

Course Outline

COURSE: THEA 30 **DIVISION:** 10 **ALSO LISTED AS:**

TERM EFFECTIVE: Spring 2017 **CURRICULUM APPROVAL DATE:** 03/14/2016

SHORT TITLE: DANCE APPRECIATION

LONG TITLE: Dance Appreciation

<u>Units</u>	<u>Number of Weeks</u>	<u>Type</u>	<u>Contact Hours/Week</u>	<u>Total Contact Hours</u>
3	18	Lecture:	3	54
		Lab:	0	0
		Other:	0	0
		Total:	3	54

COURSE DESCRIPTION:

Students will explore dance from an aesthetic, historic, and cultural point of view. Students will examine the elements of dance including body, space, time, and dynamic qualities and develop a vocabulary with which to analyze and write critically about dance. Dance will be explored in many of its genres including social dance, jazz dance, ballet, modern, and dance from cultures around the globe. Attendance at a live dance performance is required.

PREREQUISITES:

COREQUISITES:

CREDIT STATUS: D - Credit - Degree Applicable

GRADING MODES

L - Standard Letter Grade

REPEATABILITY: N - Course may not be repeated

SCHEDULE TYPES:

02 - Lecture and/or discussion

STUDENT LEARNING OUTCOMES:

1. Analyze and discuss the evolution of dance in historical, cultural, and artistic contexts.

Measure: Essays, Quizzes, Midterm, Discussion, Notebook/Journaling

PLO: 1,4,

ILO: 1,3,7

GE-LO: C-2, C-3, C-4

Anticipated Year of Assessment: 2017

2. Apply proper use of dance and theater vocabulary to analyze and describe quality of movements.

Measure: Quizzes, Tests, Papers, Presentation/Project, Groupwork

PLO: 1,2,6

ILO: 2,3,4,6

GE-LO: C-1

Anticipated Year of Assessment: 2018

3. Distinguish between dance genres and discuss their differences and aesthetic qualities.

Measure: Exam, Demonstration/Discussion, Presentation

PLO: 1,4,

ILO: 1,2,3,5

GE-LO: C-3,C-4,

C-5

Anticipated Year of Assessment: 2019

PROGRAM LEARNING OUTCOMES:

Theatre Arts Program Learning Outcomes: Gavilan

1. Describe significant movement genres in theatre history, and to elaborate on their social and cultural significance.
2. Work effectively in a team, having developed collaboration and teamwork skills through class exercises, assignments and performances.
3. Articulate the differences in theatrical styles and modes of creation. Students participate in both the organic creative process (in which the students participate in the creation of the performance or play) and the most traditional approaches to theatre and performance using an established or already created text.
4. Discuss and critique theatrical performances, articulating the playwright's view and director's interpretation of the text. Students can evaluate the various technical elements of the production (costume, sets, lights, sounds), to determine whether they support or detract from the production and text.
5. Demonstrate practical knowledge regarding responsibilities of the different technical and creative jobs related to theatre and theatre production.
6. Master fundamental concepts and vocabulary relating to acting through class exercises and public performance.

CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS

Curriculum Approval Date: 03/14/2016

4 Hours

Content: 1. Definition of dance and reasons people dance within a range of historical contexts. Dance through the Ages/Periods.

- A. Primitive Period
- B. Ancient Period
- C. Medieval Period (Middle Ages)
- D. Renaissance Period

Student Performance Objectives (SPO): Students will be able to identify and describe specific periods of dance and how the development of dance evolved through various time periods.

Out-of-Class Assignments: Readings from required text, Chap 1, video viewings from Youtube. Notebook/journaling.

8 Hours

Content: 2. Basic vocabulary and aspects of dance, including the role/responsibilities of Choreographer, Dancer and Audience.

- A. Body
1. Basic structural elements (movement, stillness)

2. Basic Movements (such as flexion, extension, rotation, springing)
3. Shapes (still forms such as pin, ball, wall, screw)
4. Locomotor and Axial movement (incl. pathways such as meandering, straight, circular)
- B. Space
 1. Kinesphere (aspects such as size of kinesphere, concepts of central/peripheral/transverse)
 2. Shape (rising, sinking, advancing, retreating, spreading, enclosing)
 3. Performance area (concepts such as orientation, location within the space, relationship to other)
- C. Dynamic qualities
 1. Flow (free/restrained)
 2. Force (light/strong)
 3. Focus (indirect/direct)
 4. Time (sustained/quick)
- D. Responsibilities of Choreographer, Dancer, and Audience.

Student Performance Objectives (SPO): Students will be able to understand and describe basic dance vocabulary as well as the various participants of dance and the roles/responsibilities of each.

Out-of-Class Assignments: Weekly readings from required text Chap 2-4, handouts, , Video viewings from Youtube. Presentation/Project research and sign-ups.

8 Hours

Content: 3. Choreographic form

- A. Basic approaches to choreographic sequences (narrative/abstract/non-objective)
- B. Techniques of abstraction (such as distortion, simplification, exaggeration, inversion)
- C. Choreographic structure (such as ABA, Rondo, theme, and variations)
- D. Choreographic devices (such as motif, development, and repetition)

Student Performance Objectives (SPO): Students will be able to analyze and describe the elements of choreography and how it pertains to dance, including the use of space, time and energy.

