

## FLORIDA STATE COLLEGE AT JACKSONVILLE

## COLLEGE CREDIT COURSE OUTLINE

COURSE NUMBER:	DAA 2680
COURSE TITLE:	Dance Repertory I
PREREQUISITE(S):	None
COREQUISITE(S):	None
STUDENT ADVISING NOTES:	By Audition Only
CREDIT HOURS:	1
CONTACT HOURS/WEEK:	4
CONTACT HOUR BREAKDOWN:	
Lecture/Discussion:	2
Laboratory:	
Other <u>rehearsal</u> :	2
FACULTY WORKLOAD POINTS:	3
STANDARDIZED CLASS SIZE ALLOCATION:	20

## CATALOG COURSE DESCRIPTION:

This dance repertory class provides an opportunity for students to be involved in the creation and performance of new, as well as previously choreographed works by faculty and guest artists. There will be a series of master classes, lecture demonstrations regarding the creative process, and an opportunity to learn a wide variety of movement styles. Students in this class have made a commitment to learn a repertory of dances that have been selected or created to challenge and expand their abilities. An opportunity will be available to perform these works in a formal or informal concert setting. This course may be repeated up to four times for credit.

SUGGESTED TEXT(S):	No text
IMPLEMENTATION DATE:	Winter Term, 1998 (982)
REVIEW OR MODIFICATION DATE:	Fall Term, 2002 (20031) Spring Term, 2007 (20072)

COURSE TOPICS	CONTACT HOURS <u>PER TOPIC</u>
I. Orientation  A. Syllabus and Course Requirements and Content B. Class Dress Code/Dance Etiquette	10
II. Performance  A. Students will be taught repertory selected or created to change and expand their abilities. Performance and technical skills will be taught within the framework of learning choreographic work. Students will work with instructor and guest artists and learn various applications of technique through modern, jazz, ballet, and musical theater idioms. Students will increase motor learning efficiency, both in speed and memory. This will be demonstrated through the ability to move rapidly, and learn complex movement phrases. They will utilize these advanced level skills in a variety of choreographic contexts. Students will develop their performance skills and artistic expressivity in order to satisfy the creative needs of the choreographer. This class provides opportunities for students to experience and develop an understanding of the possibilities for artistic expression.  B. Faculty member will teach choreography, set up guest residency, and assist in process of teaching guest artists' movement material. Students will continue to rehearse and refine choreographic materials for performance throughout semester.  C. Students are expected to illustrate and express musicality, style, and performing presence as an artist. Students will develop cognitive skills, physical, performance, and procedural skills. Self discipline and motivation will be cultivated, and grade will be partially based on understanding and execution of materials presented.	40
III. Methods of Evaluating Student Learning  A. Physical demonstration of classroom material and individual and small group problem solving abilities will be tested on a daily basis. Periodically these demonstrations will be recorded on video in order for students to self evaluate their performance as well as enable the instructor to make more detailed observations. Students will also observe and critique one another's performance in pairs. A final showing of the works learned in class will be performed, taped, and graded at the end of the semester.  B. Discussions on manipulation of choreographic material will take place.  C. Journal keeping will help to provide an evaluation tool as a record of the internal process, commitment, and growth of the student.	10

STUDENT COMPETENCIES AND OUTCOMES:

1. Students will develop the ability to discuss and evaluate how different movement choices effect choreographic intent. Students will evaluate in writing and discussion the choreographic structure of dances seen in concerts, videos, and in class experience. They will analyze the impact of choices and the role of subjectivity and the creative process in the end product.
2. Students will learn to identify cliches in choreography. Most students go on to choreograph, and have seen first hand the process of exploration that enhances choreographic development. They will be better prepared to determine when to go beyond the easy choices and reach for more complex solutions.
3. Students will observe and learn the process of tailoring movement to individual dancers in order to utilize their technique level and special talents to the best possible end.
4. Students will observe how movement sequences can be transformed through artistic interpretation, and how this interpretation can thus effect the intent both positively and negatively. This will both increase their appreciation and understanding of the role of the dancer in the creative process and its net impact.
5. Students will participate in the process of creating a movement structure to support a choreographic idea.
6. Students will increase motor learning efficiency, both in speed and memory. This will be demonstrated through the ability to move rapidly, learn complex phrases, and vary them on command.
7. Students will develop greater appreciation and understanding of the creative process in the art of dance. Exploration and risk taking will be experienced as an indispensable part of the process. Rather than a "cut and paste" approach to the creation of a dance, they will observe and take part in the development of movement material that is in the service of a theme, or movement concept.
8. Participation in classroom experiences will encourage the creation of skillful, creative, and committed performing artists. Enthusiasm will be generated as well as a sense of competence and self esteem as young artists. In being exposed to the demands of the collaborative process, students will also become excited to find their own unique thrust as a choreographer.

