



COMMON COURSE OUTLINE: Course discipline/number/title: DANC 1125: Dance Appreciation

A. CATALOG DESCRIPTION

1. **Credits:** 3

2. **Hours/Week:** 3

3. **Prerequisites (Course discipline/number):** College level reading and writing equivalent to ENGL 1117 (concurrent enrollment with instructor approval.

4. **Co-requisites (Course discipline/number):** NA

5. **MnTC Goals (if any):** Goal 6/Humanities - the Arts, Literature and Philosophy, Goal7/Human Diversity

This course will critically analyze dance as a discipline, art form and as a means of social interaction. Students will engage readings, video and live performance through in-class discussions and written assignments. Students will examine kinesthetic, emotional and intellectual responses to dance. The evolution of dance will be examined in its social, cultural and political context.

B. DATE LAST REVISED (Month, year): September, 2010

C. OUTLINE OF MAJOR CONTENT AREAS:

1. Dance as an Art Form
 - a) Dance and Society
 - b) The Primitive Period
 - c) The Ancient Period
 - d) The Medieval Period
 - e) The Renaissance Period
 - f) The Contemporary Period
 - g) Art and the Aesthetic Experience
2. The Participants
 - a) The Choreographer
 - b) The Choreographer as Artist
 - c) The Creative Process
 - d) Choreographic Elements of Dance Space, Time and Energy
 - e) The Dancer
 - f) The Dancer as Artist
 - g) The Dancer's Training
 - h) The Audience
 - i) The Audience as Participant
 - j) Understanding Dance
3. Ballet Dance
 - a) Early Ballet
 - b) Classical Ballet
 - c) Contemporary Ballet
 - d) Outline of Ballet Events
 - e) Major figures in Ballet
4. Modern Dance
 - a) Early Modern Dance
 - b) Post-Modern Dance
 - c) Dance-theatre
 - d) Modern Dance: Today
 - e) Outline of Modern Dance Events
 - f) Major Figures in Modern Dance
5. Improvisational Dance
 - a) Improvisation
 - b) Creative Movement
6. Dance in World Cultures
 - a) Defining World Concert/Ritual and Folk Dance
 - b) World Concert and Ritual Dance



C. OUTLINE OF MAJOR CONTENT AREAS: Continued. . .

- c) Contemporary Influences on World Dance
- d) Folk Dance
- 7. Jazz Dance, Musical Theatre and Tap Dance
 - a) Jazz Dance
 - b) Musical Theatre
 - c) Tap Dance
 - d) Outline of Jazz, Musical Theatre and Tap Events
 - e) Major Figures in Jazz, Musical Theatre and Tap
 - f) Minstrels and Beyond
 - g) Vaudeville
 - h) Broadway and the Movie Musical
- 8. Social Dance
 - a) Ballroom and Popular Dance
- 9. Dance Production, Dance in Education
 - a) Dance Production
 - b) The Artistic Director
 - c) Steps in the Production Process
 - d) The Support Staff
 - e) The Artistic Collaborators
 - f) The Lighting Designer
 - g) The Costume Designer
 - h) The Set and Scenery Designer
 - i) Composers and Musicians
 - j) Other Collaborations
- 10. Dance in Education and Careers in Dance
 - a) Dance in Education
 - b) Careers in Dance

D. LEARNING OUTCOMES (GENERAL): The student will be able to:

- 1. Gain an appreciation for the place of dance in the arts.
- 2. Learn how different cultures view dance.
- 3. Show an understanding of the elements of dance production.
- 4. Formulate a critique, comparing qualitative and artistic differences between dances using supporting arguments.
- 5. Develop a dance vocabulary and develop their own, personal definition of dance.
- 6. Enrich their lives through dance.

E. LEARNING OUTCOMES (MNTC): Competencies from the Minnesota Transfer Curriculum (MNTC):

Goal 6: The Humanities-the Arts, Literature, and Philosophy: The student will be able to:

- 1. Demonstrate awareness of the scope and variety of works in the arts and humanities.
- 2. Understand those works as expressions of individual and human values within a historical and social context.
- 3. Respond critically to works in the arts and humanities.
- 4. Engage in the creative process or interpretive performance.
- 5. Articulate an informed personal reaction to works in the arts and humanities.

Goal 7: Human Diversity: The student will be able to:

- 1. Understand the development of and the changing meanings of group identities in the United States' history and culture.
- 2. Demonstrate an awareness of the individual and institutional dynamics of unequal power relations between groups in contemporary society.
- 3. Analyze their own attitudes, behaviors, concepts, and beliefs regarding diversity, racism, and bigotry.
- 4. Describe and discuss the experience and contributions (political, social, economic, etc). of the many groups that shape American society and culture, in particular those groups that have suffered discrimination and exclusion.
- 5. Demonstrate communication skills necessary for living and working effectively in a society with great population diversity.



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F. METHODS FOR EVALUATION OF STUDENT LEARNING:

1. Classroom participation
2. Projects
3. Tests
4. Quizzes
5. Essays
6. Journals
7. Evaluating performances

G. SPECIAL INFORMATION (if any): None