

Term Information

Effective Term Autumn 2013

General Information

Course Bulletin Listing/Subject Area Dance
Fiscal Unit/Academic Org Dance - D0241
College/Academic Group Arts and Sciences
Level/Career Graduate, Undergraduate
Course Number/Catalog 5115
Course Title Ballet Practice Part 1
Transcript Abbreviation Ballet Practice 1
Course Description Intermediate and advanced practice in classical ballet for dance majors and graduate dance students, and others by permission. This is designed as a second technique class, offered later in the day, and is intended as an opportunity for deepening one's practice and technique.
Semester Credit Hours/Units Fixed: 1

Offering Information

Length Of Course 14 Week, 4 Week (May Session), 12 Week (May + Summer)
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable Yes
Allow Multiple Enrollments in Term No
Max Credit Hours/Units Allowed 12
Max Completions Allowed 12
Course Components Laboratory
Grade Roster Component Laboratory
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites Enrollment in Dance major; or Permission of instructor or department
Exclusions

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 50.0301
Subsidy Level Doctoral Course
Intended Rank Freshman, Sophomore, Junior, Senior, Masters, Doctoral

Quarters to Semesters

Quarters to Semesters

Give a rationale statement explaining the purpose of the new course

New course

Needed so that student's DARS do not confuse required technique courses offered in the morning with these evening practice sessions that are elective. Currently we offer this under the same course number as the morning and it has created problems.

Sought concurrence from the following Fiscal Units or College

Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Ability to develop technical skills and accommodate a wide movement vocabulary
- Ability to execute movement with an expanded range of qualitative demands
- Ability to build on goals in the morning ballet classes and connect to other dance studies
- execute ballet movement with greater rhythmic and spatial accuracy, dynamic awareness, clarity of line
- expand understanding and application of postural alignment in ballet
- develop sense of personal artistry and musicality
- learn ballet terms

Content Topic List

- A. Warm-up
- B. Barre exercises
- C. Center (adagio)
- D. Center (terre-à-terre)
- E. Center (petit allegro)
- F. Grande allegro
- G. Révérence

Attachments

- DANCE 5115 Ballet Practice Part 1.doc: Dance 5115 Syllabus
(Syllabus. Owner: Petry,Susan Van Pelt)
- Appeal AU 2013.pdf: Appeal AU13
(Appeal. Owner: Vankeerbergen,Bernadette Chantal)
- DANCE 5115 Ballet Practice Part 1.doc: Improved syllabus with Grad Assignments
(Syllabus. Owner: Petry,Susan Van Pelt)

Comments

- See 4-4-13 e-mail to S. Petry. *(by Vankeerbergen,Bernadette Chantal on 04/04/2013 11:29 AM)*

COURSE REQUEST
5115 - Status: PENDING

Last Updated: Heysel,Garett Robert
04/11/2013

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Petry,Susan Van Pelt	03/13/2013 12:17 PM	Submitted for Approval
Approved	Petry,Susan Van Pelt	03/22/2013 10:14 AM	Unit Approval
Approved	Heysel,Garett Robert	03/22/2013 10:55 AM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	04/04/2013 11:29 AM	ASCCAO Approval
Submitted	Petry,Susan Van Pelt	04/05/2013 01:54 PM	Submitted for Approval
Approved	Petry,Susan Van Pelt	04/05/2013 01:55 PM	Unit Approval
Approved	Heysel,Garett Robert	04/11/2013 06:22 PM	College Approval
Pending Approval	Hanlin,Deborah Kay Hogle,Danielle Nicole Vankeerbergen,Bernadette Chantal Jenkins,Mary Ellen Bigler Nolen,Dawn	04/11/2013 06:22 PM	ASCCAO Approval

The Ohio State University
Department of Dance

BALLET PRACTICE Part 1
DANCE 5115
1 credit hour
2 sessions a week 1.5 hours each

I. Course Description

Intermediate and advanced practice in classical ballet for dance majors and graduate dance students, and others by permission. This is designed as a second technique class, offered later in the day, and is intended as an opportunity for deepening one's practice and technique.

