

DANC M30B: THEORY AND PRACTICE OF SOCIAL DANCE FORMS: BALLROOM DANCE II

Originator

bmegill

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College

Moorpark College

Discipline (CB01A)

DANC - Dance

Course Number (CB01B)

M30B

Course Title (CB02)

Theory and Practice of Social Dance Forms: Ballroom Dance II

Banner/Short Title

Ballroom Dance II

Credit Type

Credit

Start Term

Fall 2022

Catalog Course Description

Continues to develop techniques in ballroom dancing at the beginning level by reviewing basic steps and increasing styling techniques for the fox trot, swing, waltz, cha-cha, tango, rumba, samba, mambo, polka and selected novelty dances.

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 M30A - Theory and Practice of Social Dance Forms: Ballroom Dance I

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**

35

Maximum Contact/In-Class Laboratory Hours

35

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**

35

Maximum Outside-of-Class Hours

35

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

87.5

Total Maximum Student Learning Hours

87.5

Minimum Units (CB07)

1.5

Maximum Units (CB06)

1.5

Prerequisites

DANC M30A

Entrance Skills**Entrance Skills**

DANC M30A

Prerequisite Course Objectives

DANC M30A-identify opportunities available to him/her within the community for the use of the social dance skills.

DANC M30A-recognize the rhythm of a piece of recorded music and choose a dance from his/her/their repertoire which fits it.

DANC M30A-observe fundamental dance practices (line of dance, leading/following, maintaining the rhythm) while transitioning from one variation to the next.

DANC M30A-demonstrate proper etiquette when selecting and exchanging partners.

DANC M30A-relate historical and/or cultural information to each of the dances: compare and contrast characteristic steps and styling within their geographical and historical contexts.

DANC M30A-apply concepts of movement to improve dance performance (centerpoint of balance, posture, foot positions, transfer of weight).

DANC M30A-apply styling characteristics of the dance and develop personal creativity in response to the music, partnering and group dynamics.

DANC M30A-perform a choreographed ballroom dance to a selected piece of music with a partner, as a leader or follower, with one or more classmates.

Requisite Justification

Requisite Type

Prerequisite

Requisite

M30A

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 | relate historical and/or cultural information to each of the dances studied: compare and contrast characteristic steps and styling within their geographical and historical contexts. |
| 2 | apply styling characteristics of the dance and develop personal creativity in response to the music, partnering, and group dynamics. |
| 3 | perform beginning level patterns for the ballroom dance form with accurate rhythm, direction, and energy. |

Course Objectives

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

- | | |
|---|---|
| 1 | demonstrate a musical understanding of rhythm, meter and form and select a social dance that is appropriate for it. |
| 2 | demonstrate intermediate transitioning technique(leading/following, maintaining rhythm) when moving from dance form to another. |
| 3 | demonstrate knowledge in the historical and cultural origins of a specific form or family of dances. |
| 4 | demonstrate proper etiquette in social and culturally specific dance events (salsa, waltz, tango). |
| 5 | demonstrate concepts of alignment and placement in support base partnering (tilts and lifts). |
| 6 | apply character and style in an improvisation setting in response to music, partnering and group dynamics. |
| 7 | demonstrate intermediate turns/pivot techniques including pivot turns and spot pivot turns. |

Course Content

Lecture/Course Content

- (5%) Concepts of movement stressing agility/coordination/facility for the level II dancer
- (10%) Cultural identity and practice for selected dances
- (3%) Dance opportunities in the community
- (30%) Develop choreographed dance routine that may incorporate intermediate lifts and partner support
- (10%) Intermediate techniques in rhythmic and stylistic characteristics for selected dances: fox trot, waltz, tango, quickstep, rumba, mambo, cha cha, salsa, samba, swing, nite club two step, merengue
- (30%) Continued studies from the selected dances: fox trot, waltz, tango, quickstep, two step, merengue
- (2%) Partner related dance etiquette (selecting and exchanging partners)

8. (5%) Intermediate dance practices (as related to the dance form being studied) including pivot turns and spot pivot turns
9. (5%) Concepts of music (beat, measure, phrases, structure)

