

DANC M01: DANCE APPRECIATION

Originator

rsalas

Co-Contributor(s)

Name(s)

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College

Moorpark College

Discipline (CB01A)

DANC - Dance

Course Number (CB01B)

M01

Course Title (CB02)

Dance Appreciation

Banner/Short Title

Dance Appreciation

Credit Type

Credit

Start Term

Fall 2022

Formerly

DANC M01A - Dance Appreciation

Catalog Course Description

Examines dance through lectures and viewing dance performances both live and on video. Presents the developments of dance within each of the major genres and analyzes the factors which have influenced change in dance historically, culturally, and as an art form.

Course Credit Limitations: Credit will not be awarded for both the honors and regular versions of a course. Credit will be awarded only to the first course completed with a grade of "C" or better or "P". Moorpark College Honors Program requires a letter grade.

Taxonomy of Programs (TOP) Code (CB03)

1008.00 - Dance

Course Credit Status (CB04)

D (Credit - Degree Applicable)

Course Transfer Status (CB05) (select one only)

A (Transferable to both UC and CSU)

Course Basic Skills Status (CB08)

N - The Course is Not a Basic Skills Course

SAM Priority Code (CB09)

E - Non-Occupational

Course Cooperative Work Experience Education Status (CB10)

N - Is Not Part of a Cooperative Work Experience Education Program

Course Classification Status (CB11)

Y - Credit Course

Educational Assistance Class Instruction (Approved Special Class) (CB13)

N - The Course is Not an Approved Special Class

Course Prior to Transfer Level (CB21)

Y - Not Applicable

Course Noncredit Category (CB22)

Y - Credit Course

Funding Agency Category (CB23)

Y - Not Applicable (Funding Not Used)

Course Program Status (CB24)

1 - Program Applicable

General Education Status (CB25)

Y - Not Applicable

Support Course Status (CB26)

N - Course is not a support course

Field trips

Will not be required

Grading method

(L) Letter Graded

Alternate grading methods

(O) Student Option- Letter/Pass

(P) Pass/No Pass Grading

Does this course require an instructional materials fee?

No

Repeatable for Credit

No

Is this course part of a family?

No

Units and Hours

Carnegie Unit Override

No

In-Class

Lecture

Minimum Contact/In-Class Lecture Hours

52.5

Maximum Contact/In-Class Lecture Hours

52.5

Activity**Laboratory****Total in-Class****Total in-Class****Total Minimum Contact/In-Class Hours**

52.5

Total Maximum Contact/In-Class Hours

52.5

Outside-of-Class**Internship/Cooperative Work Experience****Paid****Unpaid****Total Outside-of-Class****Total Outside-of-Class****Minimum Outside-of-Class Hours**

105

Maximum Outside-of-Class Hours

105

Total Student Learning**Total Student Learning****Total Minimum Student Learning Hours**

157.5

Total Maximum Student Learning Hours

157.5

Minimum Units (CB07)

3

Maximum Units (CB06)

3

Advisories on Recommended Preparation

ENGL M01A OR ENGL M01AH

Requisite Justification**Requisite Type**

Recommended Preparation

Requisite

ENGL M01A or ENGL M01AH

Requisite Description

Course not in a sequence

Level of Scrutiny/Justification

Required communication/computation skill

Student Learning Outcomes (CSLOs)

Upon satisfactory completion of the course, students will be able to:

- | | |
|---|----------------------------------------------------------------------------------------|
| 1 | demonstrate a greater appreciation of dance as a theatrical art and cultural practice. |
| 2 | analyze elements and methods of dance. |
| 3 | apply critical thinking to the viewing, analysis, and interpretation of dance works. |

Course Objectives

Upon satisfactory completion of the course, students will be able to:

- | | |
|---|----------------------------------------------------------------------------------------------------------------------------------------|
| 1 | demonstrate knowledge of the major genres and eras of dance as developed throughout history and around the world. |
| 2 | identify various important dance elements (movement vocabulary/style) that function as the definable characteristics of a given genre. |
| 3 | identify key social, political and cultural factors that influenced the function, context and style of the various dance practices. |
| 4 | define important choreographic elements and explain their aesthetic functions within a given piece of choreography. |
| 5 | articulate observations, analysis and evaluation of a dance piece. |
| 6 | demonstrate interpersonal skills through in-class discussion of the works viewed. |

Course Content**Lecture/Course Content**

- (10%) Identify primary elements of dance
- (10%) World Dance: Cover historical influences, watch videos, discuss (verbally or in writing) student observations, analysis and evaluation of the selected video
- (10%) Current Trends: Cover historical influences, watch videos, discuss (verbally or in writing) student observations, analysis and evaluation of the selected video
- (10%) Tap and Musical Theater: Cover historical influences, watch videos, discuss (verbally or in writing) student observations, analysis and evaluation of the selected video
- (10%) Jazz: Cover historical influences, watch videos, discuss (verbally or in writing) student observations, analysis and evaluation of the selected video
- (10%) Modern Dance: Cover historical influences, watch videos, discuss (verbally or in writing) student observations, analysis and evaluation of the selected video
- (10%) Ballet: Cover historical influences, watch videos, discuss (verbally or in writing) student observations, analysis and evaluation of the selected video
- (10%) Social Dance/Ballroom Forms: Cover historical influences, watch videos, discuss (verbally or in writing) student observations, analysis and evaluation of the selected video
- (20%) Dance Production/ Choreography: Identify the various production elements that go into a dance concert/performance including costuming, makeup, set and lighting design, as well as choreographic elements and dance technique