II. Course Goals and Objectives

Coarse Goals

- Ability to develop technical skills and accommodate a wide movement vocabulary
- Ability to execute movement with an expanded range of qualitative demands
- Ability to build on goals in the morning ballet classes and connect to other dance studies

Objectives

- The ability to execute ballet movement vocabulary with greater rhythmic and spatial accuracy, dynamic awareness and clarity of line
- An expanded understanding and application of postural alignment in ballet
- An increase in strength, coordination and flexibility
- The development and refinement of a sense of personal artistry and musicality
- A greater knowledge of ballet terminology

III. Course Content and Procedures

Course Content

Ballet 5115 is the autumn part of a 2-semester sequence. 5115 and 5116 may be taken independently. The material presented will vary according to student goals in this alternative and "second" technique class. Emphasis may vary from semester to semester depending on student needs and progress with equal emphasis on the understanding and correct technical execution of advanced vocabulary as well as on performance quality.

Procedures

- A. Warm-up
- B. Barre exercises
- C. Center (adagio)
- D. Center (terre-à-terre)
- E. Center (petit allegro)
- F. Grande allegro
- G. Révérence

IV. Requirements and Evaluation

Requirements

- Regular class attendance and participation
- Completion of all class assignments
- Proper attire
- Promptness

Evaluation

Work in this course will be evaluated in 2 major categories: Skills/Knowledge and Artistry. The student's overall approach to course content procedures and requirements will determine his/her degree of success in this course. The discipline of dance requires concentration, rhythmic, dynamic and spatial awareness and an ability to comprehend, retain and apply movement principles and practices. A student's grade will be determined by his/her degree of accomplishment of course objectives with respect to:

Skills/Knowledge	50%
Artistry	50%

(Absence from more than 10% of class meetings will affect grade).

V. Grading Scale (U only)

94-100	A	74-76	C
90-93	A-	70-73	C-
87-89	B+	67-69	D+
84-86	B	60-67	D
80-83	B-	Below 60	E
77-79	C+		

VI. Required Texts/Experiences

Journal for goals setting and assessments.

VII. Sample Topical Outline (U only)

WEEK ONE

- Establish personal goals for the semester. Establish class protocols and expectations. Determine alignment and technical capabilities and deficits.
 - Grads: Read Grant and begin a vocabulary check list for the semester.

WEEK TWO

- Focus on turn out and resilience through pli .
 - Grads: Read Franklin Chapter 7: Basic Exercises of the Ballet Barre; apply all imagery and analysis in class and journal regarding effect

WEEK THREE

- Focus on use of the back and awareness of three dimensionality.
 - Grads: Read Franklin Chapter 9: The Upper-Body Gesture: Port de Bras, Neck, and Face; apply all imagery and analysis in class and journal regarding effect

WEEK FOUR

- Focus on articulation of feet and connection up through the leg.
 - Grads: Read Warren *Working through the feet*. Devise your own exercise to improve function and teach to an undergrad.

WEEK FIVE

- Focus on jumps and “spring”, including beats.
 - Grads: Read Franklin Chapter 11: Jumping; analyze your own approaches, abilities, and deficits working through each of the 7 approaches Franklin uses.

WEEK SIX

- Focus on spatial awareness, including turns.
 - Grads: Read Franklin Chapter 10: Turns and Pirouettes; response paper providing further imagery, experience, and examples

WEEK SEVEN

- Focus on extensions and line.
 - Grads: Read Warren *Extensions and Line*. Find 3 video examples of strong executions of extensions and geometrically calibrated line, and write comments analyzing why you believe these are good examples

WEEK EIGHT

- Focus on historical references in classical ballet.
 - Grads: Read Grant identifying historical narratives in the vocabulary as it has evolved. Cite 5 examples of “naming” that carry historical significance and be prepared to share these narratives in class as a test for increasing performance nuance.

WEEK NINE

- Continue focus on historical references in classical ballet.
 - Grads: Continue last week’s assignment.

