

Ballet I (B2) SYLLABUS

Mrs. Tianna Sykes, Rm. E103

tsykes@rockdale.k12.ga.us www.heritagehighschooldance.weebly.com

I. Course Description

This is an introductory course to classical ballet technique. The class follows the traditional structure of barre warm-up exercises, center barre and across the floor combinations, with more emphasis on body posture and barre work. Students can expect to learn and perfect the basic stance, foot positions, basic port de bras, and many barre exercises. Center work is composed of port de bras and simple adagio, preparation for turns, preparation for waltzes, fundamental petit allegro and reverence. Students have the opportunity to perform in the Fall, Winter and Spring dance concerts.

II. Objective

Students will learn and execute the fundamentals of Ballet by practicing barre exercises, center exercises and combinations designed to increase knowledge of classical ballet technique. In addition, students will explore anatomy, kinesiology and somatic principles to enhance understanding of the body and movement.

III. Materials

- Mandatory Dance Attire (see below)
- Dance Journal (Composition Notebook)
- Writing Utensils

IV. Mandatory Dance Attire

GIRLS

Solid black, tank leotard, pink convertible tights and pink, split-sole ballet shoes OR flesh-tone convertible tights and nude split-sole ballet shoes, solid black dance shorts or a solid black dance skirt are permitted

BOYS

Plain white t-shirt (no words or logos); Black leggings or tights, black split-sole ballet shoes

SEE DANCE HANDBOOK FOR DANCE UNIFORM POLICY

V. Course Outline

**In addition to teaching classical ballet technique, this course will incorporate ballet history, kinesiology and anatomical principles through lecture, discussion, movement studies, and viewing of dance videos.*

**Journal Writing will include thoughts inspired by your creative process, your search in solving the assigned problems as well as responses to personal improvisations.*

**Movement Studies- During class, we will periodically review anatomy and how it relates to different movements.*

**Dance Videos - Dance videos will be assigned for viewing throughout the semester. Initially, I will choose specific videos in an effort to supplement previous exposure to a variety of choreographic styles.*

**Papers - Written papers will include reflections and descriptive analysis of dance performances; self and peer evaluation of working processes, as well as discoveries that students have made about themselves as an artist.*

**Reading - I will distribute handouts throughout the semester. We will discuss the readings in class on the following day.*

**Anatomy and Kinesiology Units - Planes of Movement, Muscular system, Skeletal system*

**Attendance and Participation - Attendance at all classes is extremely important, as support and feedback from the members becomes an integral part of this course. I will facilitate our discussions and at times, designate a final path for each choreographer to follow in reshaping your studies.*

VI. GRADING SYSTEM

FORMATIVE/PROGRESSIVE ASSESSMENT 65%

Includes classwork and participation: Dress out and following dress code, following class etiquette and procedures, as well as participating fully is all assessed as a part of the weekly participation grade. Points are deducted if a student does not adhere to dress code and class etiquette or participate. Participation grades are calculated weekly.

May include journal entries, assignments, projects and/or quizzes.

***Weekly Participation Grade**

Students can earn up to 20 points per day. The weekly participation grade is based on the following criteria:

Dress out and class etiquette

Effort and Participation

Execution of technique, class work and exercises

***Point Deductions**

10 points may be deducted for any of the following reasons and infractions:

Little to no participation

Little to no effort

Deficient execution of technique, class work and exercises

Talking and/or socializing during class

Tardies from the dressing room

Any other class etiquette/class rule infractions

Daily points are calculated at the end of each week.

*Journal

May be graded every month or quarterly

*Quizzes

Students will be quizzed on dance terminology, dance history content and other topics explored in class. Quizzes can be announced or unannounced.

*Projects/Assignments

May include written work, oral and/or visual presentations or assignments that require research

SUMMATIVE ASSESSMENT 35%

Includes Technique Assessments and/or Skills Tests

Includes Unit Tests (may cover dance terminology, dance history, and other dance theory content)

Includes research papers/essays, major assignments or projects, midterm

Includes Performances (dance concert performance and tech week)

FINAL 10%

The Winter and Spring concert performances will count as the final exam grade. Students are graded according to a rubric, on performance (technique and artistry), and tech week (rehearsals, professionalism, etc.)

In some cases, make-up exams may be given in the form of a written critique and/or essay or project at the discretion of the teacher.

GRADING SCALE: A: 90-100%; B: 80-89%; C: 70-79%; F: Below 69%

LATE/MAKE-UP WORK POLICY

ALL projects have deadlines and due dates.