Out-of-Class Assignments: Video viewing and library research. Essay/Paper. Each student will type 1 or more dance analysis on various choreographic works presented inside or outside of class. Examples include "Swan Lake" choreographed by Marius Petipa, "The Rite of Spring" choreographed by Vaslav Nijinski, and "Lamentation" choreographed by Martha Graham.

24 Hours

Content: 4. Style, aesthetics, and history

- A. Evolution of dance from community to stage
- B. Development of theatrical dance in various cultural traditions
 1. Emergence
 - a. Development/formalizing a technique
 - b. Rise of the professional
 - c. Stripping ritual context
 - d. Controversy: adapting/changing cultural form to please audience
 2. Development of ballet
 - a. Italian Renaissance to the Court of Louis XIV
 - b. Romantic period to the 21st Century
 3. Development of modern dance
 - a. An ongoing rebellion
 - b. Aesthetics of modern dance
 4. Development of Jazz, Musical Theatre and Tap
 - a. Social and Cultural Dance
 - b. Influence of ballet, modern, popular dance
 5. Other Dance Forms

Student Performance Objectives (SPO): Students will be able to identify and describe specific genres of dance including ballet, modern, jazz, musical theatre and tap dance.

Out-of-Class Assignments: Readings from required text weekly Chap 5-10, video viewings from Youtube weekly. Students will have a daily "warm-up" (mini written essays) to write based on the given reading assignment for the week. Students will also keep a notebook with all readings and video viewings from class and outside of class. Extra credit opportunities may be given in essay/written form as well.

3 Hours

Content: Presentation of Dance related topic, to be cleared by the instructor.

Student Performance Objectives (SPO): Students will research and study a dance related topic in depth and present it to the class using proper dance vocabulary and analysis.

Out-of-Class Assignments: Each person will work with a partner and choose a dance related topic. This topic will be cleared with the instructor in advance. Students will prepare and present a 10-15 dance topic to the class (genre, choreographer, cultural dance, etc.) Students will work and prepare a project/presentation to the class. Ideas include Power Point, Prezi.doc, Demonstration and Performance.

2 Hours

Content: Dance Production and Careers in Dance

Student Performance Objectives (SPO): Students will be able to identify and describe specific roles in dance production (behind the scenes) and careers in dance. Other opportunities may be available to actively experience production and "behind the scenes" through the semester production at Gavilan (Theatre or TADA).

Out-of-Class Assignments: Read chap 11-12.

3 Hours

Content: Outside Class Requirement: Public/live performance.

Student Performance Objectives (SPO): Students will be able to identify and analyze dance(s) and formally write a dance analysis (critique) on one or more public performances.

Out-of-Class Assignments: Viewing of public dance performance. Essay/Dance Analysis

2 Hours

Content: Final Cumulative

Student Performance Objectives (SPO): Students will take all that they have learned throughout the semester collectively and express, analyze, and describe cumulatively through a written final exam.

Out-of-Class Assignments: Study/Prepare for Final

METHODS OF INSTRUCTION:

Exams, Tests, Quizzes, Projects, Presentations, Notebook/Journaling, Discussion, Essay/Analysis of live performance, library research.

METHODS OF EVALUATION:

Category 1 - The types of writing assignments required:

Percent range of total grade: 35 % to 40 %

Written Homework

Essay Exams

Other: Notebook/Journaling

Category 2 - The problem-solving assignments required:

Percent range of total grade: 10 % to 15 %

Other: Live performance/Dance Analysis

Category 3 - The types of skill demonstrations required:

Percent range of total grade: % to %

Category 4 - The types of objective examinations used in the course:

Percent range of total grade: 40 % to 45 %

Multiple Choice

True/False

Other: Quizzes/Midterm

Category 5 - Any other methods of evaluation:

Presentation/Groupwork Percent range of total grade: 10 % to 15 %

REPRESENTATIVE TEXTBOOKS:

Required:

Nora Ambrosio. Learning About Dance, 7th Edition. Kendall Hunt Publishing, 2016. Or other appropriate college level text.

ISBN: 978-1-4652-7861-6

Reading level of text, Grade: 14 Verified by: dy

ARTICULATION and CERTIFICATE INFORMATION

Associate Degree:

CSU GE:

IGETC:

CSU TRANSFER:

Transferable CSU, effective 201730

UC TRANSFER:

Not Transferable

SUPPLEMENTAL DATA:

Basic Skills: N

Classification: Y

Noncredit Category: Y

Cooperative Education:

Program Status: 2 Stand-alone

Special Class Status: N

CAN:

CAN Sequence:

CSU Crosswalk Course Department:

CSU Crosswalk Course Number:

Prior to College Level: Y

Non Credit Enhanced Funding: N

Funding Agency Code: Y

In-Service: N

Occupational Course: E

Maximum Hours: 3

Minimum Hours: 3

Course Control Number:

Sports/Physical Education Course: N

Taxonomy of Program: 100800