



DAN-115: PILATES MAT WORK 1

Effective Term

Fall 2024

BOT Approval Date

12/14/2023

Discipline

DAN - Dance

Course Number

115

Course Title

Pilates Mat Work 1

Short Title

Pilates 1

Credit Status (CB 04)

D - Credit - Degree applicable

Units**Lab Units**

1.00

Total Units

1

Hours**Lab Contact Hours**

48-54

Out of Class Hours Lab

0.00

Total Contact Hours

48 - 54

Total Out of Class Hours

0

Total Student Learning Hours

48 - 54

Is this an existing Extensive Lab?

Yes

Distance Education

No

Catalog Description

This course focuses on floor mat exercises developed by Joseph H. Pilates. The exercises include stretching and strengthening, with a emphasis on core strength in a non-impact system that improves alignment, body awareness, and control, and addresses the whole body. Exercises gradually increase in rhythm, pace and intensity over the course of the semester.



Codes

TOP Code (CB 03)

0835.00 - Physical Education

CIP Code

31.0501 - Health and Physical Education/Fitness, General.

Student Accountability Model (SAM) Priority Code (CB 09)

E - Non-Occupational

Noncredit Category (CB 22)

Y - Credit Course

Repeatability Code

No

Grading Option

Letter grade OR P/NP

Minimum Qualifications

Minimum Qualifications	And/Or
Dance (Masters Required)	End

GE Information

Check GE Types Requested

AA/AS E - Lifelong Learning and Self-Development

CSU Area(s)**IGETC Area(s)**

Learning Objectives

Learning Objectives

Learning Objective
1. Develop an understanding of the 6 basic Pilates principles
2. Demonstrate a basic knowledge of the concepts and techniques of mat work as developed by Joseph H. Pilates
3. Exhibit a functional understanding of breath support in all exercises
4. Explore Pilates-based strengthening exercises for major muscle groups
5. Perform mat exercises with accuracy, control, and correct biomechanics
6. Illustrate increased strength, flexibility, and range of motion
7. Analyze key Pilates exercises for common fitness and/or dance technique goals
8. Integrate self-awareness of one's own skeletal/postural alignment and body mechanics
9. Examine modifications in Pilate's mat work to facilitate diverse bodies with an expanding understanding of how bodies are shaped, influenced, and colonized within unequal social systems.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome
1. The student will consistently stick to a task and demonstrate the ability to utilize the foundational principles and concepts of the Pilates method in mat work exercises.

2. The student will demonstrate the ability to apply feedback and modifications to mat exercises when performing Pilates mat work.
3. The student will develop a vision and goals for the future.

Program Learning Outcomes

Learning Outcome

1. Examine anatomical ideas and discover the connections required to demonstrate depth of knowledge and technical ability.
2. Apply knowledge and skills gained to new and varied situations through dance expression.
3. Discover and evaluate movement through the use of aesthetic tools gained.

Institutional Learning Outcomes

Communication: The student will effectively express and exchange ideas through listening, speaking, reading, writing, visual works, and other modes of interpersonal expression.

Critical Thinking: The student will analyze problems, gather and synthesize relevant information, evaluate ideas, information, and evaluate alternative points of view to create, innovate and implement effective solutions.

Cultural Awareness and Humility: The student will demonstrate knowledge of and sensitivity toward individuals of diverse ethnicity, age, gender, sexual orientation, and religious affiliations, as well as toward those individuals with diverse abilities and socio-economic classes to respectfully interact with individuals of diverse perspectives, beliefs and values while being mindful of the limitation of their own cultural frameworks.

Civic

Personal

and Professional Responsibility

Content

Course Lab Content

1. History and Background of Joseph H. Pilates
 - a. brief life history
 - b. history of methodology
2. Introduction to Pilates mat work
 - a. Six basic Pilates principles:
 - i. concentration
 - ii. control
 - iii. centering
 - iv. precision
 - v. breath
 - vi. flow
 - b. Correct body mechanics for Pilates mat work
 - i. use of core muscles
 - ii. use of breath
 - iii. alignment and control
 - c. Pilates terminology and concepts:
 - i. Back breathing and abdominal use
 - ii. spine stability: neutral spine, imprinting, mid-back, stabilization
 - iii. spinal flexion
 - iv. spinal extension
 - v. joint release
 - vi. hip, knee, and foot alignment
 - d. Mat exercises
 - i. Pre-Pilates series:
 1. Ethafoam roller or small ball work
 2. back breathing
 3. nose circles
 4. knee stirs
 5. leg glides
 6. balancing act
 7. pelvic clock

