

# DANC M11C: JAZZ DANCE III - INTERMEDIATE

**Originator**

bmegill

**Co-Contributor(s)**
**Name(s)**

Salas, Robert (rsalas)

Bowen, Nathan (nbowen)

Kaprelian, Danielle (dkaprelian)

Rawles, Sari (srawles)

**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)**

M11C

**Course Title (CB02)**

Jazz Dance III - Intermediate

**Banner/Short Title**

Jazz Dance III - Intermediate

**Credit Type**

Credit

**Start Term**

Fall 2022

**Catalog Course Description**

Develops jazz dance skills at the intermediate level. Emphasizes style and refinement of technical ability. Stresses more complex patterns and combinations to promote fluency in the dance form.

**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 M11B - Jazz Dance II - Beginning

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

**Prerequisites**

DANC M11B or commensurate skills demonstration

**Entrance Skills****Entrance Skills**

DANC M11B

**Prerequisite Course Objectives**

DANC M11B- 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.

DANC M11B- appraise a professional production in terms of choreography, music, performance and production values.

DANC M11B- 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).

DANC M11B- work cooperatively with classmates in problem solving situations, demonstrating respectful inter-personal communication in partner and group work.

DANC M11B- 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.

DANC M11B- improvise to music using movements anchored within the jazz idiom.

DANC M11B- 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.

DANC M11B- 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.

DANC M11B-show skill and mastery of basic jazz movement elements: balances, simple turns, isolations, leg extensions, simple syncopated rhythms.

DANC M11B-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.

DANC M11B-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.

DANC M11B-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.

DANC M11B-improvise to music using movements anchored within the jazz idiom.

DANC M11B-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.

DANC M11B-work cooperatively with classmates in problem solving situations, demonstrating respectful inter-personal communication in partner and group work.

DANC M11B-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).

DANC M11B-appraise a professional production in terms of choreography, music, performance and production values.

DANC M11B-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.

## Requisite Justification

### Requisite Type

Prerequisite

### Requisite

DANC M11B

### 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 explain and categorize Europeanist and Africanist characteristics in American Jazz dance.
- 2 demonstrate the overall fitness and technique to meet the needs of an intermediate level jazz class or performance, including spatial and rhythmic accuracy, fluency in performance and versatile jazz styling (in more than one stylistic trend in the genre: Lyrical, Blues, Classical, Swing, Musical Theater, Funk, Latin or Contemporary).
- 3 analyze jazz dance movement according to the essential movement principles and cultural context.

## Course Objectives

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

- 1 show skill in jazz movement elements including balances, multiple turns, articulate isolations of body parts, leg extensions, and syncopated rhythms.
- 2 demonstrate improvement in coordination, strength, endurance and mental focus commensurate with intermediate level jazz dance standards.
- 3 demonstrate intermediate-level movement patterns, including a larger vocabulary of movement that is basic to jazz dance, as well as other dance forms, with stylistic conviction that is strong and consistent.

- |   |  |
|---|--|
| 4 | apply kinesthetic principles such as stability and mobility, articulating the spine, releasing the hips in leg extension consistently in their performance.  |
| 5 | recognize and embody more complex musical rhythms, especially as they pertain to jazz dance, effectively integrating them into their dancing.  |
| 6 | choreograph for self and others, using principles of composition and form within the jazz dance genre, thus working cooperatively with classmates in problem solving situations, demonstrating respectful inter-personal communication in such partner and group work. |
| 7 | 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).                                    |
| 8 | identify the historical background of jazz dance, its roots and growth in America and recognize the relationship of dance to music and social climate.   |
| 9 | evaluate live dance concerts, films and videos, as well as appraise, in writing, the various aspects of a dance production.  |

## Course Content

### Lecture/Course Content

1. 10% History of jazz styles; may include blues, swing, musical theater, lyrical, classical jazz, contemporary
2. 30% Elements of intermediate jazz dance technique, alignment, movement concepts and theory of movement:
3. 30% Introduction to choreographing jazz dance; working with improvisation of the elements of jazz dance to generate a piece of choreography
4. 20% Observing and critiquing jazz dance: self, others, videos from a range of styles as well as live performances.
5. 10% Syncopation and rhythms in jazz; rhythm, music phrasing, timing and counting as it relates to various movements should be discussed and experienced.