WEEK TEN

- Focus on race, class, and gender aspects in ballet movement.
 - Grads: Read Sklar Chapt; response paper with an autoethnographic analysis of race, class, and gender assumptions in your own work and approaches to teaching specifically in ballet idiom

WEEK ELEVEN

- Focus on partnering and ensemble techniques in ballet.
 - Grads: Read Warren: *Corps de Ballet* – Be prepared to coach the undergrads in particular ensemble phrases in class this week.

WEEK TWELVE

- Focus on musical phrasing and rhythm.
 - Grads: Read Warren: *Music in Ballet class*; Begin a journal for last three weeks during class, noting all music selections, meter, tempo, historical reference, genre, and how and why the music selected supported the movement practiced.

WEEK THIRTEEN

- Focus on dynamic phrasing and performance quality.
 - Grads: Read Franklin Chapter 15: Imagery and Performance Quality; Be prepared to coach undergrad dancers in class this week using this material.

WEEK FOURTEEN

- Continue to refine knowledge, execution and artistry.

- Grads: Write a 3-4 page final paper summarizing the relationship of ballet teaching and learning to imagery, history, anatomical study and identify areas of new awareness as well as areas for further study.

VIII. Bibliography (G only)

Franklin, E. Dance Imagery for Technique and Performance. Champaign, IL: Human Kinetics, 1996.

Grant, Gail. *Technical Manual and Dictionary of Classical Ballet* (3rd edition) New York: Dover, 1982.

Sklar, Deirdre. "Five Premises for a Culturally Sensitive Approach to Dance," *Dance Critics Association News* (Summer 1991).

Warren, Gretchen Ward. *Classical Ballet Technique*. Tampa: U. of South Florida Press, 1989.

American Ballet Theatre's Online Ballet Dictionary
<http://www.abt.org/education/dictionary/index.html>

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct
<http://studentlife.osu.edu/csc/>.

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901;
<http://www.ods.ohio-state.edu/>.

Escort service and phone number for evening courses 292-3322

From: [Heysel, Garrett](#)
To: [Vankeerbergen, Bernadette](#)
Cc: [Soave, Melissa](#); [Fink, Steven](#)
Subject: 2 dance courses
Date: Friday, March 22, 2013 10:58:45 AM

Hello, Dance has put together 4 courses (renumbered and modified) to help their majors and advising. 2 of the courses I just approved. I'm hoping that they can move forward quickly through committee. Dance wants to request that these 2 be available in the Fall. Here is their appeal. I told them that I would support the request but not to hold their breath. (they are good at breathing anyway those dancers).

Okay, thanks.

So I assume I need to go in and fix the topics in boxes?

I think for some reason just 5105 didn't give me the D option... the others did.... It was strange. Thanks for fixing that.

We need 5105 and 5115 for the Autumn. These will REPLACE two current sections of 5101 and 5111. The reason for these new course numbers is management of our major's DARS reports and not confusing their regular technique classes with these "extra" ones. So if we can get 5105 and 5115 on the books for autumn, it will ease the burden on our faculty, staff and ASC advisors to hand fix 20-30 DARS reports down the line....

5106 and 5116 are not needed until spring...

Thanks for considering.

Susan

From: <Heysel>, Garrett <heysel.1@osu.edu>
Date: Friday, March 22, 2013 10:41 AM
To: Susan Petry <petry.37@osu.edu>
Cc: "Jester, Carrie" <jester.18@osu.edu>
Subject: Re: Dance 5105, 5106, 5115, 5116

Hi Susan, I just approved one of them, check it out (5105). You'll notice that I changed 2 things. For topics, the registrar likes one topic per box so I just cut and pasted your topics into separate boxes. Also if a Doctoral student can enroll then the subsidy level should be D (if an UG takes the course then you get UG subsidy, but you always pick the highest level).

Hope this helps in future course proposals. Syllabus looked good.

Fall is probably not possible unless you have an appeal to explain why it needs to be done for fall. The deadline for Fall was January. If you want to appeal, you can

write it to me but I'd consider appealing only the one or two that you know you can fill in fall.
Otherwise, wait till SP.
Garrett



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