



El Camino College

COURSE OUTLINE OF RECORD - Official

I. GENERAL COURSE INFORMATION

Subject and Number: Dance 101
Descriptive Title: Dance Appreciation

Course Disciplines: Dance

Division: Fine Arts

Catalog Description: This course is a survey of styles, artists, and cultural/historical context for dance as an art form and social expression. Topics of emphasis may be varied from semester to semester to reflect visiting artists, current events, and popular culture. In addition to class time, students will be required to attend selected dance events.

Conditions of Enrollment: Recommended Preparation
eligibility for English 1A

Course Length: ☒ Full Term ☐ Other (Specify number of weeks):
Hours Lecture: 3.00 hours per week ☐ TBA
Hours Laboratory: 0 hours per week ☐ TBA
Course Units: 3.00

Grading Method: Letter
Credit Status: Associate Degree Credit

Transfer CSU: ☒ Effective Date: Spring 1990
Transfer UC: ☒ Effective Date: Spring 1994

General Education:
El Camino College:

3 – Humanities

Term: Fall 1990

Other:

CSU GE:

C1 - Arts, Dance, Music, Theater

Term: Fall 1990

Other:

IGETC:

3A - Arts

Term: Fall 1999

Other:

II. OUTCOMES AND OBJECTIVES

A. COURSE STUDENT LEARNING OUTCOMES (The course student learning outcomes are listed below, along with a representative assessment method for each. Student learning outcomes are not subject to review, revision or approval by the College Curriculum Committee)

- SLO # 1 - Critiquing Dance Styles:
 - 1. Upon successful completion of this course the student will be able to critique dance styles through a variety of mediums including live dance concert attendance and video analysis.
- SLO # 2 - Compare and Differentiate Styles of Dance:
 - 2. Upon successful completion of this course the students will be able to compare and differentiate between theatrical, social and world styles of dance.
- SLO #3 - Identifying Elements used in the choreographic process:
 - 3. Upon successful completion of this course the students will be able to identify the elements used in the choreographic process and distinguish between narrative, thematic and abstract choreographic works.

The above SLOs were the most recent available SLOs at the time of course review. For the most current SLO statements, visit the El Camino College SLO webpage at <http://www.elcamino.edu/academics/slo/>.

B. Course Student Learning Objectives (The major learning objective for students enrolled in this course are listed below, along with a representative assessment method for each)

- 1. Describe and analyze the functions of ritual/religion, social expression/recreation, and art/theatre in dance.
Oral exams
- 2. Identify and define elements of dance such as space, time, and energy.
Objective Exams
- 3. Analyze and assess dance with regard to aesthetic and artistic values, gestural, kinetic, and sculptural energy, and literal versus abstract representation.
Essay exams
- 4. Compare and contrast the aesthetic values among Eurocentric, Afrocentric, and Pacific Rim cultures.
Quizzes
- 5. Analyze the influences of moral, religious and ethical values on audience perception and performance interpretation.
Essay exams
- 6. Differentiate styles and genres of dance with respect to cultural backgrounds and time periods.
Multiple Choice
- 7. Analyze and assess the influences, contributions, and careers of twentieth century artists such as Pavlova, Nureyev, Graham, Ailey, Tharp, Bojangles, Astaire, Hines, Fosse, Berkeley, and Peters.
Essay exams
- 8. Summarize the innovations and influences of contemporary dance forms, athletic dance performances, and competitive dance forms in American musical theatre dance.

Matching Items

9. Identify dance terminology specific to various styles and genres.

Multiple Choice

10. Upon successful completion of this course the student will be able to analyze and critique dance styles, music, and artists within a cultural, relevant and historical context.

Essay exams

III. OUTLINE OF SUBJECT MATTER (Topics are detailed enough to enable a qualified instructor to determine the major areas that should be covered as well as ensure consistency from instructor to instructor and semester to semester.)

Lecture or Lab	Approximate Hours	Topic Number	Major Topic
Lecture	6	I	Functions of Dance A. ritual/religion B. social expression/recreation C. artistic expression
Lecture	6	II	Elements of Dance A. time: tempo, rhythm, meter, syncopation B. space: level, direction, shape, pathway C. energy: lyrical, sustained, percussive
Lecture	6	III	Aesthetic Values A. literal versus abstract representation B. gestural, kinetic, and sculptural energy C. popular versus concert forms D. programmatic versus divertissement
Lecture	6	IV	Eurocentric, Afrocentric and Pacific Rim cultures A. religious, social, and performance functions of dance B. influences of contextual differences on choreography and performance
Lecture	12	V	Styles and Genres A. traditional, folk, world B. social dance: ballroom, Latin, Jitterbug, disco, Hip Hop C. ballet: pre-classical, classical/romantic, contemporary D. Jazz: lyrical, theatrical, Funk, Hip Hop E. modern: pioneers, post-modern, performance art
Lecture	6	VI	Twentieth Century Innovations A. American music theatre: Oklahoma, West Side Story, Hair, Cats B. contemporary dance forms: pop culture, media C. athletic performance: Cirque du Soleil, hyper-dance D. competitive dance: teams, ice-skating, ballroom, Olympics
Lecture	6	VII	Terminology A. ballet: plie, pas de deux, porte de bras, turn-out, arm positions

