

Ballet 1 & 2
Dance 26 (#31993) & Dance 27 (#32590)
LBCC Spring 2015
Mondays and Wednesdays 2:35pm-4:00pm
February 9 – June 10, 2015
LAC-Q113, 2 Units

Instructor: Grace Maxwell

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*Phone: (310) 930-1480 (text messaging available, use name and school in text)

**Please no calls or texts between 11pm and 7:30am.*

COURSE DESCRIPTION

Dance 26/27 will focus on the study and execution of fundamental ballet technique including appreciation of ballet as an art form through the study of its history, current trends and terminology.

STUDENT LEARNING OUTCOMES

Upon completion of the course, the students will be able to:

1. Evaluate movement skills in terms of space, time, and force and reproduce accurately through their own body.
2. Analyze a dance performance in terms of choreography, performance, and theatrical elements.
3. Demonstrate clarity of intent while applying kinesthetic principles for all dance elements.

OBJECTIVES

1. Demonstrate dynamic body alignment while learning beginning ballet movement.
2. Demonstrate improved flexibility, strength, coordination, and rhythmic ability.
3. Execute the technical skills listed in the course outline.
4. Memorize and perform beginning ballet combinations.
5. Define and identify beginning ballet combinations.
6. Evaluate the musical phrasing and complex time signatures of ballet and popular music in order to dance with musicality.
7. Apply performance skills including stage presence, confidence and interpretation.

CLASS ETIQUETTE

Arriving late to class is a distraction and may lead to injury. Students arriving more than 10 minutes late will not be allowed to participate. Non-participation will be counted as half-absence only if the student turns in a written report at the end of class. Show courtesy to fellow dancers by not crowding, walking in front of others dancing, or stopping in the middle of a traveling combination. All cell phones and pagers must be silenced during class. No food or gum chewing is allowed in the studio and capped bottled water is the only beverage allowed. Appropriate clothing is suggested when traveling to and from the Q building. Please inform instructor prior to class if you must leave early.

DRESS CODE

Long hair should be neatly pinned in a bun or twist and secured away from the face and off the dancer's neck (no ponytails). Solid colored leotards, pink or black (footed or footless) tights, and either leather or canvas ballet slippers are required for each class session. Extra clothing appropriate to the weather, i.e. warm-ups, leg warmers, etc. are fine as long as they are neat and do not hamper movement. The instructor should be able to see the student's body clearly. Gentlemen should wear solid white t-shirts, black tights, a dance belt and black ballet slippers. Small stud earrings are permitted. No dangling and/or loud jewelry.

ATTENDANCE/PARTICIPATION – 160 pts. (No classes: 2/16, and 4/6 – 4/11/15)

You are allowed 2 absences. After that students will lose 5pts for each absence. You may makeup absences by attending another dance class (not aerobics) at LBCC and obtaining a written note from the instructor to verify the makeup. You may make up only 4 absences. Students are expected to actively participate for the entire class. Non-participation will be awarded half credit only if a written report is turned in at the end of class.

MIDTERM SKILLS – 70 pts. Wednesday, March 11, 2015

This exam will be given in two parts: 1) A written exam on human anatomy as it relates to the Dance form. This test consists of a performance in small groups of a dance combination learned in class and graded on technical skill, musicality, energy dynamics and performance skills.

LBCC DANCE CONCERT CRITIQUE – 100pts. Due: Weds., May 4, 2015 by 2pm

Long Beach City College Auditorium - (562) 938-4128

April 24th and April 25th @ 8pm and April 26th @ 2pm

Tickets are \$17 for General Admission & \$12 for Students/Faculty/Staff/Seniors with ID (Harvey Way between Clark and Faculty Avenue)

A 3-page typed paper on the Long Beach City College dance concert. Concert dates are April 24, 25, and 26. Refer to the guidelines for writing the report attached. Papers must be typed, doubled spaced, 12 pt, Times font, one inch margins, in .pdf format and emailed to gmaxwell@lbcc.edu. **Handwritten and late papers will not be accepted. Those students who participate in the dance concert as a dancer or choreographer must attend another college or professional dance concert to complete the assignment.**

***If you need assistance with your critique, make an appointment with the Writing and Reading Center at 562-938-4520.*

****Please note: The Dance Concert Critique's due date is two weeks after the concert. This extra time is being given in order for every student to write a **well written critique**. Take detailed notes during the concert so key points are not forgotten.*

FINAL SKILLS – 70 pts. Wednesday, June 10, 2015

Performance in small groups of a dance combination learned in class which is a comprehensive examination of the skills practiced throughout the semester and graded according to the same criteria as the midterm.

BONUS POINTS – 10pts.

Students who utilize the services of the Writing and Reading Center participate will receive 10 points. Please present proof of visit by having a staff member sign your rough draft of critique or business card.

GRADING SCALE:

400-350 =A

349-299=B

298-248=C

247-197=D

below 196 =F

ACADEMIC HONESTY

“Lack of honesty in the classroom is considered a very serious offense. Any form of cheating on a test, turning in of work which is not one’s own (plagiarism) talking during tests, furnishing false information to instructors or knowingly misrepresenting one-self to the college is grounds for disciplinary action. The consequences of cheating are severe and may include the possibility of expulsion. Disciplinary action can include the following: warnings, reprimands, probation, suspensions, expulsion, restitution, and loss of financial aid.”

PLEASE NOTE:

It is often necessary for the instructor to place his/her hands on a student in order to better facilitate the learning process and to illustrate proper alignment. If a student should have an aversion to this practice please notify the instructor prior to the start of classes.

CRITIQUE GUIDELINES

Take notes on what you’re watching and write very specifically to document the performance you have seen in a detailed, focused manner. Your goal: to describe the dance pieces accurately and also give opinion of the dance works; discussing the details. The idea is to watch dance with a sharp mind. It is helpful to read reviews online or in the newspapers to see how they’re written.

Please give your observation a title. In the “lead,” or opening paragraph, state the title, date and location of performance you attended, weave it into a compelling thought.

Please give a detailed overview of the performance, and mention whether the dance works were considered traditional, contemporary or described in another way (example, a combination of modern dance and hip-hop). Make the event come alive for someone who didn’t see it; avoid writing a detailed laundry list of every dance in the program. Remember that this paper is your opinion and why you felt that way instead of only a description.

Discuss memorable aspects of the performance or your least favorite, if applicable. Please identify two specific pieces by title, choreographer (use the program). Concentrate on what most appealed to you and dispense with the negative swiftly, unless you didn’t like the work at all. It’s okay to not like something as long as you can defend

your viewpoint. Example: The dance began with a promising concept, but the choreographer failed to deliver - then proceed to explain how and why.

- Try to avoid the first and second person and **watch tenses**.
- Do not begin a sentence with such words as “For”, “In”, “However”, “As”, “It”.
- Do not use the words, ‘interesting’, ‘amazing,’ ‘boring,’ or ‘pleasing to the eye.’
- Do not keep referring to the audience.
- The name of the piece should either be in italics or double quotes.
- Briefly describe the theater, lighting, costuming and music and state if they helped or hindered the idea of the pieces.
- After you name the dancer or choreographer, refer to that person by last name only.
- Vary the use of verbs, adjectives and adverbs.

Ask yourself the following: Was the choreography imaginative? Did it communicate? Were there vague points to the story or theme? Also name the composer and costume and set designer, if possible, and how they all may have contributed towards creating this work of art. You may cite specific dancers by name if the information is available. How did the dance pieces you observed relate to what you have learned about dance in this course?

Closing paragraph

Additional comments followed by a conclusion or brief summary, stating why the performance worked or did not work for you.