

**I. CATALOG INFORMATION**A. Discipline: DANCEB. Subject Code and Number: DANC M19AC. Course Title: Conditioning for Dance: Pilates I

D. Credit Course units:

Units: 2Lecture Hours per week: 1Lab Hours per week : 3Variable Units : No

E. Student Learning Hours:

Lecture Hours:

Classroom hours: 17.5 - 17.5

Laboratory/Activity Hours:

Laboratory/Activity Hours 52.5 - 52.5**Total Combined Hours** in a 17.5 week term: 70 - 70

F. Non-Credit Course hours per week \_\_\_\_\_

G. May be taken a total of:  1  2  3  4 time(s) for creditH. Is the course co-designated (same as) another course: No  Yes 

If YES, designate course Subject Code &amp; Number: \_\_\_\_\_

I. Course Description:

Introduces the fundamental somatic work of Joseph H. Pilates to improve posture and alignment using apparatus, mat, and supplemental techniques. Focuses on improving strength, and flexibility alignment using the Pilates principles of: Control, Centering, Coordination, Precision, Flow and Dynamics as they apply to human movement and performance.

J. Entrance Skills

\*Prerequisite: No  Yes  Course(s)

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\*Corequisite: No  Yes  Course(s)

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Limitation on Enrollment: No  Yes 

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Recommended Preparation: No  Yes  Course(s)DANC M18Other: No  Yes 

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## K. Other Catalog Information:

## II. COURSE OBJECTIVES

Upon successful completion of the course, a student will be able to:

		<b>Methods of evaluation will be consistent with, but not limited by, the following types or examples.</b>
1	discuss the pertinent historical aspects of Joseph H. Pilates and the development of his somatic method.	Test, written assesemnt
2	define Laban Movement Analysis (LMA) somatic theories and its application to Pilates and performance.	Test, written assessment, discussion
3	identify the major components of the musculo-skeletal system as it pertains to Pilates technique and theory.	Test, written assessment
4	identify and define the Pilates principles of: Control, Centering, Coordination, Precision, Flow and Dynamics.	Test, performance assessment
5	identify and define the three basic concepts of the body: Breathing, Powerhouse and Box of the Body.	Test, written assessment
6	demonstrate an improvement in body alignment, abdominal strength, pelvic stability, flexibility, and range of motion.	performance assessment
7	perform and understand the basic/level 1 techniques of the mat and apparatuses: Reformer, High Barrel, Spine corrector, Wunda chair and Tower.	Performance assessment, test, written assessment
8	perform and understand supplemental Pilates related equipment techniques: Magic Circle, Thera-bands, hand weights.	Performance assessment, test, written assessment

## III. COURSE CONTENT

<b>Estimated %</b>	<b>Topic</b>	<b>Learning Outcomes</b>
<b>Lecture</b> (must total 100%)		
5.00%	The disciples and their approaches/methods of teaching Pilates A. Romana Kryzanowska B. Eve Gentry C. Ron Fletcher	1, 3, 4, 5, 7, 8
	The three concepts of Pilates techniques A. Breathing	1, 3, 4, 5,