			B. modern: contradiction, fall/recovery, pedestrian, kinetic, gestural, expansive, and improvisation C. jazz: isolations, lay-out, hinge, walks, kicks, turns D. folk/world: common formations and choreography
Lecture	6	VIII	Contemporary Topics A. careers in dance B. dance in education C. dance and popular culture D. dance and technology
Total Lecture Hours		54	
Total Laboratory Hours		0	
Total Hours		54	

IV. PRIMARY METHOD OF EVALUATION AND SAMPLE ASSIGNMENTS

A. PRIMARY METHOD OF EVALUATION:

Substantial writing assignments

B. TYPICAL ASSIGNMENT USING PRIMARY METHOD OF EVALUATION:

In a two-to-three page paper, compare and contrast dances of African and European origins and discuss the functions of these dances in their respective culture and aesthetic values.

C. COLLEGE-LEVEL CRITICAL THINKING ASSIGNMENTS:

1. After observing a dance performance, write a critique analyzing the artistic and cultural intentions of the choreographer/director. Evaluate the extent to which the artistic or cultural intention was achieved. Reference aesthetic values, elements of dance, and production techniques.
2. Write a short paper on a twentieth century dance performer or choreographer. Include the artist's contributions to dance as an art form, the influences upon this artist, and how historical/cultural milieu impacted innovations of the artist.

D. OTHER TYPICAL ASSESSMENT AND EVALUATION METHODS:

Essay exams

Written homework

Multiple Choice

Completion

Matching Items

True/False

Other (specify):

Concert Reports

V. INSTRUCTIONAL METHODS

Discussion

Group Activities

Internet Presentation/Resources

Lecture

Multimedia presentations

Note: In compliance with Board Policies 1600 and 3410, Title 5 California Code of Regulations, the Rehabilitation Act of 1973, and Sections 504 and 508 of the Americans with Disabilities Act, instruction delivery shall provide access, full inclusion, and effective communication for students with disabilities.

VI. WORK OUTSIDE OF CLASS

Study

Answer questions

Required reading

Written work

Observation of or participation in an activity related to course content

Estimated Independent Study Hours per Week: 6

VII. TEXTS AND MATERIALS

A. UP-TO-DATE REPRESENTATIVE TEXTBOOKS

Nora Ambrosio. Learning About Dance: An Introduction to Dance as an Art Form and Entertainment. 6th ed. Kendall/Hunt, 2010.

B. ALTERNATIVE TEXTBOOKS

C. REQUIRED SUPPLEMENTARY READINGS

D. OTHER REQUIRED MATERIALS

VIII. CONDITIONS OF ENROLLMENT

A. Requisites (Course and Non-Course Prerequisites and Corequisites)

Requisites	Category and Justification
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B. Requisite Skills

Requisite Skills

C. Recommended Preparations (Course and Non-Course)

Recommended Preparation	Category and Justification
Non-Course	A student who is eligible for English 1A will increase their writing skills and

Recommended Preparation eligibility for English 1A	knowledge of formating correct essays. Dance 101, Dance Appreciation relays on written critiques, essay exams, and written documentation of dance vocabulary within many written assignments.
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D. Recommended Skills

Recommended Skills
<p>1.To develop reading and witting skills. ENGL 84 - Select and employ reading strategies to interpret the content of a college-level textbook, with special focus on constructing a thesis statement and providing valid support. ENGL 84 - Identify an implied main idea (thesis), and support with major and minor details, from a longer text or novel. ENGL 84 - Compare and contrast college-level texts to evaluate content.</p>
<p>2. Students need to read and analyze articles and essays practice writing coherent, well-developed essays. ENGL 1A - Recognize and revise sentence-level grammar and usage errors. ENGL 1A - Read and apply critical-thinking skills to numerous published articles and to college-level, book-length works for the purpose of writing and discussion. ENGL 1A - Apply appropriate strategies in the writing process including prewriting, composing, revising, and editing techniques. ENGL 1A - Compose multi-paragraph, thesis-driven essays with logical and appropriate supporting ideas, and with unity and coherence. ENGL 1A - Demonstrate ability to locate and utilize a variety of academic databases, peer-reviewed journals, and scholarly websites. ENGL 1A - Utilize MLA guidelines to format essays, cite sources in the texts of essays, and compile Works Cited lists.</p>

E. Enrollment Limitations

Enrollment Limitations and Category	Enrollment Limitations Impact
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Course created by Elizabeth Oberstein on 11/01/1989.

BOARD APPROVAL DATE: 04/09/1990

LAST BOARD APPROVAL DATE:

Last Reviewed and/or Revised by Elizabeth Adamis on 08/29/2015