



CECCHETTI BALLET AUSTRALIA^{INC.}

A MEMBER OF CECCHETTI INTERNATIONAL – CLASSICAL BALLET

ASSOCIATE DIPLOMA

LIFE OF MAESTRO ENRICO CECCHETTI AND HIS METHOD

Candidates are required to complete research and write a report on the life of Maestro Enrico Cecchetti and his Method.

Length : 1200-1500 words

Format : Written report that can be submitted electronically

e.g. essay, Power Point, Sway or Pressie presentation

THE FOLLOWING AREAS MUST BE INCLUDED

The report should discuss the life of Enrico Cecchetti including:

- His early training with his father Cesare Cecchetti and Giovanni Lepri
- Family background (Cecchetti dynasty)
- Professional dance career prior to the Imperial Ballet
- Dance career and mime artist in Imperial Ballet under Marius Petipa and with Diaghilev's Ballets Russes
- Teaching career in Russia, Poland, with Diaghilev's Ballets Russes, London and final period at La Scala, Milan
- Publication "The Manual" by Cyril Beaumont and Stanislas Idzikowski
- Formation of the Cecchetti Society in London 1922
- Brief overview of where the Cecchetti Method has reached globally

The report should include a bibliography of all resources consulted. This is not included in the word count.

RECOMMENDED REFERENCES / RESOURCE LIST

Beaumont, Cyril & Idzikowski, Stanislas: A Manual on the Theory and Practice of Classical Theatrical Dancing (Cecchetti Method), London, C.W Beaumont, 1922

Beaumont, Cyril: Bookseller at the Ballet - Memoirs 1891-1929, London, C.W. Beaumont, 1975

Brillarelli, Livia: Cecchetti - A Ballet Dynasty, Toronto, Arts Intemedia Canada/Dance Collection Danse, 1995

Poesio, Giannandrea: To and by Enrico Cecchetti, Italy, Endizioni Joker, 2010

Rascter, Olga: The Master of Russian Ballet, New York, Da Capa Press, 1978

WRITING ESSAYS:

A guide to Essay writing for Licentiate Diploma Candidates by Alan Brissenden.

What an essay is

An essay can be described as 'a fairly brief piece of nonfiction that tries to make a point in an interest way'

(Crews 5), by presenting a thesis—a central organizing idea—about its subject, and tries to persuade a reader to accept that thesis. It usually states that central idea clearly and explicitly in the first paragraph. The paragraphs which follow discuss and analyse the idea, supported by facts and concrete evidence. In other words, an essay does not just express personal opinion; it makes a reasoned appeal to a reader's good sense and judgment.

You can present your thesis 'in an interesting way' by

- Choosing and arranging your words carefully
- Designing your essay well, so that it has a recognizable beginning, middle and end
- Making sure it is unified, in that only what is essential to the central argument is included and everything inessential is left out
- Ensuring that it hangs together, in that the sentences flow on from one to the next, paragraphs are similarly linked, and the end echoes the beginning.

Writing interestingly also means that you do not distract your reader, so a good essay is correct in its punctuation, grammar and spelling, has clearly marked references, and has been carefully proofread to see there are no mistakes.

Three Stages of Writing

Writing an essay is a process, not just a putting down of things on a perhaps alarmingly blank sheet of paper in a one-off event. We can think of the process as having three stages:

1. Pre writing

This is the most time-consuming—don't skimp on it. The main activities are reading, thinking, planning and organizing. Jot down ideas as you go, making sure when taking notes that you record carefully the details of author, title, place and date of publication for a book, or issue number and date for a magazine, and page numbers. Note down website details and the date you consult the site (because websites can change rapidly). An enormous amount of information is available on the web, but probably only a fraction of it is reliable, so don't depend on its for accuracy. Consult your teacher.

Develop your own ideas (don't be surprised if you have to have several goes at doing this)

Try to work out a plan of your essay early so that you can do your research along clear lines, instead of being distracted into byways, however interesting they may seem at the time.