10.00%	B. Powerhouse C. Box of the Body	6, 7, 8
25.00%	Mat Work: Introduction level 1 techniques The hundred: A. Leg Circles, Rolling Like a Ball B. Single Leg Stretch, Double Leg Stretch C. Criss Cross, Spine Stretch Forward D. Saw, Neck Pull E. Side Kick Series (Circles, Point up/ Flex Down, Reverse), Teaser	1, 2, 3, 4, 5, 6, 7, 8
20.00%	Pilates Apparatus Lecture A. Reformer apparatus introduction B. Fundamental Reformer exercises: Footwork, The Hundreds, Leg Circle/Frog Stomach Massage, Short Box, Elephant, Knee Stretch, Running Pelvic Press C. Wunda Chair apparatus introduction D. Fundamental Wunda Chair exercises: Footwork, Pull Up, Pumping the Pedal standing behind the chair, Kneeling Mermaid, Spine Stretch forward, Teaser with forward Stretch	1, 2, 3, 4, 5, 6, 7, 8
20.00%	Mat Work: Pre-Pilates warm-up lecture A. Eve Gentry – Gentry Technique B. Pre-Pilates objectives C. Pre-Pilates exercises: Lower Back Stretch, Upper Back/Chest Stretch, Breathing, Marching, Dead Bug, Hands and Knees Spinal Stretch, Opposite Arm and Leg	1, 2, 3, 4, 5, 6, 7, 8
5.00%	The six principles of Pilates Technique A. Control B. Centering C. Coordination D. Precision E. Flow of movement F. Dynamics	1, 2, 3, 4, 5, 6, 7, 8
5.00%	History of Joseph H. Pilates A. Early years B. The War years C. The origins of the Pilates Method	1, 2, 3, 4, 5
5.00%	The Classical/NY Style Pilates structure and objectives overview A. The five levels of the NY Classical Method. A natural progression to develop and build strength, flexibility and alignment B. Level 1 emphasis: Proper flexion and trunk stabilization, breathing and body awareness C. Level 2 emphasis: Proper Spinal extension, building upper body and arm strength D. Level 3 emphasis: Learning to properly rotate the spine, 1 limbed exercise (standing on 1 or working 1 arm) E. Level 4 emphasis: A combination of levels 1 – 3 movement objectives – whole body movements F. Level 5 emphasis: challenging physical techniques incorporating level 1 – 4 objectives	1, 3, 4, 5, 7, 8
5.00%	Related Somatic techniques and theories A. Laban Movement Analysis theory and kinesthetic practice B. Effort graph – Dynamics – Active weight C. Shape graph – Shape change D. Shape flow/Shape flow support: Breath/Torso E. Modes of Shape Change: Directional Movement, Carving F. Bartenieff Fundamentals – Patterns of Total Body Connectivity	1, 2, 3

<b>Lab (must total 100%)</b>		
10.00%	Per lecture material The 3 concepts of Pilates techniques utilized in mat and reformer work A. Breathing B. Powerhouse C. Box of the Body	1, 2, 3, 4, 5, 6, 7, 8
5.00%	Per lecture material Apply Somatic techniques and theories utilized in mat and reformer work A. Laban Movement Analysis theory and kinesthetic practice B. Effort graph – Dynamics – Active weight C. Shape graph – Shape change D. Shape flow/Shape flow support: Breath/Torso E. Modes of Shape Change: Directional Movement, Carving F. Bartenieff Fundamentals– Patterns of Total Body Connectivity	1, 2, 3, 4, 5, 6, 7, 8
10.00%	Per lecture material Mat Work: Pre – Pilates warm-up sequence A. Eve Gentry – Gentry Technique B. Pre-Pilates objectives C. Pre-Pilates exercises: Lower Back Stretch, Upper Back/Chest Stretch, Breathing, Marching, Dead Bug, Hands and Knees Spinal Stretch, Opposite Arm and Leg	1, 2, 3, 4, 5, 6
25.00%	Per lecture material Mat Work: Introduction level 1 techniques The hundred A. Roll-up, Leg Circles, Rolling Like a Ball B. Single Leg Stretch, Double Leg Stretch C. Criss Cross, Spine Stretch Forward, Saw D. Neck Pull, Side Kick Series (Circles, Point up/ Flex Down, Reverse), Teaser	1, 2, 3, 4, 5, 6, 7, 8
15.00%	Per lecture material Applying the 6 principles to Pilates Technique A. Control B. Centering C. Coordination D. Precision E. Flow of movement F. Dynamics	1, 2, 3, 4, 5, 6, 7, 8
25.00%	Per Pilates lecture Pilates Apparatus Reformer and Wunda Chair A. Reformer apparatus introduction B. Fundamental Reformer exercises: Footwork, The Hundreds, Leg Circle/Frog Stomach Massage, Short Box, Elephant, Knee Stretch, Running Pelvic Press C. Wunda Chair apparatus introduction D. Fundamental Wunda Chair exercises: Footwork, Pull Up, Pumping the Pedal standing behind the chair, Kneeling Mermaid, Spine Stretch forward, Teaser with forward Stretch	1, 2, 3, 4, 5, 6, 7, 8
10.00%	Cool down: Wall exercises A. TV Exercise B. Arm Circles C. Sitting D. Push ups	1, 2, 3, 4, 5, 6

#### IV. TYPICAL ASSIGNMENTS

##### A. Writing assignments

Writing assignments are required. Possible assignments may include, but are not limited to:	
1	keeping an observational journal.
2	reporting on the applications of the Pilates Method and the benefits to performance.
3	researching the evolution of the various teaching methods currently in use and compare to the original techniques of Joseph Pilates.

**B. Appropriate outside assignments**

Appropriate outside assignments are required. Possible assignments may include, but are not limited to:	
1	attend a master class session in the classical Pilates technique.
2	observe and compare/contrast a local studio's class with the classical Pilates curriculum: Classical Pilates vs Balance Body, Stotts, BASI, etc.
3	interview a master Pilates teacher.

