

CANTERBURY HIGH SCHOOL
Ottawa-Carleton District School Board
Course Outline

Department Dance **Course Name: Classical Ballet**
Course Code ATB 20K **Grade 10**
Credit: 1 credit

COURSE OVERVIEW

THIS COURSE REQUIRES STUDENTS TO DEVELOP THEIR DANCE SKILLS AND LEARN THE THEORETICAL BASIS FOR WORKING WITH ANATOMICAL STRUCTURE IN EXECUTING DANCE MOVEMENTS. STUDENT LEARNING WILL INCLUDE THE PROCESSES THAT FORM THE BASIS FOR CREATING DANCE; THE HISTORICAL DEVELOPMENT OF DANCE; STUDENTS' OWN AESTHETIC APPRECIATION OF DANCE AS THEY PARTICIPATE IN DANCE CLASS, REHEARSALS, AND PERFORMANCES; AND THE SPECIALIZED VOCABULARY OF DANCE CRITICISM. THIS ARTS CANTERBURY COURSE FOCUSES ON CLASSICAL BALLET TECHNIQUE. IT IS TAKEN IN CONJUNCTION WITH ATM (MODERN DANCE)

OVERALL EXPECTATIONS

The overall expectations for each strand have been taken from the Ministry of Education and Training documents as a basis for describing the Dance course. Strands may be taught in an independent or an integrated manner.

STRAND: Theory

Overall expectations

By the end of this course, students will:

- understand the relationship between human anatomy and dance movements;
- identify and explain the historical and cultural significance of one or more world dance forms;
- observe, identify, and describe a broad spectrum of dance;
- understand how technique assists in the development of self-discipline and contributes to artistic scope;
- demonstrate the technique of one or more dance forms studied.

STRAND: Creation

Overall expectations

By the end of this course, students will:

- apply the elements of dance and various stimuli to create movement sequences;
- use improvisation to vary established movement patterns;
- devise different approaches to compositional forms;
- demonstrate the ability to practise and polish dance pieces for effective performance;
- demonstrate a higher level of the skills that lead to effective rehearsals and performances.

STRAND: Analysis

Overall expectations

By the end of this course, students will:

- define and describe the criteria for analysing dance;
- compare and contrast a broad spectrum of dance;
- develop and use criteria for self- and peer evaluation (e.g., elements and principles);
- describe and demonstrate how technology can be used as a tool in the field of dance;
- investigate and report on various dance careers and other related career opportunities.

UNITS OF STUDY

1. **Performance; Style and Technique (70 hours total)**

Students will:

- Demonstrate more complex movement skills, patterns, combinations, body positions, locomotor and non-locomotor movements in the dance style (Ballet*)
- Demonstrate an understanding of how technique functions as a tool in developing artistic scope.
- Demonstrate an ability to prepare for rehearsals, polish pieces, practise movement memory and refine technique.
- Demonstrate an understanding of the need for and methods of projecting oneself during presentation and performance.

2. **Composition (20 hours total)**

Students will:

- Develop compositional forms and structures.
- Create increasingly long and complex dance composition, exploring themes, ideas and topic.
- Applies the elements of dance to create movement sequences
- Observe and demonstrate improvised movement patterns, combinations, studies and group dances.
- Demonstrate cooperation and leadership in performing the composition of others.

3. **Theory: Thinking Analysis (15 hours total)**

Students will:

- Analyse improvisation movement phrases and more formal compositions created in class.
- Reflect and report-in oral and written form-on their own composition and those of others.
- Observe and describe (Critique*) abroad spectrum of dance.
- Compare and contrast the historical development and cultural significance of various dance forms from around the world.
- Use computer technology and software to explore aspects of dance.
- Explain the role of coordination, flexibility, strength and proper breathing in dance.
- Identify more complex movement terminology pertaining to Ballet.
- Describe the beneficial effects of dance on health, self-esteem and self-image.

3. **Self and Community (5 hours total)**

Students will:

- Demonstrate appropriate dance class discipline and procedure specific to Ballet.
 - Analyse their own dance works presented in small groups.
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TEACHING STRATEGIES

<ul style="list-style-type: none">• cooperative learning• trips• lectures field• guest speakers• role playing	<ul style="list-style-type: none">• media presentations• independent research assignments• learning centres	<ul style="list-style-type: none">• home practice• buddy system• demonstrations• interviews• journal writing
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STRATEGIES FOR ASSESSMENT AND EVALUATION

<ul style="list-style-type: none">• tests• quizzes• demonstrations• group work• presentations• research	<ul style="list-style-type: none">• oral reports• reflection• rubrics• self assessment• peer assessment	<ul style="list-style-type: none">• portfolios• conferencing• response journals• summative work• performance
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EVALUATING STUDENT ACHIEVEMENT

