

ANATOMY & PHYSIOLOGY OF A CLASSICAL DANCER

LICENTIATE DIPLOMA ANATOMY PAPER PART C DETAILS

SUGGESTIONS FOR ANATOMY ESSAY TOPICS

Part C in the anatomy component of the Licentiate Diploma allows candidates to expand their knowledge and understanding of a specific topic that may relate more specifically to the dancers within the school that they work or that may be of interest to them and the development of their teaching methodology. Through more detailed research and the formulation of a strong discussion of their chosen topic, candidates will demonstrate a strong link between the study of anatomy and physiology and dance alignment, technique and/or performance.

Topics do not need to be limited to the following suggestions:

1. “Ideal alignment” – What is it and how does a dancer work to achieve it?
2. Discuss the importance of one (or more) of the following topics to dancers: strength, core stability, fitness, flexibility, nutrition, psychology or massage.
3. Discuss how the dancer’s body functions to perform a tendu or plié in a classical class.
4. Discuss the principles of acquiring and maintaining the levels of personal fitness required for dance.
5. Turnout. (Topics for discussion may include: the importance of turnout to classical dance, limitations or restrictions to turnout, compensations a dancer may use to accommodate for a lack of turnout)
6. Pointe readiness. (Topics may include: anatomical and technique requirements for pointe work, how to determine if a dancer is ready to start pointe work)
7. How to prevent the onset of dance injuries. (Include a discussion on the causes of dance injuries).
8. Warm-up stretching versus flexibility training.
9. Hypermobility – friend or foe?
10. The use of imagery in dance training. (Initial reference to the Eric Franklin series of books may be of help, including: Franklin, E 2004, *Conditioning for dance*, Human Kinetics, Adelaide).

PART C MARKING GUIDE

The following provides a rough guide as to the assessment criteria for this essay. NOTE: The relevant importance of individual assessment criteria will depend on the chosen topic and the applicant's interpretation of the chosen topic with respect to classical ballet.

A: Analysis of chosen topic	70% of the grade applies to this criteria.
Detailed, relevant description and explanation of the chosen topic.	
Comprehensive analysis of the relationship of the chosen topic to the dancer/alignment/ technique and/or performance as they relate to classical ballet.	
Clear and logical discussion of strategies a teacher/dancer may use to address the chosen topic with respect to the performance or development of classical ballet alignment and/or technique.	
Comprehensive discussion of how the teacher and/or dancer may use their knowledge of this topic and/or implement strategies to prevent the onset of dance related injuries.	
B: Effective problem solver.	15% of the grade applies to this criteria.
Evidence that the applicant is able to research independently from a wide range of sources.	
Evidence that the applicant is able to interpret and apply their research to this discussion.	
C: Effective communication.	15% of the grade applies to this criteria.
The assignment is well-planned and logically sequenced.	
Expression is succinct, clear and fluent with correct usage of anatomical and kinesiological terms.	
Correct grammar, spelling and punctuation have been used throughout the assignment.	
The Harvard system of referencing has been used to correctly cite references within the body of the assignment (in-text referencing) and at the end of the assignment (reference list).	
The assignment falls within word number constraints.	