



COURSE OUTLINE SPRING 2009

Course Number DAN105 & DAN115	Course Title Jazz I and Jazz II	Credits 2
Hours: lecture/Lab/Other 3 Studio	Co- or Pre-requisite Must successfully complete DAN105 before entering DAN115	Implementation sem/year Fall 2008

Catalog description (2006-2009 Catalog):

DAN 105 Jazz I covers: Fundamentals of jazz dance techniques with emphasis on syncopated rhythms and isolations of the body.

DAN115 Jazz II covers: Study of jazz dance techniques on an intermediate level, with emphasis on syncopated rhythms and isolations of the body.

Is course New, Revised, or Modified? Revised with input from Janell Byrne

Required texts/other materials: None

Revision date:

July 27, 2008

Course coordinator:

Jody P. Person, x3524, jpersondirect@yahoo.com

Information resources: Students are encouraged to pursue the other learning resources listed below, attend live dance performances, and engage with the optional reading suggestions on the course syllabus.

Other learning resources: Our library and the county system is underfunded when it comes to the collection of relevant books, videos, recordings, and electronic databases to supplement the students learning and research projects in the Dance Program. Our library and the county system contain a small collection of relevant books, videos, recordings, and electronic databases to supplement the students' learning and research projects. There are some well-known works of recognized quality, including: *What is Dance?: Readings in Theory and Criticism* by Roger Copeland, *The Dance Anthology* by Cobbett Steinberg, *The Thinking Body* by Mabel Todd, *Terpsichore in Sneakers: Post-Modern Dance* by Sally Banes, *The Private World of Ballet* by John Gruen and many video recordings of full length classical ballets, some modern dance, and documentaries concerning dance history.

A list of books and videos has been submitted to the library for acquisition as of September 2007. Books and videos are being added to the collection on a consistent basis.

Course Outline developed in collaboration with Janell Byrne and based on The Dance Center of Columbia College Chicago's Technique Syllabus.

Course Competencies/Goals:

Students will be able to:

1. in DAN105 understand and execute basic jazz technique.
2. in DAN105 execute proper placement and alignment in jazz combinations.
3. in DAN105 develop a sense of musicality and an understanding of syncopation.
4. in DAN105 perform simple jazz combinations and walks.
5. in both courses create long-lasting and direct changes in movement, coordination, posture and efficiency through somatic learning.
6. In both courses describe and examine basic concepts of nutrition.
7. in both develop an understanding of the use of jazz dance in Musical Theater and Music Videos.
8. in DAN115 obtain a more specific understanding of jazz technique.
9. in DAN115 refine existing technique whilst expanding their movement vocabulary.
10. in DAN115 develop greater strength and endurance to execute longer jazz combinations.
11. in DAN115 display cleaner lines and appropriate kinetic dynamics.
12. in DAN115 broaden their performance capabilities.
13. in DAN115 develop greater strength and endurance.

Course-specific General Education Knowledge Goals and Core Skills.

General Education Knowledge Goals

Goal 1. Communication. Students will communicate effectively in both speech and writing.

Goal 3. Science. Students will use the scientific method of inquiry, through the acquisition of scientific knowledge.

Goal 6. Humanities. Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.

MCCC Core Skills

Goal A. Written and Oral Communication in English. Students will communicate effectively in speech and writing, and demonstrate proficiency in reading.

Goal B. Critical Thinking and Problem-solving. Students will use critical thinking and problem solving skills in analyzing information.

Goal D. Information Literacy. Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.

Goal F. Collaboration and Cooperation. Students will develop the interpersonal skills required for effective performance in group situations.

Units of study in detail.

Unit I [Warm-Up]

Learning Objectives

The student will be able to...

- Execute and comprehend jazz positions for the feet, arms, head, and body. (Course Competencies 1 -3; Gen Ed Goals 1 & 6; Core Skill A & B.)
- Execute and comprehend basic movements and their variations. (Course Competencies 1 -3; Gen Ed Goals 1 & 6; Core Skill A & B.)
- Demonstrate motivation, timing, and progression through warm-up exercises. (Course Competencies 1 -3; Gen Ed Goals 1 & 6; Core Skill A & B.)

- comprehend the purpose of warm-up exercises, and their relation to center work and across the floor combinations. (Course Competencies 1 -3; Gen Ed Goals 1 & 6; Core Skill A & B.)
- make clean transitions between shapes with efficient use of muscle action and clarity of line. (Course Competencies 1 -3; Gen Ed Goals 1 & 6; Core Skill A & B.)
- to develop an eye for imitating movement. (Course Competencies 1 -3; Gen Ed Goals 1 & 6; Core Skill A & B.)
- to isolate movement of shoulders, rib cage, hips and head, by shifting, tilting, rotating, raising and lowering. (Course Competencies 1 -3; Gen Ed Goals 1 & 6; Core Skill A & B.)
- to perform elementary jazz combinations with the proper placement, dynamics, and musicality. (Course Competencies 1 -3; Gen Ed Goals 1 & 6; Core Skill A & B.)
- in DAN115 make clean transitions between shapes with efficient use of muscle action and clarity of line. (Course Competencies 7 - 13; Gen Ed Goals 1 & 3; Core Skill A & B.)
- in DAN115 perform subtle changes in timing whilst executing warm-up. (Course Competencies 7 - 13; Gen Ed Goals 1 & 3; Core Skill A & B.)
- in DAN115 maintain clear lines. (Course Competencies 7 - 13; Gen Ed Goals 1 & 3; Core Skill A & B.)

