



El Camino College

COURSE OUTLINE OF RECORD - Official

I. GENERAL COURSE INFORMATION

Subject and Number: Dance 171A
Descriptive Title: Beginning Choreography A

Course Disciplines: Dance

Division: Fine Arts

Catalog Description: This course is an introduction to fundamental skills and concepts of choreography with an emphasis on utilizing movement for solo and duets in creating dances. Attendance at selected dance events is required.

Conditions of Enrollment: Prerequisite

Dance 170
with a minimum grade of C; Dance 170 may be taken
concurrently with Dance 171A

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: May 1994

General Education:
El Camino College: 5 – Health and Physical Education
Term: _____ Other: Approved _____

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 design a dance utilizing the three elements of choreography; space, time and energy.
Upon successful completion of this course the student will be able to
2. differentiate between narrative, thematic and abstract styles of choreography.
3. Upon successful completion of this course the student will be able to articulate the intent, focus and theme of the dance he/she is creating.

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. Develop and implement movement through improvisation to explore personal expression for solo and duet choreography.
Performance exams
2. Integrate static images into movement taking inspiration from art, nature, and architecture.
Performance exams
3. Identify and adapt art, music, poetry, drama, and personal reflection as inspiration for choreographic concepts.
Oral exams
4. Create and develop movement concepts through exploration of aesthetic principles of time, space and dynamics.
Performance exams
5. Illustrate musical forms and integrate them into dance sequences.
Performance exams
6. Critique creative and aesthetic components of live performances.
Laboratory reports
7. Choreograph dance phases for solo or duets.
Class Performance

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	10	I	Orientation A. Movement improvisation on various images and stimuli
Lecture	8	II	Dance Analysis A. Self evaluation using video tapes/DVD B. Peer critique
Lab	18	III	Creating Solo's and Duet's. A. Visual images, paintings, sculpture, photography

			B. Use of time, rhythmic patterns repeated in variation, and breath/pulse as impulse for movement C. Use of meter changes and syncopation
Lab	18	IV	Solo and Duet Dance Study Applications A. Use of space B. Use of body positions and facings. C. Use of line, design and planes of movement D. Exploration of composition to stage relationship
Lab	18	V	Solo and Duet Dances A. Application of energy B. Application of imagery C. Exploration of movement as it relates to emotions, words, sounds
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:

Choreograph three studies and develop one into a solo or a duet.

C. COLLEGE-LEVEL CRITICAL THINKING ASSIGNMENTS:

1. Select six contrasting body designs and choreograph a study. Utilize the process of movement transitions between each design. Demonstrate your study to the class.
2. Select a visual image such as a postcard, magazine picture, or photograph. Analyze the elements of the image and create a short movement study. Demonstrate your study to the class.

D. OTHER TYPICAL ASSESSMENT AND EVALUATION METHODS:

Essay exams

Performance exams

Other exams

Quizzes

Laboratory reports

Class Performance

Term or other papers

Multiple Choice

Completion

Matching Items

True/False

V. INSTRUCTIONAL METHODS

Demonstration

Discussion

Group Activities

Guest Speakers

Internet Presentation/Resources

Laboratory

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

Skill practice

Problem solving activities

Written work

Journal

Observation of or participation in an activity related to course content

Estimated Independent Study Hours per Week: 2

VII. TEXTS AND MATERIALS

A. UP-TO-DATE REPRESENTATIVE TEXTBOOKS

Ted Orland. The View from the Studio Door. 1st ed. Image Continuum Press, 2006.
Qualifier Text: Defining textbook for choreography and arts practices.,

B. ALTERNATIVE TEXTBOOKS

C. REQUIRED SUPPLEMENTARY READINGS

D. OTHER REQUIRED MATERIALS

dance appropriate clothing

VIII. CONDITIONS OF ENROLLMENT

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

Requisites	Category and Justification
Course Prerequisite Dance-170	Sequential

B. Requisite Skills

Requisite Skills
Students need basic skills and knowledge of improvisatory techniques and structures in order to create original movement phrases and dances. DANC 170 - Perform preliminary movement sequences through improvisation of positive/negative formations, mirroring, unison, and weight dependency. DANC 170 - Perform preliminary movement sequences through improvisation of positive/negative formations, mirroring, unison, and weight dependency. DANC 170 - Integrate various floor patterns using distance, focus and level changes into group dances. DANC 170 - Integrate various floor patterns using distance, focus and level changes into group dances. DANC 170 - Create movement with pulse, accents, metrical and nonmetrical rhythms, duration, and speed. DANC 170 - Create movement with pulse, accents, metrical and nonmetrical rhythms, duration, and speed. DANC 170 - Create movement phrases using images, levels of abstraction, mood and character, body parts, dynamics, theme and variations, props, and sound accompaniment. DANC 170 - Create movement phrases using images, levels of abstraction, mood and character, body parts, dynamics, theme and variations, props, and sound accompaniment.
Students must understand time, space and energy as well as how to arrange bodies in space in order to choreograph. DANC 170 - Integrate various floor patterns using distance, focus and level changes into group dances. DANC 170 - Integrate various floor patterns using distance, focus and level changes into group dances. DANC 170 - Create movement phrases using images, levels of abstraction, mood and character, body parts, dynamics, theme and variations, props, and sound accompaniment. DANC 170 - Create movement phrases using images, levels of abstraction, mood and character, body parts, dynamics, theme and variations, props, and sound accompaniment.

C. Recommended Preparations (Course and Non-Course)

Recommended Preparation	Category and Justification
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D. Recommended Skills

Recommended Skills

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: 12/19/2016

LAST BOARD APPROVAL DATE:

Last Reviewed and/or Revised by Elizabeth Adamis on 01/21/2016

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