### Laboratory or Activity Content

1. 40% Warm up: each class begins with structured warm ups and exercises that will help increase students' strength, flexibility, endurance, rhythm and coordination; these exercises will be done standing, sitting, lying down at the barre and moving
2. 10% Springs: jumps, hops, sissonne, assemblé, leaping Sequence of turns or floor work at the intermediate level.
3. 10% Turning: pirouettes, sequential turns (piqué, soutenu, chaîné), turning within a combination series of dance steps
4. 10% Balance: core stability, standing on one leg, balancing for turns, and leg extensions.
5. 10% Alignment of the body with a focus on the spine; stability and mobility of the spine, free flow in the spine, isolations of the spine, and neutral alignment for ballet based influences in jazz dance.
6. 20% Combinations/performance of choreography at the intermediate level
  - a. Student and instructor work collaboratively to direct individual student learning to improve their overall performance as seen in their use of sequencing/memory, alignment/facility, coordination/agility, musicality, and expression/embodiment.
  - b. Student choreographs a solo for self.

## 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  
Film/video productions  
Group projects  
Individual projects  
Journals  
Oral presentations  
Performances  
Portfolios  
Quizzes  
Reports/papers  
Skills demonstrations  
Written homework  
Other (specify)

Classroom Discussion  
 Projects  
 Participation  
 Reports/Papers/Journals

### Other

The instructor will teach dance combinations appropriate to the intermediate 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

## Instructional Methodology

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

Audio-visual presentations  
 Class activities  
 Class discussions  
 Collaborative group work  
 Demonstrations  
 Distance Education  
 Field trips  
 Group discussions  
 Guest speakers  
 Instructor-guided interpretation and analysis  
 Internet research  
 Laboratory activities  
 Large group activities  
 Lecture  
 Modeling  
 Observation  
 One-on-one conference  
 Readings  
 Small group activities

### Describe specific examples of the methods the instructor will use:

1. Instructor presents essential dance theory and relevant dance notation for principles of technique and performance.
2. Instructor models and talks through a series of warm up activities which the students follow and perform.
3. Instructor leads the class through an observation and analysis activity looking at sample dance photos or films.
4. Instructor works collaboratively with the student to meet the student goals and areas for growth.

## 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 advanced 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. critique an in-class performances or performances attended outside of class.
4. reflect on personal areas of growth to achieve an intermediate level performance.

### Reading Assignments

1. read and interpret a motif notation concept.
2. read and interpret a brief dance score.
3. read a historical article about an aspect of jazz dance relevant to their self identified goals.

**Skills Demonstrations**

1. perform the jazz dance warm up as lead by the instructor.
2. perform stepping patterns (like the pas de bouree, chase, ball change, etc.) with strong fluency and finesse.
3. demonstrate advanced level of jazz dance 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 a Jazz dance solo.
3. review terminology, practice movements and rehearse choreography each week.
4. attend a professional dance concert and write a critique relating 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 Sacramento	DNCE 11C	Jazz Dance Level IIC	2

**Comparable Courses within the VCCCD**

DANC V29C - Jazz III

**Equivalent Courses at other CCCs**

College	Course ID	Course Title	Units
American River College	DANCE 313	Jazz Dance III	1
Laney College	DANCE 66	Jazz Dance III	2
San Joaquin Delta College	DANCE 13A	Jazz Dance III	2

**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

**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.

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#### Resource Type

Textbook

#### Description

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

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#### 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.

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**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**

1. Critique videos located behind the Library Reserve Desk. 2. Research, using the Library's print and online resources, figures, topics, 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)  
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 (1%–50% online) Modality:****Method of Instruction**

E-mail

**Document typical activities or assignments for each method of instruction**

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.

**Hybrid (51%–99% online) Modality:**

<b>Method of Instruction</b>	<b>Document typical activities or assignments for each method of instruction</b>
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:**

<b>Method of Instruction</b>	<b>Document typical activities or assignments for each method of instruction</b>
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

**Hybrid (51%–99% 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**

CCC000526148

**DOE/accreditation approval date**

MM/DD/YYYY