**C. Critical thinking assignments**

Critical thinking assignments are required. Possible assignments may include, but are not limited to:	
1	create an exercise journal that discusses modification for specific apparatus when dealing with injuries to specific parts of the body: shoulder girdle, lower extremities, and spinal injuries.
2	identify and develop a routine, a Pilates regimen to strengthen/support a specthoracic region, lower extremities, and/or back extensors.
3	compare and contrast the 6 basic principles of Pilates with Laban's Effort/Shape theories.

**V. METHODS OF INSTRUCTION**

Methods of instruction may include, but are not limited to:

- Distance Education – When any portion of class contact hours is replaced by distance education delivery mode (Complete DE Addendum, Section XV)
- Lecture/Discussion
- Laboratory/Activity
- Other (Specify) Master class with experts in Pilates
- Optional Field Trips
- Required Field Trips

**VI. METHODS OF EVALUATION**

Methods of evaluation may include, but are not limited to:

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Essay Exam           | <input checked="" type="checkbox"/> Classroom Discussion    | <input checked="" type="checkbox"/> Skill Demonstration |
| <input type="checkbox"/> Problem Solving Exam | <input checked="" type="checkbox"/> Reports/Papers/Journals | <input checked="" type="checkbox"/> Participation       |
| <input type="checkbox"/>                      | <input type="checkbox"/>                                    | <input type="checkbox"/>                                |

- Objective Exams       Projects       Other (specify)

In addition to the theory and history of the course, students will also be evaluated on their practical knowledge of the various Pilates apparatus and equipment

**VII. REPRESENTATIVE TEXTS AND OTHER COURSE MATERIALS**

Isacowitz, Rael, and Karen Clippinger. Pilates Anatomy. Human Kinetics, 2011.

Friedman, Phillip, and Gail Eisen. The Pilates Method of Physical and Mental Conditioning. Viking Studio, 2005.

Hackney, Peggy. Making Connections: Total Body Integration through Bartenieff Fundamentals. Rouledge, 2002.

Pilates, Joseph, and William John Miller.

The Complete Writings of Joseph H. Pilates; Return to Life Through Contrology and Your Health. The Authorized Editions.

Bainbridge Books, 2000.

(A classic in the field)

**VIII. STUDENT MATERIALS FEES**

- No       Yes

**IX. PARALLEL COURSES**

<i>College</i>	<i>Course Number</i>	<i>Course Title</i>	<i>Units</i>
Orange Coast College	DANC A152	Pilates Apparatus & Mat Work Level 1	1-2
Mount San Antonio College	DNCE 41	Pilates I	.5-1
Irvine Valley College	DNCE 53	Pilates - Reformer with Mat	2
Mission College	KIN 030A	Pilates Matwork - Introduction	1
Grossmont College	DANC 118A	Pilates I	1.5

**X. MINIMUM QUALIFICATIONS**

**Courses Requiring a Masters Degree:**  
 Master's degree in dance, physical education with a dance emphasis, or theater with dance emphasis, OR bachelor's degree in any of the above AND master's degree in physical education, any life science, physiology, theater arts, kinesiology, humanities, performing arts, or music OR the equivalent.

**XI. ARTICULATION INFORMATION**

A. Title V Course Classification:

1. This course is designed to be taken either:

- Pass/No Pass only (no letter grade possible); or  
 Letter grade (P/NP possible at student option)

2. Degree status:

Either  Associate Degree Applicable; or  Non-associate Degree Applicable

B. Moorpark College General Education:

1. Do you recommend this course for inclusion on the Associate Degree General Education list?

Yes:  No:  If YES, what section(s)?

- A1 - Natural Sciences - Biological Science
- A2 - Natural Sciences - Physical Science
- B1 - Social and Behavioral Sciences - American History/Institutions
- B2 - Social and Behavioral Sciences - Other Social Behavioral Science
- C1 - Humanities - Fine or Performing Arts
- C2 - Humanities - Other Humanities
- D1 - Language and Rationality - English Composition
- D2 - Language and Rationality - Communication and Analytical Thinking
- E1 - Health/Physical Education
- E2 - PE or Dance
- F - Ethnic/Gender Studies

C. California State University(CSU) Articulation:

1. Do you recommend this course for transfer credit to CSU? Yes:  No:

2. If YES do you recommend this course for inclusion on the CSU General Education list?

Yes:  No:  If YES, which area(s)?