- **Late Work** -If a project is not turned in on specified due date, 10 points per day will be deducted.
- **Make-up work** will be given a due date and a total number of points to be gained by resubmission. If work is not submitted on due date the original grade will be assigned.
- **Missed Assignments, Quizzes, Rehearsals, Performances and Tests:** Students have 5 calendar days from the assigned date to make up the task if a signed, dated excuse from a doctor or a parent with a valid telephone number is received on the day the student returns to school. **For missed performances, student must complete an alternative research assignment.**

Exceptions: Signed, dated excuse from a doctor or a parent with a valid telephone number **on the following day.** Must have clear communication with parent about extenuating circumstances.

Standardized Tests

Rockdale County Public Schools has developed content area standardized pre and post tests to determine if the content knowledge was acquired during the course of the semester.

VII. Classroom Expectations:

1. Be prepared and on time for class.
2. Come to class every day with dance attire, your journal and writing utensils.
3. You will always dance in my "dance" class, so please do not think you will work on other material during class. Put your best foot forward and you will succeed.
4. Please do not ask to borrow costumes to use for dance attire or when out of dress code.
5. No jewelry is to be worn in dance class. It is required that your hair be tied up and back, in a bun or **secured** ponytail. No hair in face.
6. If a student has an injury that persists for more than two (2) days, a doctor's note should be obtained and presented to the teacher.
7. All Dancers should carry Deodorant, Wipes, Hair Elastics (girls), and Bobby Pins (girls).

A. Classroom Procedures

1. Come to class every day quietly with dance attire and writing utensils.
2. You will have 5 minutes to dress. During those five minutes, you should be dressing out in dance attire and using the rest room if necessary. Dismissal to the restroom after dress out period will be limited. This 5-minute period is not to be used to socialize in the dressing rooms. After you get dressed, immediately return to the dance studio for class.
3. Begin warming up on your own until Mrs. Sykes finishes her attendance.
4. If a student is sick and the student **chooses** to be in school, the student may sit out and write a summary from a dance article and an Observation paper (1 page in length) and/or make-up assignment given by the teacher. Sitting out will severely affect your grade since you are not physically active in class. Non-dressed & tardy (more than 30 minutes) individuals are expected to watch and write down class exercises, as well as complete an Observation paper and/or make-up assignment. Students are expected to turn papers into Mrs. Sykes at the end of class. Papers will be evaluated for content and quality of work.

B. Tardy/Attendance policy

- Students should be in the dance studio before the last bell sounds.
- When the last bell sounds, teachers are to close their door and direct students to get a late pass.
- Students have 5 minutes to dress out and must not come in late from the dressing area. Timeliness and focus is a part of the Georgia Standards of Excellence for dance and points will be deducted for lateness from the dressing area.

C. Classroom rules and Consequences

Classroom Rules:

1. Do not do anything that inhibits someone else from learning.
2. Respect yourself, each other, the space you are in and the materials you are using.
3. No food, drinks, or candy. Exception: Bottled water w/ lid, kept on the floor.
4. All electronic devices are to be turned off and out of sight in the classroom. Otherwise they will be confiscated. No mirror pictures!!!
5. No jewelry is to be worn in dance class. It is required that your hair be tied up and back in a bun or **secured** ponytail. No hair in face.

Consequences:

1. Verbal warning
2. Parental contact and formal write up.
3. Parental conference with student/ formal written disciplinary referral to administration.
4. 4. Recommendation for ISS and/or suspension, with possible removal from the Academy.

VIII. DAMAGE/ THEFT POLICY

Students will be responsible for the replacement cost of intentionally damaged, stolen or lost materials. See HHS Handbook.

Textbooks:

Dance history books, and other reference or classroom books are a valuable asset in the learning experience and will be utilized in class, but not issued to each student.

SEE DANCE CALENDAR FOR DANCE CONCERT AND PERFORMANCE DATES

PLEASE READ, SIGN, DATE AND RETURN THE ACKNOWLEDGEMENT BELOW:

We have read the class syllabus and agree to all guidelines and policies. We have been given a copy or access to the class syllabus and understand all details and information outlined. We understand that the HHS Dance Handbook is used in conjunction with the class syllabus and contains more detailed information for dance students. We will also review the HHS Dance Handbook and keep a copy of the class syllabus so that we may revisit the information as necessary throughout the year.

Student Name _____

Class Period B2

Student Signature _____

Date _____

Parent Signature _____

Date _____