

Mt. San Jacinto College
Integrated Course Outline of Record

Form B

Submitted by:	Julie Freeman	Date:	12/17/2020
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Department	Subject	Course Number	Title
Dance	Dance DAN	123A	Beginning Jazz Dance

Units/Hours

Each lecture unit requires 1 hour per week of class time, and 2 hours per week of study outside of class.
Each laboratory unit requires 3 hours per week of class time.
Each activity unit requires 2 hours per week of class time and 1 hour per week of study outside of class.

Lecture Units	Lab Units	Total Units
1.50	0.50	2.00
Lecture Contact Hours	Lab Contact Hours	Total Contact Hours
24.00 - 27.00	24.00 - 27.00	48.00 - 54.00
Lecture Homework Hours	Lab Homework Hours	
48.00 - 54.00	0	

Stand Alone:

Program Applicable

AA/AS Degree General Ed Breadth Area(s):

E HEALTHFUL LIVING AND SELF-DEVELOPMENT

General Education Justification:

Dance 123A is consistent with the intent of Area E because the course engages in physical activity with a goal of improving one's performance of jazz dance fundamentals. Because the course focuses on the student's application and mastery of proper dance alignment and the correct use of the joints, placement of bones, as well as initiation of movement from the muscles of core support, students explore the necessity of core strength and daily practice and come to realize the importance of a healthy, vital body in the study of dance (GELO 1). Students are also immersed in connecting the physical endeavor of a technique for dance with the further development of aesthetic awareness that will enhance their understanding of dance as a performing art form. This requires that students identify and strive to meet personal health and wellness goals in order to be at a level of conditioning required for more advanced beginning level work (GELO 3), and it becomes apparent that the need for good nutrition and ample sleep are necessary for optimum performance in a dance technique class (GELO 1). As they engage in the performance and interpretation of dance combinations in class, and apply their own personal expressive qualities to the material, they also will be building sequential skills, strength, stamina, agility, balance. These developing skills also support the realization that lifestyle behaviors greatly impact performance as well as overall health and wellness (GELO 1). As overall fitness improves and expressive qualities are nurtured, the student becomes more adept at the practical application of jazz dance techniques, and the impact of a technique for dance on human health and wellness is

understood and valued not only as a means of self-development but also as a means of self-expression that is inherent in the study of jazz dance (GELO 1). In order to achieve those goals, the course enables students to analyze their own development, progress, and personal movement preferences, further valuing the impact of lifestyle behaviors (GELO 1). Explicitly, DAN 123 allows students to "Distinguish and evaluate proper practices for injury prevention through the application of dynamic alignment and core support", as well as gives students the necessary tools to "Evaluate their in class performance and individual progress" as it relates to the student's exercise patterns (GELO 3). Student awareness of their own physical well-being is enhanced as the individual meets goals set by the instructor and student alike (GELO 1). Through the study of jazz dance technique, students will exhibit and value the impact of dance as a mechanism for self-expression and human health and wellness while building aesthetic awareness. Finally, because training in any technique for dance is intense, physically strenuous, and causes the student to become more aware of the different ways of moving the body in space and in relation to others, creating a sense of ensemble, this increased awareness potentially impacts self-development as the expressive qualities of the study of jazz dance are explored.

Maximum Enrollment:
Maximum Enrollment
Justification:

32

Course requires significant individualized instruction or assessment – check all that apply:

- * Course relies on small group dynamics as a means of instruction or assessment.
- * Course requires that each student be evaluated individually on a set of skills more than twice per semester.

Justification: As a studio dance technique course, Dance 123A requires an extraordinary amount of continual instructor feedback and analysis of student physical movement. During class sessions, students learn and perform actions and movement combinations about which the instructor provides individualized corrections and assessments. In addition, multiple times per semester, each student’s physical and technical development is appraised based upon criteria including strength, flexibility, endurance, agility, and alignment. The smaller class cap allows students a full range of movement for adequate instructional assessment and feedback.

Grading Method:
TOP code:

Letter Grade or P/NP

1008.00

Can be Taken

1

time(s) for credit (max 4)

- ☐
- Visual or Performing Arts course that is required to meet major requirements for UC/CSU
- ☐
- Intercollegiate athletics course
- ☐
- Academic/vocational competition course

Catalog Description:
(Please do not refer to transferability or degree, certificate, or employment concentration applicability. Please only describe the course).
(75 words or less in gray box below).

This course is an introduction to the highly stylized dance form known as jazz which incorporates African, Latin, Theatrical,

and Contemporary movement and music styles. Since jazz dance is an important American vernacular dance genre, the most current trends in television, film, and stage dance may be included. The historical roots and development of jazz as a fusion dance form of North America will be studied.

Schedule Description:

(Please do not refer to transferability or degree, certificate, or employment concentration applicability. Please only describe the course).