- A1  A2  A3  B1  B2  B3  B4
- C1  C2  D1  D2  D3  D4  D5
- D6  D7  D8  D9  D10  E

D. University of California (UC) Articulation:

1. Do you recommend this course for transfer to the UC? Yes:  No:

2. If YES do you recommend this course for the Intersegmental General Education Transfer Curriculum (IGETC)? Yes:  No:

IGETC Area 1: English Communication

- English Composition
- Critical Thinking-English Composition
- Oral Communication

IGETC Area 2: Mathematical Concepts and Quantitative Reasoning

- Mathematical Concepts

IGETC Area 3: Arts and Humanities

- Arts

Humanities

IGETC Area 4: Social and Behavioral Sciences

- Anthropology and Archaeology
- Economics
- Ethnic Studies
- Gender Studies
- Geography
- History
- Interdisciplinary, Social & Behavioral Sciences
- Political Science, Government & Legal Institutions
- Psychology
- Sociology & Criminology

IGETC Area 5: Physical and Biological Sciences (mark all that apply)

- Physical Science Lab or Physical Science Lab only (non-sequence)
- Physical Science Lecture only (non-sequence)
- Biological Science
- Physical Science Courses
- Physical Science Lab or Biological Science Lab Only (non-sequence)
- Biological Science Courses
- Biological Science Lab course
- First Science course in a Special sequence
- Second Science course in a Special Sequence
- Laboratory Activity
- Physical Sciences

IGETC Area 6: Language other than English

- Languages other than English (UC Requirement Only)
- U.S. History, Constitution, and American Ideals (CSU Requirement ONLY)
- U.S. History, Constitution, and American Ideals (CSU Requirement ONLY)

**XII. REVIEW OF LIBRARY RESOURCES**

A. What planned assignment(s) will require library resources and use?

The following assignments require library resources:

Research, using the Library's print and online resources, on such topics as the evolution of the various teaching methods currently in use and compare them to the original techniques of Joseph Pilates.

B. Are the currently held library resources sufficient to support the course



assignment?

YES:  NO:

If NO, please list additional library resources needed to support this course.

**XIII. PREREQUISITE AND/OR COREQUISITE JUSTIFICATION**

**XIV. WORKPLACE PREPARATION**

DANC M19A: Not Applicable

**XV. DISTANCE LEARNING COURSE OUTLINE ADDENDUM**

DANC M19A: Not Applicable

**XVI. GENERAL EDUCATION COURSE OUTLINE ADDENDUM**

**General Education Division of Learning** [check all applicable boxes]:

- Natural Sciences
  - Biological Science
  - Physical Science
- Social and Behavioral Sciences
  - American History/Institutions
  - Other Social Science
- Humanities
  - Fine or Performing Arts
  - Other Humanities
- Language and Rationality
  - English Composition
  - Communication and Analytical Thinking
- Health/Physical Education
- Ethnic/Women's Studies

**Check either Option 1 or Option 2**

- OPTION #1:** Moorpark College has already received approval from the CSU and/or UC systems for this course to fulfill a GE requirement. Note: This option applies only to technical revisions and updated courses.
- OPTION #2:** Moorpark College has not received approval from the CSU and/or UC systems for this course to fulfill a GE requirement. This option applies to all new and substantively revised courses.

**XVII. STUDENT MATERIALS FEE ADDENDUM**

DANC M19A: Not Applicable

**XVIII. REPEATABILITY JUSTIFICATION TITLE 5, SECTION 55041**

DANC M19A: Not Applicable

**XIX. CURRICULUM APPROVAL**

Course Information:

Discipline: DANCE

Discipline Code and Number: DANC M19A

Course Revision Category: New Course

Course Proposed By:

Originating Faculty Robert Salas 12/07/2017

Faculty Peer: Sari Rawles 12/08/2017

Curriculum Rep: Robert Salas 01/16/2018

Department Chair: John Loprieno 05/08/2018

Division Dean: Jennifer Goetz 05/11/2018

Approved By:

Curriculum Chair: Jerry Mansfield 09/26/2018

Executive Vice President: \_\_\_\_\_

Articulation Officer: Letrisha Mai 09/18/2018

Librarian: Mary LaBarge 09/16/2018

Implementation Term and Year: Spring 2019

Approval Dates:

Approved by Moorpark College Curriculum Committee: 10/02/2018

Approved by Board of Trustees (if applicable): 11/13/2018

Approved by State (if applicable): 11/27/2018