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<th>Course Number</th>
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<td>DAN120</td>
<td>Choreography I</td>
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**Hours:**
2 Lecture / 2 Lab

**Pre-requisite**
DAN116 or Divisional Permission

**Implementation**
Spring 2017

**Catalog description:** 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.

**Is course New, Revised, or Modified?** Modified

**Required texts/other materials:**
The Art of Making Dances by Doris Humphrey

**Revision date:** Spring 2019

**Course coordinator:** Jody P. Gazenbeek-Person

**Information resources:** The Art of Making Dances is a historical guide to choreography by one of the founders of American Modern Dance. 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 continues to grow 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 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.
**Student Learning Outcomes/Course 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 dance. (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).