

## FLORIDA STATE COLLEGE AT JACKSONVILLE

## COLLEGE CREDIT COURSE OUTLINE

COURSE NUMBER: DAA 1201

COURSE TITLE: Ballet Technique II

PREREQUISITE(S): None

COREQUISITE(S): None

CREDIT HOURS: 3

CONTACT HOURS/WEEK: 3

CONTACT HOUR BREAKDOWN:

Lecture/Discussion: 3

Laboratory:

Other \_\_\_\_\_:

FACULTY WORKLOAD POINTS: 3

STANDARDIZED CLASS SIZE  
ALLOCATION: 20

## CATALOG COURSE DESCRIPTION:

This ballet class is a continuation of Ballet Technique I. It is specially designed to develop technical strength and proficiency in classical ballet. It will extend students' vocabulary of technical terms and expand their comprehension of classical ballet as an art form by exposure to dance performances and the cognitive teaching of its development. Emphasis is placed on the understanding of the correct placement of the body.

SUGGESTED TEXT(S): Ballet: Beyond the Basics; by Sandra Noll Hammond

IMPLEMENTATION DATE: Winter Term, 1998 (982)

REVIEW OR MODIFICATION DATE: Fall Term, 2002 (20031)  
Fall Term, 2004 (20051)

COURSE TOPICS	<u>CONTACT HOURS PER TOPIC</u>
I. Orientation	5
A. Syllabus and Course Requirements	
B. Class Dress Code/Dance Etiquette	
C. Performance Opportunities	
II. Exercises for Refining Technical Skills	15
A. Ballet Barre	
B. Ballet Center Floor	
C. Ballet Terminology	
D. Introduction of Anatomy as it Relates to Placement	
III. Performance Projects, Video Viewing, Critique, Practicum, and Discussion	25
A. Students will finalize term with movement practicum which culminates in an informal concert	
B. Students are required to view a ballet performance and write critical evaluation of the dance style, choreography, costumes, theme, music, and reaction to the performance	
C. Students are expected to illustrate and interpret musicality, style, and performing presence as an artist. Students will develop higher extensions of the legs, turning movements will be added to the barre exercises, releve work in the center, and allegro steps will all be added to students' repertoire and will be reinforced through practicum quizzes.	

STUDENT COMPETENCIES AND OUTCOMES:

1. Students will develop and refine skills in technique of ballet dance.
2. Students will learn proper alignment, placement, grace, flexibility, musicality, and use of strength necessary for ballet dance.
3. Students will attain greater knowledge of historical and cultural significance of ballet.
4. Students will increase knowledge and appreciation of dance as an art form.
5. Students will expand performance skills, and begin to explore the possibilities of creating artistic statements through classical movement.
6. Students will continue to develop critical evaluation skills in viewing and writing about dance.
7. Points work will be included for the more advanced student.



**Florida State College  
At Jacksonville**

**Course Learning Outcomes & Assessment  
For All College Credit Courses**

NOTE: Use either the Tab key or mouse click to move from field to field. The box will expand to accommodate your entry.

Section 1	
COURSE PREFIX AND NUMBER: <u>DAA1201</u>	SEMESTER CREDIT HOURS: <u>3</u>
COURSE TITLE: <u>Ballet Technique II</u>	

Section 2

TYPE OF COURSE: (Click on the box to check all that apply)

<input checked="" type="checkbox"/> <b>AA Elective</b>	<input type="checkbox"/> <b>AS Required Professional Course</b>	<input type="checkbox"/> <b>College Prep</b>
<input type="checkbox"/> <b>AS Professional Elective</b>	<input type="checkbox"/> <b>AAS Required Professional Course</b>	<input type="checkbox"/> <b>Technical Certificate</b>
<input type="checkbox"/> <b>Other</b> _____		
<input type="checkbox"/> <b>General Education: (For General Education courses, you must also complete Section 3 and Section 7)</b>		

Section 3 (If applicable)

INDICATE BELOW THE DISCIPLINE AREA FOR GENERAL EDUCATION COURSES:

<input type="checkbox"/> <b>Communication</b>	<input type="checkbox"/> <b>Social &amp; Behavioral Sciences</b>	<input type="checkbox"/> <b>Mathematics</b>
<input type="checkbox"/> <b>Natural Sciences</b>	<input type="checkbox"/> <b>Humanities</b>	

Section 4

INTELLECTUAL COMPETENCIES:

<input type="checkbox"/> <b>Reading</b>	<input type="checkbox"/> <b>Speaking</b>	<input checked="" type="checkbox"/> <b>Critical Analysis</b>	<input type="checkbox"/> <b>Quantitative Skills</b>	<input type="checkbox"/> <b>Scientific Method of Inquiry</b>
<input checked="" type="checkbox"/> <b>Writing</b>	<input checked="" type="checkbox"/> <b>Listening</b>	<input type="checkbox"/> <b>Information Literacy</b>	<input checked="" type="checkbox"/> <b>Ethical Judgment</b>	<input checked="" type="checkbox"/> <b>Working Collaboratively</b>

<b>Section 5</b>	<b>LEARNING OUTCOMES</b>	<b>METHOD OF ASSESSMENT</b>
•	Students will continue to develop/refine skills in dance technique.	Testing
•	Students will learn proper alignment, placement, grace, flexibility, musicality, while developing the strength necessary for good technique.	Assessment
•	Students will attain a greater knowledge of the historical and cultural significance of dance.	Quizzes, Concerts/Performances and Videos
•	Students will increase knowledge and appreciation of dance as an art form.	Quizzes, Concerts/Performances and Videos
•	Students will expand performance skills, and begin to explore the possibilities of creating artistic statements through movement.	Group Projects
•	Students will continue to develop critical evaluation skills in viewing and writing about dance.	Dance Critiques
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Section 6

Name of Person Completing This Form: Lebritia Sindija

**SECTION 7 MUST BE COMPLETED FOR ALL GENERAL EDUCATION COURSES.**

<i>Section 7</i>	<i>Primary</i>	<i>Second ary</i>	<i>N/A</i>	VALUE	<i>Primary</i>	<i>Second ary</i>	<i>N/A</i>
A. Global and Historical Knowledge & Understanding	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Intellectual honesty	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Comprehends a general knowledge of the nature, origins and contributions of major civilizations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Curiosity and openness to new ideas	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Comprehends the workings and interrelations of personal, business and government economies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Recognition of one's own creative potential	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Comprehends political, social and economic systems and their effects upon society	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Acceptance of and respect for differences among people and cultures	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Cultural and Aesthetic Knowledge and Understanding	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
• Comprehends the contributions of the arts and humanities to the human experience on a personal, national or global level	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Civic Engagement	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Comprehends the historical development of the arts and sciences	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Lifelong Learning	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Comprehends religious and cultural systems and their effects upon society	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
C. Human Awareness and Understanding	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
• Comprehends the dynamics of human behavior and the process of increasing self-awareness, growth and development	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
• Comprehends the stages of human development and the dynamics of human relationships in diverse cultures	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
• Comprehends the factors that promote physical, mental and social well-being	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
D. Mathematics, Science and Technology	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>				
• Comprehends the basic concepts and investigative processes of the natural sciences	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>				
• Comprehends the breadth, significance and development of the mathematical sciences	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>				
• Comprehends the ways science and technology have shaped and continue to reshape human cultures and the environment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				