ballet Research Project | \*students will choose and read about a specific era, styles, or person in lyrical/ballet history\*students will write a paper summarizing and making connections regarding that particular period of dance/history\*students will share their paper with the class\*students will create a mini-dance using terminology from lyrical ballet course curriculum and that particular person/style/ period of dance history\*students will notate their mini-dance to be turned in with their paper\*students will share their mini-dance with the class\*students will verbally and in written format reflect on each person’s mini-dance performed and make connections to their project findings | AAHS:1AAHS:2AAHS:3AAHS:13AAHS:14AAHS:15AAHS:16AAHS:17AAHS:18AAHS:19AAHS:20DA:Cr1.1.IIDA:Cr2.1.IIDA:Cr3.1.IIDA:Pr4.1.IIDA:Pr6.1.I-IIIDA:Re8.1.IIDA:Re9.1.IIDA:CN.10.1.IIDA:CN11.1.II | Rubrics for:NotationsPaper & PresentationMini-Dance&Reflections of student workBerger’s Ballet History AssessmentEssay & Scoring RubricPersonalized Inquiry Based ProjectDance Critique TargetsDance Research Project Learning Targets | Textbooks:Vary based on each student’s research topicHistorical Handouts/Packets/Reading Exerts(Berger’s THE WORLD OF DANCE)Journals – Notes from readings and handoutsNotations for mini-danceReflection of mini-danceShowingsReading Guide WorksheetStudent Goal Planning SheetsDaily Reflections in Learning WorksheetPeer Assessment of Learning WorksheetReflections of Assessor Notes Worksheet& StudentChecklists | During the beginning of the 2nd semester of the course (depends where the class is with warm ups, technique & progressions, and dances/events)…preferably research projects begun in January and finished by February break |
| Improvisation | \*students will explore the elements of dance (time, space, & energy) with prompts by the teacher\*students will create movement phases using knowledge of technique & the 3 dance elements\* students will cooperate with others, share ideas, and respond to others verbally & physically\*students will reflect on learning | AAHS:1AAHS:2AAHS:3AAHS:13AAHS:14AAHS:15AAHS:19AAHS:20AAHS:21DA:Cr1.1.IIDA:Cr3.1.IIDA:Pr4.1.IIDA:Pr5.1.IIDA:Pr6.1.IIDA:Re.7.1.IIDA:Re.8.1.IIIDA:Re.9.1.III | Genre/Dance Form Study Exploration Targets | Journal – Reflect on work Notate ideas for creating dancesTeacher’s books, cards, handouts, etc. on improv activitiesTurn and Talk with Partner Prompts by teacher or for journal entry | Every Friday to start class☺ |
| Making student portfolios | \*Decorate personal folder\*Organize materials for folder\*Gathering supporting evidence (chosen and required pieces) of work through the semester \*Writing personal reflections on each chosen piece of work | AAHS:13AAHS:14AAHS:15AAHS:16AAHS:17DA:Cr1.1.I-IIDA:Cr2.1.I-IIDA:Cr3.1.I-IIDA:Re8.1.I-IIDA:Re9.1.I-IIDA:Cn10.1.IIIDA:Cn11.1.I-II | Portfolio Scoring Rubric SheetMaking Connections and Communicating in Dance Targets | Portfolio To Do’s PaperFolders…Personal Dance Portfolio PaperPortfolio Reflection Paper | 1st and last weeks of school…Organizing materials throughout the semester as work is completed…Writing reflections and portfolio scoring happens the last week of school  |