

Ballet History & Technique

Historical and cultural origins and the importance of ballet today

Academic Years 7 – 12

Ballet's historical and cultural origins explored through movement – students will learn ballet and adapted/inspired repertoire from 3 distinct important historical periods, identifying key genre-specific characteristics, vocabulary and style-specific technique, adapted for various ages, abilities and experience.

Learning Objectives:

- Explore and identify historical and social contexts, evolution and key characteristics of court ballet, romantic ballet, classical ballet, and modern ballet.
- Identify and physically demonstrate specific movements and techniques associated with each historical period, including court ballet, romantic ballet and classical-inspired exercises and modern ballet adapted repertoire

In the Ballet History and Technique workshop, students will explore how different styles of ballet evolved within their historical and cultural contexts through an adapted technique and repertoire lesson that identifies specific movements and techniques that evolved from particular historical periods of the artform: Court Ballet, the Romantic period, Classical ballet and Modern ballet.

A perfect practical incursion to assist students in answering the QCAA General Dance's Unit 1 Enquiry Question 'How do purpose and context influence the manipulation of movement through selection of dance concepts to communicate meaning'. ([Dance 2019 v1.1 General Senior Syllabus \(qcaa.qld.edu.au\)](https://www.qcaa.qld.edu.au/documents/2019/01/2019-general-senior-syllabus)). This workshop also provides opportunities for students to work across ACARA General Capabilities in Critical and Creative Thinking, Intercultural Understanding, Literacy (speaking and listening) and Personal and Social Capability.

Relevance to ACARA V9 The Arts: Dance Strands, Content Descriptors and Elaborations

Years 07 and 08

Exploring and Responding AC9ADA8E01	Developing Practice and Skills AC9ADA8D01	Developing Practice and Skills AC9ADA8D02	Creating and Making AC9ADA8C02	Presenting and Performing AC9ADA8P01
<ul style="list-style-type: none"> • Analysing dances from a range of times and locations • Investigate the develop of dance styles in different 	<ul style="list-style-type: none"> • Develop dance skills and style-specific techniques, experimenting to extend own movement 	<ul style="list-style-type: none"> • Reflecting on feedback 	<ul style="list-style-type: none"> • Applying technical skills to intensify communication of mood/atmosphere 	<ul style="list-style-type: none"> • Use technical and expressive skills and genre-specific techniques to enhance confidence, clarity of movement

<p>artistic, social, historical or cultural contexts. Identifying distinguishing stylistic features of dances from a range of times or places</p>	<p>vocabulary by improvising</p> <ul style="list-style-type: none"> • Extending technical competence 		<ul style="list-style-type: none"> • Respond to feedback to enhance communication of intent • Use questions based on viewpoints to evaluate clarity of movement, projection etc. 	<ul style="list-style-type: none"> • Use dance skills and genre/style-specific techniques when performing dance they have learnt • Use rehearsal strategies or techniques to enhance confidence
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Post-workshop extension

Please note, permission is not granted to perform the adapted/inspired repertoire out of the context of the classroom. Observe and record students:

- Participating in discussions and reflections around the different styles within the genre of ballet, how elements of dance, choreographic devices and production elements can be used to communicate meaning
- Applying genre and style-specific technical skills accurately in the warm-up, and when learning, rehearsing and performing
- Communicating the meaning of the dance through their use of expressive skills
- Working safely in the dance space – being spatially aware, using the new ballet technique as accurately as possible, following instructions, respecting other dancers in the space and participating in warm up/cool down phases etc
- Participate in feedback opportunities where they receive and apply feedback from others and/or respectfully share feedback on others' work.
- Performing adapted/inspired repertoire for audiences, using technical and expressive skills and ballet techniques.

Relevance to ACARA V9 The Arts: Dance Strands, Content Descriptors and Elaborations

Years 09 and 10

Exploring and Responding ACA9ADA10D01	Developing Practice and Skills ACA9ADA10D01	Creating and Making AC9ADA10C02	Presenting and Performing AC9ADA10P01
<ul style="list-style-type: none"> Investigate how and why different traditions, styles and contexts affect the experience and interpretation of a dance work, and taking this into account when performing. Use viewpoints to explore questions such as ‘what meaning is intended by the choreographer’, ‘what cultural traditions are represented in this dance’ 	<ul style="list-style-type: none"> Practice and refining technical skills to develop proficiency in genre/style-specific techniques 	<ul style="list-style-type: none"> Apply knowledge to execute movement safely Use observation/analysis of dance in ad selected genre/style to identify characteristic techniques, building ability to execute technical and expressive skills using safe dance practices Seek feedback on performance, using viewpoints to frame questions 	<ul style="list-style-type: none"> Using rehearsal to build confidence to accurately and fluently maintain spatial awareness

Post-workshop extension

Teachers could repeat the performance of the students’ repertoire in a more formal way for other audiences in class and/or take notes during the QB workshop. This activity could also be extended to create the basis for stimulus for writing practice or a Responding assessment task. Please note, permission is not granted to perform the adapted/inspired repertoire out of the context of the classroom. Observe and record students:

- Investigating by participating in discussions and reflections around the different styles within the genre of ballet, how elements of dance, choreographic devices and production elements can be used to communicate meaning
- Developing and refining their safe dance practice (being spatially aware, using the new ballet technique as accurately as possible, following instructions, respecting other dancers in the space and participating in warm up/cool down phases etc)
- Applying genre and style-specific technical skills (ballet-inspired) accurately in the warm-up, and when they are choreographing and structuring their improvisation and when rehearsing and performing it for audiences.
- Participate in feedback and reflection opportunities where they receive and apply feedback from others and/or respectfully share feedback on others’ work.
- Performing adapted/inspired repertoire for audiences, using ballet technique and technical and expressive skills

Senior Dance GENERAL and APPLIED

General subject matter: application of technical skills, realisation of meaning using expressive skills, safe dance practices, specific genre and style, historical and social contexts, dance for a specific purpose

Unit 01 – Moving Bodies	Unit 03 – Moving Statements	Unit 04 – Moving My Way
<ul style="list-style-type: none"> Investigate how and why different traditions, styles and contexts affect the experience and interpretation of a dance work, and taking this into account when performing. Use viewpoints to explore questions such as ‘what meaning is intended by the choreographer’, ‘what cultural traditions are represented in this dance’ 	<ul style="list-style-type: none"> Choreographers use dance to communicate a social viewpoint Synthesise understanding and integrate dance skills in rehearsal and performance of other dance genres/styles to communicate meaning 	<ul style="list-style-type: none"> Explore personal preferences, aesthetic and preferred style Fused styles

Senior Dance – Applied (Dance in Practice)

Unit option B: Industry

Use Dance Practices	Plan Dance Works	Communicate Ideas	Evaluate Dance Works
<ul style="list-style-type: none"> Demonstrate use of dance skills when performing works for different sectors Explore genre/style-specific techniques suitable for different sectors Consider safe dance practices when performing 	<ul style="list-style-type: none"> Establish relationships with industry professionals Examine ethics around performing dances 	<ul style="list-style-type: none"> Perform own and others’ dance works using dance skills that realise plans to express ideas around dance works for different sectors of the dance industry Develop rehearsal and ensemble etiquette, Collaborative and cooperative skills 	<ul style="list-style-type: none"> Examine technical and expressive skills used to communicate a choreographer’s ideas