STUDENT COMPETENCIES AND OUTCOMES: (Continued)

9. Students will gain experience in working with groups. Trust, communication and cooperation are important elements in the choreographic process. Students will be required to problem solve with in guidelines given by instructor in groups as well as individually. The relationship of group process and dancer collaboration in the artistic product will be emphasized.
10. Self discipline and motivation will be cultivated. For example, students will be given movement problems and required to find solutions that enhance the idea or even give it a new direction. Rather than the "empty vessel" theory of the performer's role, participant's individuality will be viewed as an important aspect of the choreographic process.
11. More advanced students will gain leadership and teaching skills in working with less advanced students. Students will gain self awareness and develop a greater ability to express themselves through movement.



NOTE: Use either the Tab key or mouse click to move from field to field. The box will expand to accommodate your entry.

Section 1		SEMESTER CREDIT HOURS: <u>1</u>
COURSE PREFIX AND NUMBER: <u>DAA 2680</u>		
COURSE TITLE: <u>DANCE REPERTORY I</u>		
Section 2		
TYPE OF COURSE: (Click on the box to check all that apply)		
<input checked="" type="checkbox"/>	AA Elective	<input type="checkbox"/> AS Required Professional Course
<input type="checkbox"/>	AS Professional Elective	<input type="checkbox"/> AAS Required Professional Course
<input type="checkbox"/>	Other _____	<input type="checkbox"/> College Prep
<input type="checkbox"/>	General Education: (For General Education courses, you must also complete Section 3 and Section 7)	<input type="checkbox"/> Technical Certificate
Section 3 (If applicable)		
INDICATE BELOW THE DISCIPLINE AREA FOR GENERAL EDUCATION COURSES:		
<input type="checkbox"/>	Communication	<input type="checkbox"/> Social & Behavioral Sciences
<input type="checkbox"/>	Natural Sciences	<input checked="" type="checkbox"/> Humanities
<input type="checkbox"/>		<input type="checkbox"/> Mathematics
Section 4		
INTELLECTUAL COMPETENCIES:		
<input type="checkbox"/>	Reading	<input checked="" type="checkbox"/> Critical Analysis
<input type="checkbox"/>	Speaking	<input type="checkbox"/> Quantitative Skills
<input checked="" type="checkbox"/>	Writing	<input type="checkbox"/> Ethical Judgment
<input type="checkbox"/>	Listening	<input checked="" type="checkbox"/> Working Collaboratively
<input type="checkbox"/>	Information Literacy	
Section 5		METHODS OF ASSESSMENT
LEARNING OUTCOMES		
• 1	Students will develop and refine performance skills	Physical demonstration of choreographic material
• 2	Students will work with guest choreographers and learn a wide variety of dance styles and learn various applications of technique through modern, ballet, jazz, and ballroom dance	Performance of guest work
• 3	Students will be part of a creative process which includes collaboration	Video critique
• 4	Students will rehearse, refine and interpret musicality, style, and choreographer's intent	Concerts
• 5	Students will increase efficient motor skills, both in speed and memory. Students will gain the ability to move rapidly, and learn complex movement phrases in a short amount of time	Demonstrated proficiency
• 6	Students will learn self-discipline and studio etiquette associated with class work and performance venues	Demonstrated proficiency
• 7	Students will learn techniques to teach young children an appreciation for dance as an art form	School residencies
• 8	Students will gain a better self-image, self-awareness, self-direction and a positive attitude towards themselves and others	Reflective writing
Section 6 Name of Person Completing This Form: <u>Rosemary Fletcher</u>		