

DANC M11B: JAZZ DANCE II - BEGINNING

Originator

bmegill

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College

Moorpark College

Attach Support Documentation (as needed)

Domains of the Learning Dance Rubric MC 2021.docx

Technique rubric MC Curriculum Assessment 2021.docx

Discipline (CB01A)

DANC - Dance

Course Number (CB01B)

M11B

Course Title (CB02)

Jazz Dance II - Beginning

Banner/Short Title

Jazz Dance II - Beginning

Credit Type

Credit

Start Term

Fall 2022

Catalog Course Description

Develops jazz dance technique at the beginning level. Continues to develop the student's alignment of the body, strength, flexibility, coordination in locomotor patterns and stylistic movement.

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?

Yes

Select the other courses that make up this family

DANC M11A - Jazz Dance I - Fundamentals

DANC M11C - Jazz Dance III - Intermediate

DANC M11D - Jazz Dance IV - Advanced

Units and Hours

Carnegie Unit Override

No

In-Class

Lecture

Minimum Contact/In-Class Lecture Hours

17.5

Maximum Contact/In-Class Lecture Hours

17.5

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

52.5

Maximum Contact/In-Class Laboratory Hours

52.5

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

70

Total Maximum Contact/In-Class Hours

70

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

35

Maximum Outside-of-Class Hours

35

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

105

Total Maximum Student Learning Hours

105

Minimum Units (CB07)

2

Maximum Units (CB06)

2

Advisories on Recommended Preparation

DANC M11A or possess the skill that is appropriate to this level, determined by placement audition

Requisite Justification**Requisite Type**

Recommended Preparation

Requisite

M11A

Requisite Description

Course in a sequence

Level of Scrutiny/Justification

Closely related lecture/laboratory course

Student Learning Outcomes (CSLOs)**Upon satisfactory completion of the course, students will be able to:**

- | | |
|---|--|
| 1 | discuss the major European and African Influences in American Jazz Dance as a theatrical art form and cultural practice. |
| 2 | demonstrate the overall fitness level and technique to meet the needs of a beginning level jazz class or performance. |
| 3 | analyze jazz dance movement according to essential movement principles and cultural contexts. |

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

- | | |
|----|--|
| 1 | show skill and mastery of basic jazz movement elements: balances, simple turns, isolations, leg extensions, simple syncopated rhythms. |
| 2 | demonstrate improvement in coordination, strength, endurance and mental focus commensurate with beginning-level jazz dance standards; includes a deeper kinesthetic and physiological understanding as modeled in their performance. |
| 3 | synthesize and demonstrate longer sequences of movements (dance combinations), including beginning jazz dance vocabulary, with attention to accuracy in the elements of space, time and energy. |
| 4 | embody basic musical meter and rhythms characteristic of jazz in their performance and identify the relationship of the music to its social climate and historical context. |
| 5 | improvise to music using movements anchored within the jazz idiom. |
| 6 | identify, through written tests and/or in-class discussion, the fundamental stylistic components of jazz dance as well as general terms related to the art of jazz dance. |
| 7 | work cooperatively with classmates in problem solving situations, demonstrating respectful inter-personal communication in partner and group work. |
| 8 | demonstrate, in oral discussion or writing, the ability to identify and acknowledge their current strengths and weakness as dancers, as well as analyze the movements of others (fellow class members and/or professional dancers). |
| 9 | appraise a professional production in terms of choreography, music, performance and production values. |
| 10 | evaluate and demonstrate an appreciation of dance as an art form as experienced through attendance and viewing of "live" concerts, films and videos, as well as appraise in writing the various aspects of a dance production. |

Course Content**Lecture/Course Content**

- 30% Dance theory and History: Elements of Jazz Dance including European and African influences/ origins of jazz dance
- 30% Beginning jazz dance technique, alignment, movement concepts and theory of movement.
- 20% Observing and critiquing jazz dance: self, others, videos from a range of styles within the genre
- 20% Syncopation and rhythms in jazz: phrasing, timing and counting as it relates to improvisational and choreographic ideas

