

**El Paso Community College**  
**Syllabus**  
**Part II**  
**Official Course Description**

<b>SUBJECT AREA</b>	<u>Dance</u>
<b>COURSE RUBRIC AND NUMBER</b>	<u>DANC 1341</u>
<b>COURSE TITLE</b>	<u>Ballet I</u>
<b>COURSE CREDIT HOURS</b>	<u>3            3    :    0</u> Credits    Lec    Lab

**I.      Catalog Description**

Provides the introduction to the theory, practice, and terminology of classical ballet with emphasis on development of barre, centre work, and beginning allegro combinations. **(3:0)**.

**II.     Course Objectives**

Upon satisfactory completion of this course, the student will be able to:

- A. Demonstrate the etiquette and basic structure of a ballet lesson and explain the importance and objectives of each exercise.
- B. Demonstrate the fundamental principles of alignment, correct breathing, and turnout and correctly execute the positions of the feet, arms, and head.
- C. Identify and demonstrate exercises at the Barre which are the foundation for ballet technique; exercises include, but are not limited to, pli  ,   lev  /relev  , tendu, d  gag  , frapp  , rond de jambe    terre, retir  , d  velopp  , fondu, and cambr  .
- D. Identify and demonstrate exercises for Center Work which may include the practice of stage directions, positions of the body, connecting movements, and fundamental turns.
- E. Identify and demonstrate basic jumps, more complex jumps, and connecting movements for Petit and Grande Allegro; exercises may include, but are not limited to, saut  , changement,   chapp   saut  , sissonne, assembl  , temps lev  , glissade, balanc  , and pas de basque.
- F. Explain important cultural contributions to the development of the art of ballet.
- G. Discuss the contributions of important individuals who represent landmarks in the development of ballet.
- H. (Optional) Examine somatic approaches, conditioning methods, injury prevention, and nutrition in relation to dance performance.
- I. (Optional) Explore aspects of a professional career in ballet performance and other ballet-related careers.

### **III. Evaluation**

Evaluation Criteria include the following:

- A. Attendance and participation are essential in a Ballet technique class and will affect the student's final grade. A grading system for attendance and participation will be devised by the individual instructor.
- B. Students will complete written activities related to Ballet. These may include dance performance critiques/summaries, chapter reviews of the textbook, and/or other activities.
- C. Students will be evaluated on written exams, performance/practicum assessments, and/or other exercises.
- D. All students enrolled in dance technique courses are required to perform in the Dance Course Showcase at the end of the semester.**

The following grading scale will be used:

90 - 100	= A
80 - 89	= B
70 - 79	= C
60 - 69	= D
Below 60	= F

### **IV. Disability Statement (American with/Disabilities Act [ADA])**

EPCC offers a variety of services to persons with documented sensory, mental, physical, or temporary disabling conditions to promote success in classes. If you have a disability and believe you may need services, you are encouraged to contact the Center for Students with Disabilities to discuss your needs with a counselor. All discussions and documentation are kept confidential. Offices located: VV Rm C-112 (831-2426); TM Rm 1400 (831-5808); RG Rm B-201 (831-4198); NWC Rm M-54 (831-8815); and MDP Rm A-125 (831-7024).

### **V. 6 Drop Rule**

Students who began attending Texas public institutions of higher education for the first time during the Fall 2007 semester or later are subject to a 6-Drop limit for all undergraduate classes. Developmental, ESL, Dual Credit and Early College High School classes are exempt from this rule. All students should consult with their instructor before dropping a class. Academic assistance is available. Students are encouraged to see Counseling Services if dropping because exemptions may apply. Refer to the EPCC catalog and website for additional information.