The final grade for each course:

- 70% of the grade will be based on assessment and evaluation conducted throughout the course.
 - 30% of the grade will be based on a summative evaluation administered towards the end of the course. The summative evaluation may take the form of the process of an examination and the day of the exam (up to 20% of the summative evaluation). Performance task, essay, and/or other methods of evaluation suitable to the course content (up to 10% of the summative evaluation.)
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EVALUATION BREAKDOWN FOR ATB,2OK

ACHIEVEMENT CATEGORY 70% of the course	STRATEGY	MARK
Application (Knowledge/understanding) Communication	1. Performance -Practical classes in floor barre and Ballet technique, using appropriate concentration and performance skills Self and Community -Demonstrate preparation/readiness (code of behaviour and etiquette) for dance classes, rehearsals and presentation	45%
Application/Composition Communication	2. Composition Presentation/performance -Elements of dance, composition of a phrase(creating a dance), -Present and perform dance in different group forms (e.g. solo, trio, small and large groups). -Written reflection on composition projects, group work and self assessment.	10%
THINKING INQUIRY Communication	3. Theory; Thinking Analysis -History projects: The era of Ballet de Cour; Louis XIV -Video questionnaires, and other dance tests. -Vocabulary tests. -Review of a dance performance -Portfolio (Sem.1)	15%
Sub Total		70%

Summative Performance 30% of the course	Strategy	Mark
-APPLICATION -Knowledge/Understanding -THINKING INQUIRY -Communication	-Process of practical exam in Classical ballet technique -Classical ballet exam day -Demonstrate preparation/readiness for exams Composition project: Guest choreographer	15% 5% 10%
Sub Total		30%

TOTAL: **100%**

TEACHING STRATEGIES

Selections from the following may be considered for use. We recommend using a wide variety of teaching strategies.

- cooperative learning
- lectures
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- media presentations
- surveys
- home assignments
- demonstrations
- interviews
- journal writing
- learning centres
- field trips
- guest speakers
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- case studies
- seminars
- independent research assignments
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- buddy system

STRATEGIES FOR ASSESSMENT AND EVALUATION

Selections from the following list may be considered for use. It is recommended that teachers use a variety of assessment and evaluation tools.

- tests
- demonstrations
- presentations
- oral reports
- rubrics
- chart completion
- portfolios
- report summations
- media review
- response journals
- quizzes
- group work
- research
- reflection
- self assessment
- peer assessment
- creation of products (poster, pamphlet,...)
- conferencing
- summative work

REPORTING STUDENT ACHIEVEMENT

The final grade for each course:

- 70% of the grade will be based on assessment and evaluation conducted throughout the course.
 - 30% of the grade will be based on a summative evaluation administered towards the end of the course. The summative evaluation may take the form of an examination (up to 20% of the summative evaluation), performance task, essay, and/or other methods of evaluation suitable to the course content.
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SUGGESTIONS FOR COURSE MODIFICATIONS

Selections from the following may be considered for use:

- provide photocopies of overheads
- give extra time on a given task
- provide 1-on-1 explanations of a lesson
- pair the student with a study buddy
- provide a quiet place for work or study
- encourage drafts and give feedback
- set up a study plan with the student
- use alternative texts
- highlight key points on print materials
- model test-taking strategies
- use simple language and directions
- provide organizational tools

Useful reference documents or sites:

- Programming Strategies for Differentiation and Modification – OCDSB document
- <http://snow.utoronto.ca/html>
- Ontario Curriculum Unit Planner (Special Education Companion)

RESOURCES

Selections from the following may be considered for use:

- Ministry of Education and Training “Course Profile” (www.curriculum.org)
 - Ministry of Education website (www.edu.gov.on.ca)
 - OCDSB Course of Study Teacher Manual document
 - video productions as available
 - live performances as available
 - specialists / workshops
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CLASSROOM MANAGEMENT POLICIES

Dance exams: Practical performance exams in dance take place every year between mid-May and mid-June. Attendance during this time period is mandatory. Students will be provided with specific dance exam dates at the beginning of the course in September.

Food: Food and drink (except water) is not permitted in class.

Homework: Students will be required to prepare for class by rehearsing technique and planning and/or rehearsing performance pieces at home.

Punctuality: Washroom and locker visits are to be made between classes. Students are expected to be changed for participation 5 min. after the start of class.

Lockers: Students may not leave class to go to their lockers. Bring your equipment at the beginning of class

Etiquette: All students are responsible for providing and maintaining appropriate dancewear, shoes, hair.

Equipment: Text book and binder for active participation are required. Students may sign out sound equipment, the in-focus machine, dance magazines and books from the department library and are responsible for returning them promptly.

Canterbury high school

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Dance

Course outline

ATB 20K

(GRADE 10)