Laboratory or Activity Content

1. (40%) Practice repertoire of intermediate steps in selected dances: fox trot, waltz, tango, quickstep, rumba, mambo, cha cha, salsa, samba, swing, nite club two step, merengue
2. (2%) Demonstrate proper etiquette in selecting and exchanging partners
3. (5%) Continued practice of listening to music, selecting a dance to fit the music, and leading /following a partner in selected steps
4. (5%) Practice rhythmic and stylistic characteristics for selected dances
5. (3%) Practice movement sequencing (agility/coordination/facility) related to specific techniques of a specific dance
6. (40%) Practice choreographed lifts and dancer supporting technique in a dance routine
7. (5%) Apply intermediate concepts of movement sequencing to improve dance performance

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):

Individual projects
Performances
Skills demonstrations
Other (specify)
Classroom Discussion
Projects
Participation
Reports/Papers/Journals

Other

Students will model beginning ballroom movement with a partner in time to appropriate music.

Instructional Methodology

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

Class activities
Class discussions
Demonstrations
Distance Education
Internet research
Laboratory activities
Lecture

Describe specific examples of the methods the instructor will use:

Instructor will model movements and positions for the students, play music selections appropriate to the dance form, lecture on the origins of the dance form, and choreograph a dance for the students to perform.

Representative Course Assignments

Writing Assignments

1. journal of insights in ballroom dance.
2. write a critique of community dance participation experience.
3. record in a journal specific reactions to course specific lessons and techniques.

Critical Thinking Assignments

1. research the historical and/or music stylings of a specific individual and or dance.
2. critique a dance performance.
3. critique a community dance participation experience.
4. critique in class performances and routines.

Reading Assignments

1. conduct a web-search for local social or ballroom dance opportunities.
2. read newspaper and journal articles reflecting current trends in dance.
3. read materials, in print and online, that discuss dance history and dance critiques.
4. read "how to dance" books to increase step repertoire.

Skills Demonstrations

1. incorporate fundamental positions for ballroom dance throughout performance.
2. perform basic styling for the upper body carriage and footwork.
3. perform 2-4 beginning level variations of the steps and sequence them together into a short combination.

Outside Assignments**Representative Outside Assignments**

1. attend and critique a ballroom specific performance in the community.
2. utilize the Internet, DVDs and television resources to increase step repertoire, study dance history, and note current trends in dance.
3. practice basics, new variations, and choreographed combinations for application.

Articulation**Equivalent Courses at 4 year institutions**

University	Course ID	Course Title	Units
CSU Dominguez Hills	KIN 113	Social and Folk Dance	1
CSU Northridge	KIN 142B	Dance, Latin Dance II	1

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

DescriptionBottomer, Paul. *Ballroom Dancing Step-By-Step: Learn to Waltz, Quickstep, Foxtrot, Tango And Jive*. Southwater, 2014.**Resource Type**

Textbook

DescriptionMarion, Jonathan. *Ballroom Dance and Glamour*. Bloomsbury Visual Arts, 2014.**Resource Type**

Textbook

DescriptionMoore, Alex. *Ballroom Dancing*. 10th ed., Routledge, 2002.

Library Resources

Assignments requiring library resources

Reports of styles of dance, dance trends, and figures in dance from research by using the Library's print and online resources. View and critique videos of ballroom dance.

Sufficient Library Resources exist

Yes

Example of Assignments Requiring Library Resources

Research and explore, using the Library's print and online resources, the African culture/musical traits and their influence on Cuban music and dance forms.

Distance Education Addendum

Definitions

Distance Education Modalities

Hybrid (1%–50% 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
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.
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.
Other DE (e.g., recorded lectures)	Recorded Lectures, Narrated Slides, Screencasts, Instructor created content, Discussions, Websites and Blogs, Multimedia (YouTube, Films on Demand, 3CMedia, Khan Academy, etc.) All online material should focus on the lecture material from the course content with the aim to support best practices in the activity portion of the class which should be conducted in person to meet the learning objectives.

Examinations

Hybrid (1%–50% online) Modality

On campus

Primary Minimum Qualification

DANCE

Review and Approval Dates

Department Chair

02/11/2022

Dean

02/12/2022

Technical Review

03/03/2022

Curriculum Committee

3/15/2022

DTRW-I

MM/DD/YYYY

Curriculum Committee

MM/DD/YYYY

Board

MM/DD/YYYY

CCCCO

MM/DD/YYYY

Control Number

CCC000430634

DOE/accreditation approval date

MM/DD/YYYY