Unit II [Center work]

Learning Objectives

The student will be able to...

- move consistently on the beat. (in DAN115 students should demonstrate greater rhythmic clarity.) (Course Competencies 1 -3; Gen Ed Goals 1 & 6; Core Skill A & B.)
- move with focus. (Course Competencies 1 -3; Gen Ed Goals 1 & 6; Core Skill A & B.)
- to stylize basic locomotor movement into the jazz idiom. (Course Competencies 1 -3; Gen Ed Goals 1 & 6; Core Skill A & B.)
- to perform Musical Theater dance combinations. (Course Competencies 1 -3; Gen Ed Goals 1 & 6; Core Skill A & B.)
- to develop an eye for imitating movement. (Course Competencies 1 -3; Gen Ed Goals 1 & 6; Core Skill A & B.)
- clearly replicate classical Musical Theatre Dance shapes and movements in space. (DAN115 students receive more challenging shapes.) (Course Competencies 1 -3 & 7; Gen Ed Goals 1 & 6; Core Skill A & B.)
- make shapes transitions between shapes with clarity of line. (Course Competencies 1 -3; Gen Ed Goals 1 & 6; Core Skill A & B.)
- demonstrate a general sense of balance, strength and flexibility. (Course Competencies 1 -3; Gen Ed Goals 1 & 6; Core Skill A & B.)
- in DAN115 make clean transitions between shapes with efficient use of muscle action and clarity of line. (Course Competencies 7 - 13; Gen Ed Goals 1 & 3; Core Skill A & B.)
- in DAN115 articulate smaller details consistently. (Course Competencies 7 - 13; Gen Ed Goals 1 & 3; Core Skill A & B.)
- In DAN115 perform subtle changes in timing whilst executing combinations. (Course Competencies 7 - 13; Gen Ed Goals 1 & 3; Core Skill A & B.)
- In DAN115 execute more complex variations of the basic movements. (Course Competencies 7 - 13; Gen Ed Goals 1 & 3; Core Skill A & B.)

Unit III [Across the floor]

Learning Objectives

The student will be able to...

- jump without undue strain. (Course Competencies 1 -4; Gen Ed Goals 1 & 6; Core Skill A & B.)
- hold spinal alignment, articulate feet, and keep shoulders down to accomplish jumps. (Course Competencies 1 -4; Gen Ed Goals 1 & 6; Core Skill A & B.)
- maintain focus. (Course Competencies 1 -4; Gen Ed Goals 1 & 6; Core Skill A & B.)
- achieve adequate height in the leap while maintaining shape. (Course Competencies 1 -4; Gen Ed Goals 1 & 6; Core Skill A & B.)
- demonstrate musicality. (In DAN115 students are given more challenging musical phrasing and syncopated rhythms.) (Course Competencies 1 -4; Gen Ed Goals 1 & 6; Core Skill A & B.)
- to develop an eye for imitating movement. (Course Competencies 1 -4; Gen Ed Goals 1 & 6; Core Skill A & B.)

- in DAN115 combine isolations in order to develop coordination in which the individual isolations supply diversified content to the over all human shape moving through space. (Course Competencies 7 - 13; Gen Ed Goals 1 & 3; Core Skill A & B.)
- in DAN115 perform subtle changes in timing whilst moving across the floor. (Course Competencies 7 - 13; Gen Ed Goals 1 & 3; Core Skill A & B.)
- in DAN115 execute more complex isolations whilst moving across the floor. (Course Competencies 7 - 13; Gen Ed Goals 1 & 3; Core Skill A & B.)

Unit IV [Somatic Learning and Nutrition]

Learning Objectives

The student will be able to...

- prevent muscular injuries through relaxation, balance, and proper coordination. (Course Competencies 5; Gen Ed Goals 3; Core Skill B & D.)
- improve and maintain posture and flexibility. (Course Competencies 5; Gen Ed Goals 3; Core Skill B & D.)
- Integrate “mind” and “body” to help direct locomotor intentions more effectively. (Course Competencies 5; Gen Ed Goals 3; Core Skill B & D.)
- the ability to feel, sense, and control psychomotor interactions with the environment. (Course Competencies 5; Gen Ed Goals 3; Core Skill B & D.)
- develop strategies to decrease stress. (Course Competencies 5; Gen Ed Goals 3; Core Skill B & D.)
- explain what constitutes a proper diet. (Course Competencies 6; Gen Ed Goals 3; Core Skill A, B, & D.)
- list some myths and facts concerning nutrition. (Course Competencies 6; Gen Ed Goals 3; Core Skill A, B, & D.)

Evaluation of student learning:

1. Periodic evaluation of students’ progress in technique exercises and enchainment.
2. Quizzes on terminology.
3. Mid-Term and Final evaluation of the students’ individual technical performance.
4. Satisfactory performance of given final enchainment

Academic Integrity Statement: Students are expected to comply with the college-wide requirements for academic integrity. Mercer County Community College is committed to Academic Integrity—the honest, fair, and continuing pursuit of knowledge, free from fraud or deception. This implies that students are expected to be responsible for their own work. Presenting another individual’s work as one’s own and receiving excessive help from another individual will qualify as a violation of Academic Integrity. The entire policy on Academic Integrity is located in the Student Handbook and is found on the college website (http://www.mccc.edu/admissions_policies_integrity.shtml).