Laboratory or Activity Content

- 40% Warm-up: Each class begins with "structured warm-ups" and exercises that will help increase one's flexibility, strength, endurance, rhythm and coordination; warm-ups will be done standing, sitting, lying down, at the barre and moving across the floor.
- 10% Springs: jumps, hops, sissone, assemblé and leaping.
- 10% Turning: simple pirouettes and sequential turns (piqué, soutenu, chaîné).
- 10% Balance: core stability, standing on one leg, balancing for turns.
- 10% Alignment of the spine: principles of neutral spine, flat back, contraction and sequencing through the spine.
- 20% Combinations/performance of choreography at beginning level.
 - Student and instructor work collaboratively to direct individual student learning to improve overall performance as seen in their use of sequencing/memory, alignment/facility, coordination/agility, musicality, and expression/embodiment.

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
Group projects
Individual projects
Journals
Performances
Quizzes
Recitals
Reports/papers
Skills demonstrations
Written analyses
Other (specify)
Classroom Discussion
Projects
Participation
Reports/Papers/Journals

Other

choreography a brief dance phrase according to criteria established for the beginning level.

Instructional Methodology

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

Audio-visual presentations
Class activities
Class discussions
Demonstrations
Distance Education
Group discussions
Guest speakers
Instructor-guided interpretation and analysis
Internet research
Laboratory activities
Large group activities
Lecture
Observation
Readings
Other (specify)

Specify other method of instruction

Instructor models and verbally guided the students through the performance material.

Describe specific examples of the methods the instructor will use:

The instructor will teach dance combinations appropriate to the beginning level while cultivating the students development physically, cognitively, social/emotionally, and aesthetically.

Instructor will assess student level of performance according to the department rubric for technique courses as attached to this COR, addressing the interwoven components of the dancer's performance in sequencing/memory, alignment and facility, coordination/agility, musicality, and expression/embodiment. This rubric allows space for students to self-direct their learning toward their areas of weakness and interests for skills development and performance.

Representative Course Assignments

Writing Assignments

1. write a critique of a college and/or professional dance performance and relate it to the principles of aesthetics of jazz dance.
2. journal about your progress according to self-identified areas of growth to meet the beginning level standards including sequencing/memory, alignment/facility, coordination/agility, musicality, and expression/embodiment as seen within the genre of jazz dance.
3. write a critique of a jazz dance film or photograph.

Critical Thinking Assignments

1. create a movement combination under restrictive stylistic or compositional guidelines appropriate to the genre of jazz dance.
2. analyze stylistic thumbprint for a movement combination or piece of choreography either in class, on video, or at a performance.
3. write a critique of in-class performances or performances attended outside of class.

Reading Assignments

1. read and interpret a motif notation concept.
2. read and interpret a brief dance score.
3. read a historical article about the emergence of jazz dance.

Skills Demonstrations

1. perform the warm up as lead by the instructor.
2. perform stepping patterns (like the pas de bouree, chase, ball change, etc.) with intermittent fluency and finesse.
3. demonstrate beginning level performance across the five areas of technique: sequencing/memory, alignment/facility, coordination/agility, musicality, and expression/embodiment.

Outside Assignments

Representative Outside Assignments

1. attend master classes and shows.
2. choreograph and rehearse student's own Jazz dance.
3. review terminology, practice movements and rehearse choreography each week.
4. attend a professional dance concert and write a critique related to jazz dance aesthetics.
5. read from selected text or other dance writing such as current articles from Dance Magazine or relevant newspapers reviewing historical and current performers, stylistic trends, techniques and social contexts.