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8. windshield wipers
 9. knee folds
 10. pole
 - ii. Basic mat workout:
 1. pelvic press
 2. curl-ups
 3. single leg stretch
 4. double leg stretch
 5. knee folds/variation
 6. side lifts
 7. upper back extension
 8. hamstring stretch with Theraband or magic circle
 9. perineal stretch
 10. hip flexor stretch
 11. Scissors
 12. Rolling
 13. Spine Stretch
 14. The Saw
 15. The Twist
 16. Swimming
 17. arm work with Theraband or magic circle
 18. rest position stretch
 - iii. Small Apparatus: magic circle, therapy ball, pole
 3. Understanding diverse bodies
 - a. given individual strengths and limitations, the instructor will assist the student with modifications, e.g., if the student is obese, to assist mobility and function, some exercises can be completed on a chair or while standing and holding the barre rather than laying on a mat
 - b. Impacts of identity
 - i. unequal social systems
 1. gender
 2. race
 3. ethnicity
 4. sexuality
 5. size
 6. age
 7. ability

Methods of Instruction

Method

In-class Exercises

Integration

In-class exercises will be led by instructor and performed by students in unison with a prescribed number of repetitions. Instructor will provide verbal, visual and hands-on cues to help student attain correct form. Sensitivity to each student's lived realities, identities, and abilities will be considered when offering corrections with the intention of creating appropriate modifications when necessary.

Method

Lecture

Integration

Lecture and demonstration of correct technique and movement patterns given by instructor to provide students with the mechanics of the exercise as well as correct form.

Method

Group Projects

Integration

Group projects may include alignment and partner work using the mirror and written postural assessment guidelines to identify individual postural problems and imbalances.

Method

Individual Projects

Integration

Individualized Pilates workout will be developed with specific goals to create more strength, stability, and flexibility for the individual student. The project will include a written component to accompany and outline the physical practice.

Method

Directed Study

Integration

Directed study will include an analysis of movement practices to determine which exercises will create the needed strength and/or flexibility for a particular issue, weakness or individual body.

Method

Observation and Demonstration

Integration

Observation and demonstration of technique and movement patterns of an exercise by instructor or students with the practice of naming the exercise, the major muscle groups used, important cues to remember, modifications that might be needed for individual bodies, and how the exercise benefits dancers.

Method

Lecture

Integration

Lectures in class to cover basic anatomy and kinesiology concerning the biomechanics of Pilates mat work, including the use of the class skeleton, muscle charts, and Pilates manual.

Methods of Evaluation**Method**

Class Participation

Integration

Class participation will include weekly evaluation by the instructor of student's ability to execute the Pilates repertoire and for gains in control, strength, and flexibility.

Method

Class Performance

Integration

Student performance of Pilates exercises in class will be analyzed for the student's ability to understand, analyze, and execute the movements with a stable core. The instructor will witness the exercises, offer suggestions and direction, and the evaluated the student's ability to execute movement of the limbs while maintaining a strong, still, and stable core.

Method

Class Work

Integration

When completing class work, students will be analyzed for their ability to demonstrate a reciprocal relationship between stability and mobility in a Pilates movement sequence. Evaluation is based on the clarity of the physical application of this concept as well as the demonstrated ability to maintain core stability within a movement sequence

Method

Exams/Tests

Integration

Exams will be given to assess the student's understanding of the theories and practices of the Pilates method. Evaluation is based on the student's understanding of the function, technique, application, and physical clarity of the 6 Pilates principles. Exams may be written, oral, or physical.

Method

Group Projects

Integration

Group projects will be evaluated to assess how students collaborate when helping each other with alignment, postural assessment, and partner work, specifically in their ability to understand, appreciate, and support diverse bodies and viewpoints, particularly as they are related to another student's lived reality given their racialized or gendered experiences in the world.

Assignments**Assignment Type**

Other

In-class and/or outside of class

In-class

Formative or Summative

Formative

Assignment

In groups of two, work together to create a Pilates movement sequence that identifies and utilizes modifications that would support diverse bodies that have been shaped and influenced within unequal social systems. Discuss the impacts of white supremacy, fatphobic culture, or any ideology that would "other" any body that falls outside of narrow norms. Each student should take time to self-reflect on their own need for modifications and support their partner with attention and sensitivity to the needs, abilities, and identities that may have an impact on their participation.

The movement sequence will be evaluated for its logical sequence of Pilates exercises, modifications for differently-abled bodies, sensitivity to diverse bodies, and the use of affirming language that normalizes all bodies.

Assignment Type

Reading

In-class and/or outside of class

In-class

Formative or Summative

Formative

Assignment

Read Chapter 1 from Pilates Anatomy by Karen Clippinger about the Six Key Principles of Pilates and participate in a discussion with the instructor and classmates to deepen your understanding of these foundational concepts. Students will be evaluated for their ability to articulate in their own words an understanding of the six key principles.

Assignment Type

Writing

In-class and/or outside of class

In-class

Formative or Summative

Formative

Assignment

Write a self-evaluation at the beginning of the semester assessing individual strengths and weaknesses and then set achievable goals for progress towards those goals. The self-evaluation will be assessed for the attention to detail provided in reflection of the student's abilities as well as the goals presented to address weaknesses. Students should provide a detailed, goal-oriented plan that outlines how they will achieve personal goals.