Laboratory or Activity Content

N/A

Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Written expression
Skills demonstrations

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

Essay exams
Objective exams
Skills demonstrations
Skills tests or practical examinations
Classroom Discussion
Projects
Reports/Papers/Journals

Instructional Methodology

Specify the methods of instruction that may be employed in this course

Distance Education
 Group discussions
 Internet research
 Observation
 Readings

Describe specific examples of the methods the instructor will use:

1. Students will submit written assignments based on topics from readings: Read the lecture material for this lesson "Choreographer –Dancer–Audience" and "Gender in Dance." Reflect on what you have read and select a quote from the material that appears in either lecture (1 to 2 sentences) that stood out to you the most. Copy and paste your chosen quote then describe why you found it interesting, insightful, or meaningful to you.
2. Discussion forums: In this discussion forum, we can share and discuss our favorite dance styles of today. What type of dance attracts you? Do a quick web search of dance styles you like (or perhaps you already have a favorite in mind). It may be a music video, a dance seen on a television show, an excerpt from a movie, or a group/company with which you are personally familiar. Pick one video and post the URL here, with a brief description following the guidelines below:
 Submissions should range from 100 to 200 words. Include how your video utilizes both Action and Stillness as movement concepts to express its goal. How does the use of Action and Stillness help communicate the idea of the dance, the feel of the dance, the style or message of the dance?

Representative Course Assignments

Writing Assignments

- Research and write a report on a historical genre/historical figure.
- Write an analysis of a dance work in the form of a dance critique.

Critical Thinking Assignments

- Create and submit a formally written dance critique.
- Participate in an in-class discussion that compares and contrasts two or more dance works, from the same genre and/or disparate genres.
- Participate in an in-class discussion on the history and representative style of a dance genre.

Reading Assignments

- Read Judith Hanna's article and identify the salient portions of her thesis that correspond to your perspective on dance as movement language. (Hanna, Judith. (2001). The Language of Dance. *Journal of Physical Education, Recreation & Dance*. 72. 40-45. 10.1080/07303084.2001.10605738.)
- From the lecture reading "Responsibility of the Choreographer" select and research one of the choreographers that was mentioned in the lecture and find an appropriate article/book/essay that discusses their choreography philosophy. Write a 500 word overview of their objectives.

Skills Demonstrations

- Observe the people in your chosen location for no less than 5 minutes. Take detailed notes about the actions and gestures you see as the people communicate with their body (i.e., greeting, saying goodbye, asking a question, and so forth).
 - Describe the use of each body part (including the head, arms, hands, torso, shoulders, legs, feet) as observed.
 - Are the gestures understandable as you watch from afar? Can you tell what is being communicated?
 - What energetic qualities do you see in the gestures? Think about adjectives and adverbs you would use to describe these qualities (i.e., soft, quick, strong, wiggly, slinky, abrupt, collapsed, heavy).
 - After your analysis, incorporate Language of Dance terms to supplement your observations.
- Please respond to the performance in a formal dance critique. Display through your critique (500 to 750 words) your thorough understanding of the Language of Dance elements covered in the course.

Outside Assignments

Representative Outside Assignments

- Observe a dance class or rehearsal then describe movements using the LOD (Language of Dance) language.
- Read biographies and articles related to the performers, choreographers, directors and performances from dance history.
- View and/or review videos and/or live dance productions then write a critique utilizing the LOD language to support the statements and observations.

Articulation

Equivalent Courses at 4 year institutions

University	Course ID	Course Title	Units
CSU Fresno	DANCE 16	Introduction to Dance	3
Cal Poly Pomona	DAN 2020	World Dance and Cultures	3
UC Riverside	DNCE 7	Dance: Cultures and Contexts	4
UC Santa Barbara	DANCE 45	History and Appreciation of Dance	4

Comparable Courses within the VCCCD

DANC M01H - Honors: Dance Appreciation
DANC V01 - Dance Appreciation

Equivalent Courses at other CCCs

College	Course ID	Course Title	Units
Cerritos College	DANC 100	Dance Appreciation	3

District General Education

A. Natural Sciences

B. Social and Behavioral Sciences

C. Humanities

C1. Fine/Performing Arts

Approved

D. Language and Rationality

E. Health and Physical Education/Kinesiology

F. Ethnic Studies/Gender Studies

Course is CSU transferable

Yes

CSU Baccalaureate List effective term:

F1995

CSU GE-Breadth

Area A: English Language Communication and Critical Thinking

Area B: Scientific Inquiry and Quantitative Reasoning

Area C: Arts and Humanities

C1 Arts: Arts, Cinema, Dance, Music, Theater

Approved

Area D: Social Sciences**Area E: Lifelong Learning and Self-Development****Area F: Ethnic Studies****CSU Graduation Requirement in U.S. History, Constitution and American Ideals:****UC TCA**

UC TCA
Approved

IGETC**Area 1: English Communication****Area 2A: Mathematical Concepts & Quantitative Reasoning****Area 3: Arts and Humanities**

Area 3A: Arts
Approved

Area 4: Social and Behavioral Sciences**Area 5: Physical and Biological Sciences****Area 6: Languages Other than English (LOTE)****Textbooks and Lab Manuals****Resource Type**

Textbook

Description

Lihs, Harriet R. *Appreciating Dance: A Guide to the World's Liveliest Art*. 5th ed., Princeton Book, 2018.

Resource Type

Textbook

Description

Ambrosio, Nora. *Learning about Dance: Dance as an Art Form and Entertainment*. 8th ed., Kendall Hunt, 2018.

Resource Type

Textbook

Description

Nadel, Myron Howard, and Marc Raymond Strauss. *The Dance Experience: Insights into History, Culture and Creativity*. 3rd ed., Princeton Book, 2014.

Resource Type

Textbook

Classic Textbook

Yes

Description

Megill, Beth and Massey David. *Dance Appreciation Online*. 2nd ed., Course Orbit, 2018.

Library Resources**Assignments requiring library resources**

Research using the Library's print and online resources.

Sufficient Library Resources exist

Yes

Example of Assignments Requiring Library Resources

1. Projects/ Reports/ Papers on figures in dance, historical periods and stylistic trends researched in the Library's print and online resources. 2. Video observations of materials on reserve.

Distance Education Addendum**Definitions****Distance Education Modalities**

Hybrid (51%–99% online)
100% online

Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

Regular Effective/Substantive Contact**Hybrid (51%–99% online) Modality:**

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular Asynchronous discussion boards will be used to encourage discussion among students where they can compare and contrast/ discuss /identify and analyze elements of course outcomes. Other Discussion boards will also be used for Q&A and general class discussion by students and instructor to facilitate student learning outcomes.
Synchronous Dialog (e.g., online chat) Other DE (e.g., recorded lectures)	Communication, Online office hours, Online group discussions. Recorded Lectures, Narrated Slides, Screencasts, Instructor created content, Discussions, 3rd Party (Publisher) Tools, Websites and Blogs, Multimedia (YouTube, Films on Demand, 3CMedia, Khan Academy, etc.)
E-mail	Email, class announcements and tools such as "Message Students Who" and "Assignment Comments" in Canvas will be used to regularly communicate with all students to clarify class content, remind of upcoming assignments, and provide immediate feedback to students on coursework to facilitate student learning outcomes. Students will be given multiple ways to email instructor through Canvas inbox and faculty provided email account through their own canvas email and school email.

Face to Face (by student request; cannot be required) Narrated Lectures, Instructor created content, Discussions - for hybrid classes, face-to-face class time will provide opportunities for students to discuss amongst themselves (in groups or pairs) and ask questions about the material to facilitate SLOs and course outcomes.

100% online Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular Asynchronous discussion boards will be used to encourage discussion among students where they can compare and contrast/discuss /identify and analyze elements of course outcomes. Other Discussion boards will also be used for Q&A and general class discussion by students and instructor to facilitate student learning outcomes.
Synchronous Dialog (e.g., online chat)	Communication, Online office hours, Online group discussions.
Other DE (e.g., recorded lectures)	Recorded Lectures, Narrated Slides, Screencasts, Instructor created content, Discussions, 3rd Party (Publisher) Tools, Websites and Blogs, Multimedia (YouTube, Films on Demand, 3CMedia, Khan Academy, etc.)
E-mail	Email, class announcements and tools such as "Message Students Who" and "Assignment Comments" in Canvas will be used to regularly communicate with all students to clarify class content, remind of upcoming assignments, and provide immediate feedback to students on coursework to facilitate student learning outcomes. Students will be given multiple ways to email instructor through Canvas inbox and faculty provided email account through their own canvas email and school email.
Face to Face (by student request; cannot be required)	Narrated Lectures, Instructor created content, Discussions - for hybrid classes, face-to-face class time will provide opportunities for students to discuss amongst themselves (in groups or pairs) and ask questions about the material to facilitate SLOs and course outcomes.

Examinations

Hybrid (51%–99% online) Modality

On campus
Online

Primary Minimum Qualification

DANCE

Review and Approval Dates

Department Chair

10/07/2021

Dean

10/07/2021

Technical Review

10/28/2021

Curriculum Committee

11/02/2021

DTRW-I

MM/DD/YYYY

Curriculum Committee

MM/DD/YYYY

Board

MM/DD/YYYY

CCCCO

MM/DD/YYYY

Control Number

CCC000433326

DOE/accreditation approval date

MM/DD/YYYY