(25 words or less in gray box below).

This course introduces students to beginning techniques, styles and rhythms of jazz dance. Contemporary stage, film and television forms may be included.

Need for the course:

This course in beginning jazz dance offers beginning skills and education in jazz Dance for the dance major and general interest student and fulfills requirements for the Certificate of Achievement in Dance, the Associate in Arts-Dance (Transfer), the Associate of Arts-Dance (local), A.A.-T in Kinesiology for Transfer - Associate in Science and and the MUS/THA - Musical Theater - Certificate and Associate in Arts degree.

Prerequisite(s):

Prerequisites go through a separate approval process. See Forms E1-E6 for details.

(For further clarification, contact the Prerequisite Subcommittee)

-none-

Corequisite(s):

Corequisites go through a separate approval process. See Forms E1-E6 for details.

-none-

Recommend Preparation:

Recommended Preparation goes through a separate approval process. See Forms E1-E6 for details.

-none-

Other Enrollment Criteria:

-none-

Learning Objectives:

(please number each objective and express in behavioral terms)

Upon the completion of the course the student will be able to do the following:

1. Demonstrate proper jazz alignment and techniques, improved flexibility, strength, and endurance and apply those in warm-ups, centrework and across-the-floor.
2. Perform the dance combinations learned in class using appropriate jazz dance rhythms and a beginning musicality.
3. Demonstrate an embodied understanding of basic technical dance terms such as pli  , r          , tour cha  n   , pirouettes, battements, chass  e, Pas de bourr  e, jazz walks, and layouts.
4. Illustrate the aesthetic associated with each jazz style introduced.
5. Evaluate class performances and individual progress given the parameters of each movement combination.
6. Prepare and perform a dance combination from class and/or create and perform a choreography alone or with other students.
7. Categorize the ways in which the study of a technique for dance impacts and informs the development of a plan to meet personal health and wellness goals.

Course Content:

(please number the outline of main topics and subtopics)

(NB: The instructor is encouraged to use his/her professional judgment to emphasize or deemphasize topics below, or to add additional content reflecting his or her interpretation and/or expertise.)

1. Introduction to jazz dance education
 1. Etiquette
 2. Attire
 3. Class structure
2. Introduction to jazz dance
 1. What is jazz dance?
 2. History of jazz dance
 1. Emphasis on Africanist aesthetics and elements
 2. Contributions of African American artists
 3. Exclusions based on race
 3. Theatrical and social jazz dance
3. Establishing personal health and wellness goals
 1. Performance qualities and artistic style
 2. Technical development and achievements
 3. Physical fitness and development
4. Achieving health and wellness goals
 1. Personal responsibility
 2. Physical, social and psychological demands and issues
 3. Assessing self-development and development of the class as a whole
5. Critique
 1. Scrutinize jazz dance live or on video
 1. Differentiate between styles represented
 2. Analyze the meanings communicated
 3. Appraise the execution of basic movement fundamentals

Lab Content:

(please number the outline of main topics and subtopics)

1. Warm-up will include some of the following:
 1. Pliés in parallel and turned out
 2. Tendus in parallel and turned out
 3. Ron de jambs
 4. Rélèvés
 5. Battements
 6. Leg and arm swings
 7. Isolations
 8. Stretches
2. Across-the-floor
 1. Jazz walks and variations
 2. Jazz runs
 3. Jazz slides
 4. Triplets
 5. Pivots
 6. Inside turns
 7. Outside turns
 8. Touch step
 9. Pas de bourrées
 10. Battements

11. Fan kicks

12. Jétés

13. Passé jumps

14. Vertical jumps

15. Stag leaps

16. Sautés

17. Combinations

3. Combinations

1. Short dances created by the instructor for the students

2. Short dances created by the students for selves

4. Musicality

1. choreomusical choreographies

2. understanding basic rhythms

5. Assessment and evaluation of health and wellness

1. Analysis of personal growth toward achieving one's goals

2. Developing and modifying personal plan to achieve one's goals

3. Modifying goals as necessary

Methods of Instruction:

Methods of instruction may include, but are not limited to the following:

- **Method:** Lecture

Integration: Differentiate between placement versus alignment followed by demonstration of practical application of both concepts as they relate to jazz dance and/or jazz lines.

• **Method:** In-class Exercises

Integration: Demonstrate basic steps and concepts, terminology, and/or combinations followed by practice for proper technical execution.

• **Method:** Group Projects

Integration: Interpret and rehearse a combination learned in class for performance as a group, demonstrating an understanding of working in an ensemble.

• **Method:** Film/video Viewing and Discussion

Integration: Compare and contrast various jazz dance styles viewed on video followed by instructor and student analysis of style and historical/cultural lineage.

• **Method:** Experiments

Integration: Improvise to explore jazz concepts and creativity in performance.