2. Writing

This is where you produce your first draft. Do it as quickly as you can, and don't worry too much about spelling, punctuation, or sentence structure at this stage. The important thing is to get your ideas down. Don't stop to think of the right word if it won't come; leave a blank and keep on writing. Let your main ideas begin to take shape. You might like to go on to Stage 3 as soon as you have finished the first draft, while your ideas are still fresh.

3. Rewriting

'Rewriting is not just a matter of changing a few words—it may involve major changes in the text. Furthermore your first draft may require not one but several revisions. Reorganize the entire sequence of your argument if necessary.... The introduction, in particular, may need complete recasting; often it is not until you near the end of your endeavors that you discover best how to define and introduce your central thesis—or even what that central thesis really is' (Norman 5). The editing facilities on your computer (e.g. cut and paste) come in handy here. Show your work to someone else. Good writers always do this. A fresh pair of eyes brings a fresh point of view. Put your draft aside for a couple of days, or even a few hours, and then look at it again. "During revision...check your notes for additional arguments and details, or for supporting quotations; eliminate points that no longer seem relevant; make sure the argument flows smoothly from one point to the next. Rewriting, you will discover, is a form of thinking; as you write, your own ideas will become clearer to you' (Norman 5).

Having made your major changes, prepare your final copy, following the required conventions of format and documentation. Proofread the printout very carefully, checking for errors in spelling and punctuation, and check that your quotations are accurate, so that both these and any borrowed ideas which are not direct quotations are fully acknowledged—you don't want to be accused of plagiarism.

Be careful that your spellchecker is English or Australian, not American. For example, we spell neighbour, not neighbor, theatre, not theater, and use repertoire not repertory as the word for a company's stock of pieces, such as ballets, for performance.

Some Hints

1. Write clear, vigorous sentences.

Avoid long words. Use mostly short, concise sentences, leaving out words that are not really necessary. Use definite, specific words. 'She did twenty pirouettes' is more incisive than 'She did a large number of pirouettes'.

2. Write with nouns and verbs, and use adverbs and adjectives only occasionally.

To say a ballet is 'lovely' doesn't tell us much about the work; instead, say why it is. Avoid such vague adjectives. Similarly, avoid weak adverbs such as 'very' and 'terrifically'.

3. Develop your essay through paragraphs.

'The standard paragraph is a group of sentences developing a single idea' (Norman 15). Begin your paragraph with a topic sentence, that is, 'a strong sentence expressing the idea you propose to develop next' (Norman 15).

A paragraph is like a miniature essay, so should be unified and coherent; 'just as arguments in an essay support the central thesis, so sentences in the paragraph develop, explain, and illustrate the topic sentence' (Norman 16).

Link your sentences, and your paragraphs, by using words such as but, however, nevertheless, although (to imply contrast or change) and, also, furthermore, too (to add to or amplify what you have said) consequently, so, that is, therefore, to summarize (to restate or conclude).

Grammar and punctuation

Here are a few common errors to be avoided.

1. Incomplete sentences.

Wrong: She couldn't dance on Monday. Having sprained her ankle.

Right: She couldn't dance on Monday because she had sprained her ankle.

2. Faulty agreement: subjects and verbs.

Wrong: The fall in ticket prices were unexpected.

Right: The fall in ticket prices was unexpected. ('fall' is singular, and so needs a singular verb, 'was unexpected'.)

3. Faulty agreement: pronouns and nouns.

Wrong; If a student needs experience, they should get up on stage.

Right: If students need experience, they should get up on stage. (If the student's gender is known, then 'If a student needs experience, she (or he) should get up on stage' would be correct.)

4. Squinting modifiers: 'Squinting' because they look two or more ways at once.

Wrong: He gave a talk about *Swan Lake*, which was brilliant. Was it the talk or *Swan Lake* that was brilliant?

If the talk, then

Right: He gave a brilliant talk about *Swan Lake*.

If the ballet, then

Right: He gave a talk about a brilliant *Swan Lake*.

5. Dangers: these may seem to refer to the wrong thing, sometimes comically.

Wrong: Coming into the studio, the clock struck ten.

Right: As we were coming into the studio, the clock struck ten.