Articulation

Equivalent Courses at 4 year institutions

University	Course ID	Course Title	Units
CSU Los Angeles	DANC 2200	Intermediate Jazz Dance	2
CSU Northridge	KIN 141B	Jazz Dance II	1
Cal Poly SLO	DANC 233	Intermediate Jazz Dance	2
CSU Long Beach	DANC 115	Beginning Jazz	2
UCI	DANCE 50B	Studio Workshop in Jazz I	2
CSU Sacramento	DNCE 11B	Jazz Dance Level IIB	2

Comparable Courses within the VCCCD

DANC R104B - Modern Jazz II
DANC V29B - Jazz II

District General Education

A. Natural Sciences

B. Social and Behavioral Sciences

C. Humanities

D. Language and Rationality

E. Health and Physical Education/Kinesiology

E2. Physical Education

Approved

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

Area D: Social Sciences

Area E: Lifelong Learning and Self-Development

E Lifelong Learning and Self-Development

Approved

Effective term:

Fall 2016

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 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

Gottschild, Brenda Dixon. *Digging the Africanist Presence in American Performance: Dance and Other Contexts*. Praeger, 1998.

Resource Type

Textbook

Description

Guarino, Lindsay and Wendy Oliver, eds. *Jazz Dance: A History of the Roots and Branches*. UP of Florida, 2015.

Resource Type

Textbook

Description

Kraines, Minda Goodman, and Esther Pryor. *Jump Into Jazz: The Basics and Beyond for Jazz Dance Students*. 5th ed., McGraw-Hill, 2004.

Resource Type

Textbook

Description

Stearns, Marshall, and Jean Stearns. *Jazz Dance: The Story of American Vernacular Dance*. 2nd ed., Da Capo, 1994.

Resource Type

Textbook

Description

Guarino, Lindsay, Carlos R.A. Jones and Wendy Oliver, eds. *Rooted Jazz Dance: Africanist Aesthetics and Equity in the Twenty-First Century*. UP of Florida, 2022.

Library Resources

Assignments requiring library resources

Critique videos located at the Library's Reserve Desk. Research, using the Library's print and online resources, figures, topics, or styles of jazz dance.

Sufficient Library Resources exist

Yes

Example of Assignments Requiring Library Resources

1. Analyze professionally choreographed dance pieces from the library resources (either DVD or streaming video). Students will use guided assignments to observe, identify, interpret, notate, and analyze movement ideas.
2. Analyze professionally choreographed dance pieces from the library resources (either DVD or streaming video). Students will use guided assignments to analyze the dancer's sequencing and memory, coordination and agility, facility and alignment, musicality, and expression and embodiment.

Distance Education Addendum

Definitions

Distance Education Modalities

Hybrid (1%–50% 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 (1%–50% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
E-mail	Instructor and student will correspond about questions, meetings, assignments, or other course related concerns as needed throughout the course.
Asynchronous Dialog (e.g., discussion board)	Find and select an image of jazz dance from the web that exemplifies one or more of the Africanist Aesthetics presented in the Jazz Dance Movement Vocabulary Power point. Identify the characteristic(s) in the photo and the logic behind your decision.
Other DE (e.g., recorded lectures)	Review the recorded lecture and associated powerpoint for stepping in the cardinal directions. Note the use of level and direction for the common jazz dance patterns.
Video Conferencing	Attend a live video conferencing session in which the faculty guided the students through a jazz dance class remotely.

100% online Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
E-mail	Instructor and student will correspond about questions, meetings, assignments, or other course related concerns as needed throughout the course.
Asynchronous Dialog (e.g., discussion board)	Find and select an image of jazz dance from the web that exemplifies one or more of the Africanist Aesthetics presented in the Jazz Dance Movement Vocabulary Power point. Identify the characteristic(s) in the photo and the logic behind your decision.
Other DE (e.g., recorded lectures)	Review the recorded lecture and associated powerpoint for stepping in the cardinal directions. Note the use of level and direction for the common jazz dance patterns.

Video Conferencing

Attend a live video conferencing session in which the faculty guided the students through a jazz dance class remotely.

Examinations

Hybrid (1%–50% online) Modality

On campus

Online

Primary Minimum Qualification

DANCE

Review and Approval Dates

Department Chair

10/04/2021

Dean

10/06/2021

Technical Review

10/07/2021

Curriculum Committee

10/19/2021

DTRW-I

MM/DD/YYYY

Curriculum Committee

MM/DD/YYYY

Board

MM/DD/YYYY

CCCCO

MM/DD/YYYY

Control Number

CCC000526149

DOE/accreditation approval date

MM/DD/YYYY