

# **Dance**

## **Ballet I**

Students learn basic classical dance techniques and terminology associated with the traditional class structure of ballet. The foundational skills of correct posture, weight transfer, turn out, placement, central line of balance, basic position, shape of foot and the underlying theory must be mastered to progress as specified in the ABT® National Training Curriculum. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

## **Dance Repertory I**

An introduction of modern dance technique and somatic practices. Students learn to understand and apply each choreographer's movement design and artistic intent, respecting the work as each choreographer's intellectual property, and gain skills for group and self-assessment, analysis, and problem solving.

## **Ballet II**

Students learn basic/intermediate classical dance techniques and terminology associated with the traditional class structure of ballet. The foundational skills of correct posture, weight transfer, turn out, placement, central line of balance, basic position, shape of foot and the underlying theory must be retained and applied to progression of steps with added speed to progress. Pointe work focuses on posture, placement, central line of balance and shape of foot. These skills must be mastered to progress as specified in the ABT® National Training Curriculum. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

## **Dance Repertory II**

The study and development of modern dance technique and applied theories. Students study the historical works of exemplary professional choreographers in one or more genres, learning to understand and apply each choreographer's movement design and artistic intent, and respecting the work as each choreographer's intellectual property. Students learn about Narrative, Literal, Non-Literal and Abstract dances, gaining skills for group and self-assessment, analysis, and problem solving.

## **Ballet III**

Students learn intermediate classical dance techniques and terminology associated with the traditional class structure of ballet. The foundational skills of correct posture, weight transfer, turn out, placement, central line of balance, position, shape of foot and the underlying theory must be retained and applied to a further progression and solidification of steps with added speed, extension and turns. Petite allegro and grand allegro become more complex with extended vocabulary. Pointe work with the fundamentals of weight transfer and central line of balance is the focus and must be mastered to progress as specified in the ABT® National Training Curriculum. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

## **Dance Repertory III**

Intermediate study and development of modern dance technique and applied theories. Students study the historical works of professional choreographers in one or more genres, learning to understand, apply, and respect each choreographer's movement design, artistic intent, and

intellectual property. Students expand on Narrative, Literal, Non-Literal and Abstract dance, refining skills for group and self-assessment, analysis, and problem solving.

### **Dance Techniques 3 Honors (Anatomy)**

Students in this year-long, intermediate/advanced level course, designed for dancers who have mastered the basics in two or more dance forms, build technical and creative skills with a focus on developing the aesthetic quality of movement in the ensemble and as an individual. Two or more forms, genres, styles, or techniques of dance (e.g., modern, ballet, jazz, folk, hip-hop, ballroom) are addressed in this course. This course may require students to participate in extra rehearsals and performances beyond the school day. Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.

### **Ballet IV**

Students learn intermediate/advanced classical dance techniques and terminology associated with the traditional class structure of ballet. The foundational skills of correct posture, weight transfer, turn out, placement, central line of balance, position, shape of foot and the underlying theory must be retained and applied to a further progression and solidification of steps with added speed, extension and turns to progress. Petite allegro and grand allegro become more complex with extended vocabulary. Pointe work with absolute control in the ascensions and descensions must be mastered to progress as specified in the ABT® National Training Curriculum. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

\*Ballet students will be presented for examination in Level 3B of the ABT® National Training Curriculum for 2015 - 2016 by Susan Olson, Dean of Dance, ABT® Affiliate Teacher, certified in Primary through Level 7 of the ABT® National Training Curriculum

### **Dance Repertory IV**

Advanced study and development of modern dance technique and applied theories. Students study the historical background and works of professional choreographers in one or more genres, and have the ability to apply, and respect each choreographer's movement design, artistic intent, and intellectual property. Students may demonstrate Narrative, Literal, Non-Literal and Abstract dance, advancing skills for group and self-assessment, analysis, and problem solving. Dancers assess their skills and techniques in the context of careers in theatrical, commercial and concert dance.

### **Dance Technique IV (Choreography)**

Students in this year-long, advanced dance techniques class build on skills learned in previous dance classes to improve their performance in two or more dance styles. During the class, students perform sequences of increasing complexity to advance their technical skills. Students also expand their knowledge of choreographic skills from Dance Technique III by creating solo and group choreography projects.