6. Wrongly placed apostrophes

Add an apostrophe, with no following 's', to form the possessive plural of most nouns.

e.g. dancers' shoes, the four walls' mirrors, students' tights

The exceptions are plurals not ending in 's', e.g. women's, men's, children's

Add an apostrophe followed by 's' for the possessive case of indefinite pronouns. e.g., one's, anyone's, anybody's, someone else's

Now this is important!

The possessives from pronouns—his, hers, its, yours, ours, theirs—do NOT take apostrophes.

It's stands for **it is**.

Wrong: The theatre had it's lights on.

Right: The theatre had its lights on.

Right: It's a brightly lit theatre.

Note

Eats, Shoots, & Leaves by Lynne Truss is a good recent book about

Punctuation. It's great fun to read and, what's more, it's a runaway bestseller. Read on....

Format

1. Use good quality blank white A4 paper, unless you are submitting a handwritten essay, when you should use faintly lined A4 paper.
2. DoubleSpace your text, leaving wide margins at top, bottom and sides (3 to 4 cm)
3. Number all pages in the top right hand corner.
4. Staple the pages together in the top left hand corner.
5. Unless otherwise required, do not put your essay in a binder. It may look attractive, but it adds bulk and can make the pages hard to turn.

Documentation

Of the many methods available, documentation in the text is neat and concise, and has been used in these notes. To make clear that you are using another person's words, information, or ideas, you

place brief acknowledgements in your text. After the relevant text give, in brackets, the author's (or authors') last name(s) and a page reference, with no comma between. e.g. 'From Adelaide, van Praagh flew with the company to Sydney' (Sexton 173). You may also need to use endnotes to

explain something further, give more detailed references or add something that doesn't fit in with your text. But note that endnotes should be kept to a minimum; comments that don't fit easily into your text may often well be best omitted.

Notes are numbered consecutively, indicated by an Arabic numeral above the text, and after marks of punctuation, except a dash. Endnotes appear on a new page at the end of your text, but before the list of works cited (see below).

Both bracketed references and endnotes identify sources which are described in full in the list of works cited.

There are several ways to list books and articles, which should be arranged in alphabetical order according to author. The following forms, which include the books quoted in these notes, are frequently used.

Book: Crews, Frederick. *The Random House Handbook*. 2nd ed. (New York: Random, 1977)

Norman, Colin. *Writing Essays: A Short Guide* (Adelaide: English Department, The University of Adelaide, nd [no date]).

Northey, Margot. *Making Sense: A Student's Guide to Writing and Style*. Revised ed. (Toronto: Oxford University Press, 1987).

Sexton, Christopher. *Peggy van Praagh: A Life of Dance* (South Melbourne: Macmillan, 1985).

Journal article: Haythorne, Harry. 'Rediscovering the past', *Dance Australia* 141 (2005-06), 35-6.

Book chapter: Potter, Michelle. 'Personal Gestures; Early choreography of Edouard Borovansky', in *crusader*

Hillis, *Heritage and Heresy: Green Mill Papers 1997* (Braddon: The Australia Dance Council (Ausdance), 1998), 59-66.

A Final Word

'Plagiarism is a form of stealing; as with other offenses against the law, ignorance is no excuse' (Northey 12). (Note that as this is a direct quotation from a North American book, it keeps the North American spelling 'offenses' for offences').

The following must be acknowledged in your text or in an endnote.

1. Direct quotation of someone else's words.
2. Paraphrases of someone else's words.
3. Facts and information derived from someone else.
4. Ideas derived from someone else.

Facts and information which are common knowledge (e.g. Margot Fonteyn was a great British ballerina; William Shakespeare's plays were performed in the Globe Theatre) do not need acknowledging, nor do well known proverbs or sayings, such as phrases from the Bible. Careless note taking can inadvertently lead to plagiarism, so be scrupulous to distinguish between direct quotation, paraphrases and your own original ideas when you are summarizing a book, article, or information from the web. And just including a source in your list of works cited does not constitute acknowledgment.

Acknowledgement must be made in the appropriate place in your text or in an endnote (Norman 39- 40).

Good luck, and happy writing.

The above notes are freely adapted from Colin Norman, *Writing Essays: A Short Guide*, 2nd edition, issued by the Department of English, the University of Adelaide.