



COURSE OUTLINE

Course Number
DAN120

Course Title
Choreography I

Credits
3

Hours:
2 Lecture / 2 Lab

Pre-requisite
DAN116 or Divisional Permission

Implementation
Spring 2008

Catalog description (2006-2009 Catalog): Introduces several choreographic strategies used to develop an idea into a dance structured for the stage. Students are exposed to the tools of choreography beginning with basics—time, space, and force—and then move on to more complex issues faced by intermediate choreographers—form, style, abstraction, compositional structures, and choreographic devices.

Required texts/other materials:

The Shapes of Change, Images of American Dance by Marcia Siegel, University of California Press

Revision date: 01/2008

Course coordinator: Jody P. Person

Information resources: *The Shapes of Change, Images of American Dance* is considered by many to be the best guide to the historic development of choreography over the last fifty years. The vocabulary of the book will serve as a foundation for how students discuss choreography (their own and other people's) in the course, and it will also be a resource for continuous learning after the course is over.

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.

Course Competencies/Goals:

The student will be able to:

1. Describe and discuss the work of important choreographers in key areas such as structure, themes, movement vocabulary, and design elements.
2. Apply these discussions to his/her own choreography.
3. Create specific choreography projects to experience fundamental choreography concepts.
4. Use improvisation to elicit creative movement.
5. Recognize moments of self-censorship.
6. Evaluate choreography to develop a critical eye and discriminating judgment.
7. Critically craft and form his/her own movement.

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 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.

Goal 7. History. Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.

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: Improvisation

The student will be able to

- Develop a richer store of movement experience from which to draw. **(Course Competency 4; Gen Ed Goal 6)**
- Develop spontaneity. **(Course Competencies 4 & 5)**
- Listen to their bodies and transcribe what it is they are doing into a well structured dance. **(Course Competencies 4, 5, 6 & 7; Core Skill B)**
- Explore inner-directed movement response to an image, an idea, or a sensory stimulus. **(Course Competency 4)**
- Develop and refine movement for choreography. **(Course Competency 7)**

Unit II: Choreography Projects

The student will be able to

- Use remembered physical sensations from improvisation as an impetus to create choreography. **(Course Competency 4)**
- Analyze and integrate compositional structures into projects. **(Course Competency 7)**
- Evaluate peer choreography (which will aid students in developing a critical eye). **(Course Competency 6; Gen Ed Goal 1; Core Skills A & B)**
- Integrate choreographic devices into larger works. **(Course Competency 7; Core Skill B)**
- Evaluate what constitutes significant moments during a dance. **(Course Competency 6; Gen Ed Goal 6; Core Skill B)**
- Understand how ideas are transformed and generated into a dance. **(Course Competency 3; Gen Ed Goal 6; Core Skill B)**

Unit III: History and Analysis of Choreography, 1930 - Present

The student will be able to

- Describe and discuss the work of important choreographers in key creative areas such as structure, arc, themes, physicality, and their use of time and space. **(Course Competency 1; Gen Ed Goal 1 & 6; Core Skill A)**
- Apply these discussions to their own choreography. **(Course Competency 2; Gen Ed Goal 6; Core Skill B)**
- Evaluate dances by master choreographers (which will aid students in developing a critical eye). **(Course Competencies 1 & 6; Gen Ed Goal 1 & 6; Core Skills A & B)**
- Demonstrate an understanding of the various choreography movements which comprise the history of dance in the U.S. **(Course Competency 1; Gen Ed Goal 1, 6 & 7; Core Skill A)**

Evaluation of student learning:

1. Students write one 4 to 6 page research paper exploring the life and work of a major choreographer. This paper must be accompanied with an annotated bibliography that evaluates the sources utilized in their paper. **(Core Skill D)**
2. Students will take periodic and unannounced in-class quizzes on the works they have read for each class. Quizzes will include a short essay component. **(Gen Ed Goal 1; Core Skill A)**
3. Students will work alone and in groups to create 8 to 10 short dance pieces. **(Course Competencies 2, 3 & 7; Core Skill F)**
4. Students will write two papers that synthesize the information learned in class through viewing and critiquing two live professional dance concerts. Students must obtain the instructor's approval for the production. **(Course Competencies 1 & 6; Gen Ed Goal 1 & 6; Core Skills A & B)**
1. One of the two papers assigned will go through a rigorous revision process with the instructor—for the sole purpose of strengthening students' communication when discussing or writing about theatre. **(Gen Ed Goal 1; Core Skill A)**

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).