• **Method:** Activity

Integration: Analyze musical selections with emphasis on rhythms and style to facilitate the critical thinking/complex body learning necessary for illustrating a particular jazz dance aesthetic.

• **Method:** Projects

Integration: Appraise and validate the ways in which specific exercises impact stability, agility, stamina, and strength, promoting overall health and fitness.

• **Method:** Discussion

Integration: Explore the history of jazz dance, specifically its status as a fusion form and how that relates to the racial, social, and political history of the United States.

Methods of Evaluation:

A student's grade shall be determined by the instructor using multiple measures of performance related to the course objectives. Methods of evaluation may include but are not limited to the following:

- **Method:** Class Participation

Integration: Students will be evaluated based on their expressive and technical growth through the performance of proper warm-up techniques, basic dance steps, and combinations.

• **Method:** Class Work

Integration: Student understanding of jazz dance concepts, terminology, and historical perspectives will be

assessed through class discussions that integrate student learning and comprehension of course materials.

- **Method:** Papers
Integration: Students will be evaluated based on their ability to assess the aesthetics of jazz dance seen live or on video and their knowledge of the historical lineage of the style viewed.
- **Method:** Final Performance
Integration: Students will be appraised based on their knowledge of basic jazz steps, musicality, and rhythms through the performance of a dance created by the students or the instructor.
- **Method:** Class Performance
Integration: Movement evaluations assessing student understanding and ability related to movement sequences, musicality, style, and performance.
- **Method:** Group Projects
Integration: Small groups analyze and demonstrate the ways in which specific exercises and/or combinations impact stability, stamina, agility and/or strength.

Examples of Assignments:

Students will be expected to understand and critique college level texts or the equivalent. Reading and writing, as well as out of class assignments are required. These assignments may include but are not limited to the following:

1. Prepare, practice, and perform a combination as taught in class demonstrating musicality and style.
2. Read, analyze, and discuss materials given in class in reference to historical perspectives, terminology, and concepts.
3. After watching a jazz dance from a Broadway musical, analyze the style and suggest its roots based on the rhythms and movements seen.
4. Compose and perform an original study of jazz dance, selecting a particular style of movement.
5. Keep a journal over the course of the semester, discussing your journey over eighteen weeks and how your study of a technique for dance has impacted both your self-development and your overall health and wellness.

Textbooks:

- Guarino, L. and Oliver, W. (2013). *Jazz Dance: A History of the Roots and Branches* University Press of Florida. ISBN: 13: 978-0813049298
- Person-Kriegel, L. and Chandler-Vaccaro, K. (2013). *Jazz Dance Today* Total Health Publications . ISBN: 13: 9780314027177
- Kraines, M. and Pryor, (2004). *Jump into Jazz: The Basics and Beyond for Jazz Dance Students* McGraw-Hill Humanities/Social Sciences/Languages; 5 edition. ISBN: ISBN-13: 978-0072844
- Henry, D. and Jenkins, P. (2020). *The Essential Guide to Jazz Dance* Crowood Press. ISBN: 1785006355

Other Resources:

- Sweet Charity (DVD, 2003)
- West Side Story (DVD, 2003)
- The Pajama Game (DVD, 2005)
- Chicago (DVD 2002)
- DVDs/videos These represent a mere selection of important jazz dance videos/DVDs.
- Accent On the Offbeat/Wynton Marsalis/Peter Martins/New York City Ballet/Albert Mayles (DVD, 2006)
- All That Jazz (DVD, 2007)
- America Dances, 189701948 (DVD, 2003)
- At the Jazz Band Ballâ€”Early Hot Jazz, Song and Dance (DVD, 2000)
- Broadway Dance Center: Jazz for the Beginner to Advanced Beginner (DVD, 2006)
- Broadway Dance Center: Lyrical Jazz (DVD, 2007)

- Broadway Dance Center: Street Jazz for All Levels with Rhapsody (DVD, 2006)
- Broadwayâ€™s Lost Treasures (DVD, 2003)
 - Broadwayâ€™s Lost Treasures, II (DVD, 2004)
 - Broadwayâ€™s Lost Treasures, III: The Best of the Tony Awards (DVD, 2005)
 - Cabaret (DVD, 2003)
 - Fosse (DVD, 2002)
 - Latin Jazz and Intro to Partneringâ€™ with Maria Torres (DVD, 2006)
 - Live at Broadway Dance Center: Contemporary Jazz with Brice Mousset (DVD, 2007)
 - Live at Broadway Dance: â€™Takesâ€™ on Theatre Dance for All Levels (DVD, 2007)
 - Live at Broadway Dance Center: Turns and Turn Combos with Michele Assaf (DVD, 2007)
 - Liza with a â€™Zâ€™ (DVD, 2006)
 - Moulin Rouge (DVD, 2004)

Minimum Qualification

- Dance (Masters Required)