Assignment Type

Other

In-class and/or outside of class

In-class

Formative or Summative

Summative

Assignment

Develop a personal workout plan utilizing Pilates exercises that facilitate continued growth in strength and flexibility given the individual student's needs and that demonstrates an understanding of a workout that is progressive in its technical demands on the body. The personal workout plan will be evaluated for its logical sequencing that demonstrates an understanding of the six key principles of Pilates while also addressing personal needs.

Assignment Type

Other

In-class and/or outside of class

In-class

Formative or Summative

Summative

Assignment

Take a final movement exam that demonstrates the student's ability to understand, analyze, and execute the Pilates exercises covered in class with core strength and stability. Students will be evaluated for their ability to execute Pilates exercises with an understanding of correct technique and demonstration of increased core strength.

Course Materials

Textbooks

Isacowitz Rael and Clippinger, Karen. Pilates Anatomy, Human Kinetics; Second edition (September 20, 2019) 978-1492567707
Ward, Tracy. Science of Pilates: Understand the Anatomy and Physiology to Perfect Your Practice. DK (December 27, 2022). 978-0744064230

Open Educational Resources

Lawrence, Debbie. Pilates Method#: an Integrative Approach to Teaching. 1st ed., Bloomsbury, 2014.
https://caccl-jacinto.primo.exlibrisgroup.com/permalink/01CACCL_JACINTO/1lclndn/alma9913394087605261

Class Size Information

Class Size

32

Class Size Category

G - Large lab 32

Diversity and Inclusion

Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.

Diversity and inclusion are integral to this course as students work within their own bodies and interact with students in the classroom, embracing and learning about their peers' abilities, limitations, and other identities, which may include race, ethnicity, sexuality, and gender. The course practices also consider a variety of learning levels based on ability, gender, age, culture, and sexuality. Additionally, as students study Pilates, they embody their own racial, sexual, gender, and other identities, all of which are welcomed and respected in each dance course. Mindfulness of the systemic barriers and social oppression that impact some students based on race, gender identity, disability, etc. will be considered with an eye toward reducing harm and creating equitable experiences and outcomes.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

This course is taught utilizing lectures, visual demonstrations, verbal descriptions, hands-on feedback, movement, embodied practices, and weekly assessments to deliver the content. These diverse learning modalities provide multiple points of access to the material, allowing students to excel given their individual learning styles, proclivities, and strengths. Student growth is facilitated through class practices and instruction that rely on multiple senses, including the often undervalued kinesthetic and embodied learning modalities. Courses in the performing arts, including Pilates, inherently engage multiple intelligences and learning styles and provide a unique educational platform for all, including those students who may not excel in traditional learning environments. To promote accessibility for an equitable course, instructors will also offer modifications for each student given their abilities and limitations and will provide instruction that is inclusive to all genders, races, ethnicities, cultures, ages, and sexualities.

Interactions

Explain how the course will incorporate student-to-student interaction.

Students work together during class exercises and assist one another in working out the details of Pilates exercises and principles creating short workouts to be shared with the class. Some assignments will require that students offer feedback to their peers in terms of how they are executing the movements and how they might correct imbalances or inaccurate form. Feedback is offered with thoughtfulness and sensitivity to the dignity of the person performing. Working together increases student learning as they collaborate and learn from each other, sussing out details of exercises and optimal sequencing. The practice of offering feedback to other students develops a student's eye for correct alignment, function, and execution of Pilates exercises and increases their ability to articulate both what they are seeing in another's body and how to correct any issues with practice and technique. These are necessary skills for any Pilates instructor. Classwork is performed live in the studio.

Explain how the course will incorporate instructor-to-student interaction.

The instructor delivers course content visually, through movement demonstrations, and verbally through lectures and descriptions. Verbal, visual, and hands-on feedback is also given throughout the class to individual students and to the group as a whole. Students ask questions of the instructor for clarity and detail, and interaction is constant throughout the class. All of these interactions deliver course content and facilitate student learning through kinesthetic and embodied processes as students watch, listen, try, and experience the exercises as well as hands on feedback on, and in, their own body.

Explain how the course will incorporate student-to-content interaction.

Interaction with course content occurs mostly in interactions with the instructor as the instructor teaches the techniques, skills, practices, and modalities of Pilates. Students hone their skills in class, but also practice at home to deepen their knowledge of the movement practices learned in class. Some in-class readings and occasional video viewings will also be included to provide additional access to course content with the intent of increasing learning and retention through multiple learning modalities.

Explain how the course will incorporate student-to-self interaction (metacognitive).

Students reflect on their growth and progress on a daily basis. The study of Pilates requires an ongoing self-reflection measured visually and in comparison to visual demonstrations and verbal feedback. Written self-reflection on progress will sometimes be utilized. Students also reflect on their personal growth over the semester as they consider the ways in which Pilates has impacted the physical, mental, spiritual, and emotional aspects of their lives.

Key: 3086