



El Camino College

COURSE OUTLINE OF RECORD - Official

I. GENERAL COURSE INFORMATION

Subject and Number: Dance 105
Descriptive Title: Music for Dance

Course Disciplines: Dance
or Music

Division: Fine Arts

Catalog Description: This course explores the relationship between music and dance through an introduction to the elements of music and to historical developments in style and formal structures of music for dance. Emphasis will be placed on the analysis of rhythms for dance accompaniments.

Conditions of Enrollment: Recommended Preparation
eligibility for English 1A

Course Length: ☒ Full Term ☐ Other (Specify number of weeks):
Hours Lecture: 1.00 hours per week ☐ TBA
Hours Laboratory: 3.00 hours per week ☐ TBA
Course Units: 2.00

Grading Method: Letter
Credit Status: Associate Degree Credit

Transfer CSU: ☒ Effective Date: Prior to July 1992
Transfer UC: ☒ Effective Date: Spring 1994

General Education:

El Camino College:

CSU GE:

IGETC:

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)

1. Upon successful completion of this course the student will be able to

examine and evaluate the application of musical accompaniment to the dance component in a live dance concert environment.

2. Upon successful completion of this course the student will be able to differentiate and give an example of simple and complex rhythmic structures as they relate to the choreographic process.

3. Upon successful completion of this course the student will be able to compile a musical staff with an accompanying system of movement notation.

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. Define the fundamentals of music notation: time signatures, note values, pitch, formal structures, and symbols for tempo and dynamics.

Written homework

2. Define musical elements such as major/minor, dissonance/ consonance, volume, and tempo which affect emotional responses and expression in movement.

Oral exams

3. Recognize and apply terminology for effective communications of musical requirements to musicians and other dancers.

Performance exams

4. Demonstrate appropriate dance styles specific to dance compositions of the Renaissance and Baroque periods.

Presentation

5. Analyze elements of musical style in contemporary music.

Written homework

6. Identify composers and compare and contrast individual styles with significant works of the 20th century choreography.

Essay exams

7. Demonstrate and apply percussion techniques for dance class accompaniment.

Class Performance

8. Design and interpret a single rhythmic score for original choreography.

Presentation

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	18	I	Music Terminology & Notation A. Reading and comprehension B. Writing and Creation of a musical score and dance score
Lab	10	II	Dance Movement and Musical Elements

			A. meter B. phrase structure C. dynamics D. tempo
Lab	8	III	Analysis and Counting A. rhythms B. various meters
Lab	16	IV	Movement for Various Dance Forms and Musical Styles A. Renaissance & Baroque: pavane, galliard, courante, chaconne, sarabande, gavotte, minuet, bourree, gigue, allemande B. 20th century: jazz, blues, classical C. Significant choreographers, composers and their works
Lab	12	V	Creation of Original Percussion Instruments A. notation of original scores B. percussion to accompany dance C. creation of original choreography
Lab	8	VI	Class Performances A. demonstrating dances B. various musical styles
Total Lecture Hours		18	
Total Laboratory Hours		54	
Total Hours		72	

IV. PRIMARY METHOD OF EVALUATION AND SAMPLE ASSIGNMENTS

A. PRIMARY METHOD OF EVALUATION:

Skills demonstrations

B. TYPICAL ASSIGNMENT USING PRIMARY METHOD OF EVALUATION:

Using materials such as metal, wood, or bamboo create an original percussion instrument and demonstrate its use in a classroom presentation.

C. COLLEGE-LEVEL CRITICAL THINKING ASSIGNMENTS:

1. Select & listen to 5 different examples of music written for dance. Analyze these selections in regard to style, meter, rhythm, and dynamics.
2. Working collaboratively in groups of three or more students, notate a percussion score for a musical suite of four contrasting movements.

D. OTHER TYPICAL ASSESSMENT AND EVALUATION METHODS:

Essay exams
Performance exams
Oral exams
Other exams
Quizzes
Written homework
Class Performance
Homework Problems
Completion
Presentation

V. INSTRUCTIONAL METHODS

Demonstration
Discussion
Laboratory
Lecture

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

Estimated Independent Study Hours per Week: 2

VII. TEXTS AND MATERIALS

A. UP-TO-DATE REPRESENTATIVE TEXTBOOKS

Nola Nolen Holland. Music Fundamentals for Dance. first ed. Human Kinetics, 2013.

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 Recommended Preparation eligibility for English 1A	It is advised that students are able to read and effectively analyze college level texts, and have the ability to write a paper that persuasively proves an original thesis. If students are eligible for English 1A they are more likely to be successful in this course.

D. Recommended Skills

Recommended Skills
<p>The ability to evaluate and differentiate complex rhythmic structures. ENGL 1A - Recognize and revise sentence-level grammar and usage errors. ENGL 84 - Utilize comprehension and vocabulary strategies to improve reading rate. 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 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 1A - Apply appropriate strategies in the writing process including prewriting, composing, revising, and editing techniques.</p>
<p>Reading comprehension in relation to a dance or music score. ENGL 84 - Utilize comprehension and vocabulary strategies to improve reading rate. 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 84 - Identify an implied main idea (thesis), and support with major and minor details, from a longer text or novel. 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.</p>
<p>The ability to assess different dance forms and musical styles relating to the Renaissance and Baroque Period, 20th Century Music including Music specifically written for dance. 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 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 1A - Apply appropriate strategies in the writing process including prewriting, composing, revising, and editing techniques. ENGL 84 - Identify an implied main idea (thesis), and support with major and minor details, from a longer text or novel. ENGL 1A -</p>

Compose multi-paragraph, thesis-driven essays with logical and appropriate supporting ideas, and with unity and coherence.

ENGL 84 -

Interpret a book-length work through discussion, journal writing, or composition writing.

ENGL 1A -

Demonstrate ability to locate and utilize a variety of academic databases, peer-reviewed journals, and scholarly websites.

The ability to evaluate meter, phrase structure, dynamics and tempo of music as well as dance and how they intersect. 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 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 -

Compare and contrast college-level texts to evaluate content.

E. Enrollment Limitations

Enrollment Limitations and Category	Enrollment Limitations Impact
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Course created by Elizabeth Oberstein on 01/01/1990.

BOARD APPROVAL DATE: 04/09/1990

LAST BOARD APPROVAL DATE: 05/22/2017

Last Reviewed and/or Revised by Elizabeth Adamis on 06/21/2016