**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:2  AAHS:3  AAHS:13  AAHS:15  AAHS:16  AAHS:17  AAHS:19  AAHS:20  AAHS:21  DA:Cr1.1.II  DA:Cr3.1.II  DA:Pr4.1.I,II,III  DA:Pr5.1.I,II,III  DA:Pr6.1.II  DA:Pr6.1.I,II,III  DA:Re7.1.I,II,III  DA:Re8.1.I,II,III | Journals –  Notations of work  Reflections of progress  9 Lines of Movement Test  Why Warm Up Test  Conditioning for Lifelong Wellness Targets  Skills Test Learning Targets  Core Evaluation Learning Targets | Entrance/  Exit Tickets  Conditioning Rubrics  9 Lines of Movement Handout  Why Warm Up Handout  Flexibility, Balance, etc. Worksheets | 1st marking period or 1st 4-6 weeks of each semester  Conditioning occurs the 1st day of the week each week of the course  Ballet 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:2  AAHS:3  AAHS:13  AAHS:14  AAHS:15  AAHS:16  AAHS:17  AAHS:19  AAHS:20  AAHS:21  DA:Pr4.1.I-II  DA:Pr5.1.I-III  DA:Re7.1.I,II,III  DA:Re8.1.I,II,III  DA:Re9.1.I-III | Anat/Phys  Test  Criteria for Anat/Phys Presentation Rubric  Core Evaluation Engagement Assessment  Dance Research Project Learning Targets | Entrance and Exit Tickets  Words that describe movements handout  The body’s main 5 structures and functions handout  Anat/Phys Evaluation Charts  Journals  Student Goal Planning Sheets  Teaching Combo Prep Sheets  Tips/Cues to Remember Paper  Daily Reflections in Learning Worksheet  Peer Assessment of Learning Worksheet  Reflections of Assessor Notes Worksheet  & Student  Checklists | 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:2  AAHS:3  AAHS:14  AAHS:15  AAHS:16  AAHS:17 AAHS:19  AAHS:20  AAHS:21  DA:Pr4.1.I-III  DA:Pr5.1.I-II  DA:Re.7.1.I-II  DA:Re.8.1.I-II  DA:Re.9.1.I-II | Term Tests  Lyrical Ballet Technique Presentation Rubric  Barre Critiques  Center Critiques  Teacher Assessment of Learning Rubric  Skills Test Learning Targets | Terminology Handout  10 Step Combos  Technique Reflection  Lyrical Ballet Barre Work Assessment Sheet  Lyrical Creation Combo Rubric  Skill Rubric Scale Self Assessment  Journals  Student Goal Planning Sheets  Teaching Combo Prep Sheets  Tips/Cues to Remember Paper  Daily Reflections in Learning Worksheet  Peer Assessment of Learning Worksheet  Reflections of Assessor Notes Worksheet  & Student  Checklists | From week 2 until 2 or 3 weeks before the end of the semester performance...  Skills tests given every 2 weeks or so each quarter  Terminology tests given after 4-6 weeks of terminology & technique study  Technique 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:1  AAHS:2  AAHS:3  AAHS:13  AAHS:14  AAHS:15  AAHS:16  AAHS:17  AAHS:19  AAHS:20  AAHS:21  DA:Pr4.1.II  DA:Pr5.1.II  DA:Pr6.1.II  DA:Re.7.1.III  DA:Re.8.1.III  DA:Re.9.1.III  DA:Cn.10.1.I-III  DA:Cn.11.1.I-III | Choreography Tests &  Performance Reflections  Personalized Inquiry Based Project  Making Connections and Communicating in Dance Targets  Intentional Choreography Learning Target  Performance Evaluation Learning Target  Leadership and Citizenship Target | Journal –  Notations of phrases  Reflection on work  Elements of Dance Handouts  Various Critique Handouts –  Form 6.3, etc.  Student Goal Planning Sheets  Class 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 complete  Students 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:1  AAHS:2  AAHS:3  AAHS:13  AAHS:14  AAHS:15  AAHS:16  AAHS:17  AAHS:18  AAHS:19  AAHS:20  DA:Cr1.1.II  DA:Cr2.1.II  DA:Cr3.1.II  DA:Pr4.1.II  DA:Pr6.1.I-III  DA:Re8.1.II  DA:Re9.1.II  DA:CN.10.1.IIDA:CN11.1.II | Rubrics for:  Notations  Paper & Presentation  Mini-Dance  &  Reflections of student work  Berger’s Ballet History Assessment  Essay & Scoring Rubric  Personalized Inquiry Based Project  Dance Critique Targets  Dance Research Project Learning Targets | Textbooks:  Vary based on each student’s research topic  Historical Handouts/  Packets/  Reading Exerts  (Berger’s THE WORLD OF DANCE)  Journals –  Notes from readings and handouts  Notations for mini-dance  Reflection of mini-dance  Showings  Reading Guide Worksheet  Student Goal Planning Sheets  Daily Reflections in Learning Worksheet  Peer Assessment of Learning Worksheet  Reflections of Assessor Notes Worksheet  & Student  Checklists | 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:1  AAHS:2  AAHS:3  AAHS:13  AAHS:14  AAHS:15  AAHS:19  AAHS:20  AAHS:21  DA:Cr1.1.II  DA:Cr3.1.II  DA:Pr4.1.II  DA:Pr5.1.II  DA:Pr6.1.II  DA:Re.7.1.II  DA:Re.8.1.III  DA:Re.9.1.III | Genre/Dance Form Study Exploration Targets | Journal –  Reflect on work  Notate ideas for creating dances  Teacher’s books, cards, handouts, etc. on improv activities  Turn 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:13  AAHS:14  AAHS:15  AAHS:16  AAHS:17  DA:Cr1.1.I-II  DA:Cr2.1.I-II  DA:Cr3.1.I-II  DA:Re8.1.I-II  DA:Re9.1.I-II  DA:Cn10.1.III  DA:Cn11.1.I-II | Portfolio Scoring Rubric Sheet  Making Connections and Communicating in Dance Targets | Portfolio To Do’s Paper  Folders…  Personal Dance Portfolio Paper  Portfolio 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 |