



COURSE OUTLINE SPRING 2009

Course Number DAN1118 & DAN119	Course Title Studio Dance Technique III & IV	Credits 3
Hours: lecture/Lab/Other 6 Studio	Co- or Pre-requisite Must successfully complete DAN117 before entering DAN118, and DAN118 before entering DAN119	Implementation sem/year Fall 2008

Catalog description (2006-2009 Catalog):

A sequence of courses required of all students in the dance program, provides an intensive approach to skill development, discipline, and knowledge for mastery of the three concert dance styles: ballet, jazz, and modern. Daily technique classes cater to specific needs and abilities. Related issues of career planning, personal health, and ensemble work are also addressed.

Is course New, Revised, or Modified? Revised

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:

The student will be able to:

1. perform patterns that demand dynamics, rhythmic attack and precision.
2. refine their energy.
3. phrase movement with greater musicality.
4. perform more efficiently so that movement becomes more effortless in a larger kinesphere.
5. perform movements that require greater complexity.
6. begin to work on movement that demands greater nuances that stress intrinsic control.
7. synthesize performance skills into their jazz, modern, and ballet techniques that create the possibility of strong emotional character development.

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 [Movement Combination—longer movement sequences with complex rhythmic patterns]

Learning Objectives

The student will be able to...

- pick up sequence and all details quickly (after being shown one or two times). (Course Competencies 1, 3, 4, 5, & 6; Gen Ed Goals 1 & 6; Core Skill A & B.)
- shape rhythmic phrasing. (Course Competencies 1, 3, & 5; Gen Ed Goals 1 & 6; Core Skill A & B.)
- demonstrate phrasing with dynamic shifts using knowledge of weight, momentum, and the body's relationship to gravity. (Course Competencies 1, 2, 3, 4, 5, & 6; Gen Ed Goals 1, 3, & 6; Core Skill A & B.)
- bring a sense of self or character to the movement. (Course Competencies 7; Gen Ed Goals 1 & 6; Core Skill A, B, D, & F.)

Unit II [Floor work/Barre work, and Center work—with changes of direction and level and musical complexities]

Learning Objectives

The student will be able to...

- perform with rhythmic clarity with attention to accent, meter, and phrasing. (Course Competencies 1, 3, & 5; Gen Ed Goals 1 & 6; Core Skill A, B, & D.)
- coordinate movement with ease and presence/character. (Course Competencies 1, 2, 4, 5, 6, & 7; Gen Ed Goals 1 & 6; Core Skill A & B.)
- maintain dynamic alignment while moving and articulating details. (Course Competencies 1, 2, 4, 5, & 6; Gen Ed Goals 1 & 6; Core Skill A & B.)
- move in personal kinesphere with command. (Course Competencies 1, 2, 3, 4, & 5; Gen Ed Goals 1, 3, & 6; Core Skill A & B.)
- create a dialogue through movement with others in the space. (Course Competencies 7; Gen Ed Goals 1 & 6; Core Skill A, B, D, & F.)

Unit III [Adagio—sculptural adagio that moves through spatial forms that are challenging to range and balance]

Learning Objectives

The student will be able to...

- demonstrate a sculptural approach to form. (Course Competencies 2, 4, 5, & 6; Gen Ed Goals 1 & 6; Core Skill A & B.)
- maintain dynamic alignment while articulating extremities. (Course Competencies 1, 2, 4, 5, & 6; Gen Ed Goals 1 & 6; Core Skill A & B.)
- maintain breath support and sustained flow of movement. (Course Competencies 1, 2, 4, 5, & 6; Gen Ed Goals 1 & 6; Core Skill A & B.)
- shape the movement into phrases. (Course Competencies 1, 2, 3, 4, 5, & 6; Gen Ed Goals 1 & 6; Core Skill A & B.)

Unit IV [Across the Floor—a traveling sequence combining three or more locomotor movements, direction changes, and complex movements for the extremities]

Learning Objectives

The student will be able to...

- perform with connectivity and ease. (Course Competencies 1, 2, 3, 4, 5, & 6; Gen Ed Goals 1 & 6; Core Skill A & B.)
- achieve height in the leap while maintaining dynamic alignment and joint articulation, and land efficiently. (Course Competencies 1, 2, 4, 5, & 6; Gen Ed Goals 1 & 6; Core Skill A & B.)
- demonstrate rhythmic accuracy. (Course Competencies 1, 3, & 5; Gen Ed Goals 1 & 6; Core Skill A, B, & D.)
- combine more demanding locomotor movements while changing direction and level. (Course Competencies 1, 2, 4, 5, & 6; Gen Ed Goals 1 & 6; Core Skill A & B.)
- begin developing a relationship with the audience (audience equals people observing in the classroom). (Example: the dancer makes choices whether to lure the audience in by directly staring into the eyes of the audience or to flirtatiously take their gaze away.) (Course Competencies 7; Gen Ed Goals 1 & 6; Core Skill A, B, D, & F.)

Special Note: dance sequences are altered slightly to create more challenging content and exercises for DAN119 Students.

Evaluation of student learning:

1. Periodic evaluation of students' progress in technique exercises and modern reparatory.
 2. Terminology quizzes.
 3. Mid-Term and Final evaluation of the students' individual technical performance. (Satisfactory performance of given final piece of modern reparatory.)
- **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).