



DAN-127A: INTERMEDIATE JAZZ DANCE

Effective Term

Fall 2023

BOT Approval Date

06/23/2022

Discipline

DAN - Dance

Course Number

127A

Course Title

Intermediate Jazz Dance

Short Title

Intermediate Jazz Dance

Credit Status (CB 04)

D - Credit - Degree applicable

Units**Activity Units**

2.00

Total Units

2.00

Hours**Activity Contact Hours**

64-72

Out of Class Hours Activity

32-36

Total Contact Hours

64 - 72

Total Out of Class Hours

32 - 36

Total Student Learning Hours

96 - 108

Distance Education

No

Catalog Description

This course facilitates the study of jazz dance at an intermediate level, focusing on the student's development of technical skills, movement dynamics, isolations, syncopations, and rhythms specific to the genre. A variety of styles will be explored from funk to musical theater within the historical and cultural context of jazz dance, exploring the fusion of Africanist and Europeanist aesthetics and elements.



Requisites

Prerequisite(s)

Prerequisite(s) (must be taken before)

DAN-123A or DAN-123B (with a grade of C or better) or by audition.

Codes

TOP Code (CB 03)

1008.00 - Dance

CIP Code

50.0301 - Dance, General.

Student Accountability Model (SAM) Priority Code (CB 09)

E - Non-Occupational

Noncredit Category (CB 22)

Y - Credit Course

Repeatability Code

No

Grading Option

Letter grade OR P/NP

Minimum Qualifications

Minimum Qualifications	And/Or
Dance (Masters Required)	End

GE Information

Check GE Types Requested

AA/AS E - Lifelong Learning and Self-Development

CSU Area(s)

Approved CSU Area

C1

IGETC Area(s)

Learning Objectives

Learning Objectives

Learning Objective
1. Exhibit proper alignment as applied to intermediate jazz dance while performing class warm-up and movement combinations.
2. Demonstrate progression and transition to an intermediate level of jazz dance technique and vocabulary.
3. Discover an increase in flexibility, strength, endurance, and expressivity within complex movement combinations at an intermediate level.
4. Examine the dynamic, style, phrasing and rhythm of choreography learned and performed in class
5. Examine and utilize jazz dance terminology effectively and correctly.
6. Develop improvisational dance skills as are appropriate to the jazz style introduced.
7. Evaluate class performances and individual progress for those skills specific to the jazz dance form, including specificity as it applies to dynamic expression and rhythmic interpretation.

8. Discover jazz dance as a form of American vernacular dance with a focus on the importance of African American influences and aesthetics.

9. Analyze the ways in which the study of a technique for dance impacts healthful living and self-development.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome

The student will perform an intermediate jazz dance combination with directional accuracy on both the right and left sides.

The student will demonstrate individual expression and style through performance of jazz dance combination.

The student will perform rhythmic sequences with accuracy and confidence.

The student will consistently stick to a task.

The student will reexamine and revise a craft or product in an ongoing process

The student will absorb and apply information from the environment through sensory stimuli

Program Learning Outcomes

Learning Outcome

Apply knowledge and skills gained to new and varied situations through dance expression.

Compose, perform and evaluate works of artistic expression.

Develop an awareness of the history, diversity, and cultural significance of dance.

Discover and evaluate movement through the use of aesthetic tools gained.

Examine anatomical ideas and discover the connections required to demonstrate depth of knowledge and technical ability.

Institutional Learning Outcomes

Aesthetic Awareness: The student will identify and evaluate how aesthetic expression leads to an appreciation of social and cultural context as well as the values of art and nature.

Communication: The student will effectively express and exchange ideas through listening, speaking, reading, writing, visual works, and other modes of interpersonal expression.

Critical Thinking: The student will analyze problems, gather and synthesize relevant information, evaluate ideas, information, and evaluate alternative points of view to create, innovate and implement effective solutions.

Cultural Awareness and Humility: The student will demonstrate knowledge of and sensitivity toward individuals of diverse ethnicity, age, gender, sexual orientation, and religious affiliations, as well as toward those individuals with diverse abilities and socio-economic classes to respectfully interact with individuals of diverse perspectives, beliefs and values while being mindful of the limitation of their own cultural frameworks.

Content

Course Activity Content

Jazz Dance-Historical and cultural context

1. African Influences
 - a. Syncopated rhythm
 - b. Polyrhythm/Polycentrism
 - c. Articulated torso - isolations
2. European Influences
 - a. upright spine
 - b. long lines
3. Other multi-cultural Influences
 - a. Caribbean or Afro-Caribbean
 - b. Latin
4. Jazz Dance in America

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- a. Social or Concert Forms
 - i. Funk
 - ii. Lindy Hop and Swing Era (social)
 - iii. Musical Theatre (concert)
 - iv. Modern-Jazz
 - b. Artists
 - i. Asadata Dafora
 - ii. Josephine Baker
 - iii. Katherine Dunham
 - iv. Nicholas brothers
 - v. Pearl Primus
 - vi. Jerome Robbins
 - vii. Jack Cole
 - viii. Bob Fosse
 - ix. Lynn Simonson
5. Erasures
- a. history of jazz dance tied to the history of racism in the United States
 - b. prominence of Eurocentric jazz styles
 - c. marginalization of African American influences and artists
 - d. Erosion of African Roots
6. Dance as Movement Practice
- a. Intermediate Techniques: execution of jazz dance technique and experiential vocabulary.
 - i. Alignment: increased awareness and practice at an intermediate level
 - 1. Skeletal alignment and relationship of body parts
 - 2. head to foot
 - 3. Head to tail connection
 - 4. Hip to foot connection
 - 5. Finger tips to navel, etc.
 - ii. Basic anatomical muscular and skeletal identification
 - b. Warm-up: exercises to condition the large muscle group and increase strength, flexibility and endurance.
 - i. Sequential movement through the following:
 - 1. Spine
 - 2. Arms
 - 3. Legs
 - 4. Head
 - 5. Shoulders
 - 6. Ribs
 - 7. Pelvis/Hips
 - ii. Strength and Awareness of the following areas:
 - 1. Abdominals
 - 2. Pelvis
 - a. Internal Rotation of the femur (parallel)
 - b. External Rotation of the femur (turn out)
 - 3. Upper-body
 - a. Shoulders
 - b. Arms
 - c. Chest
 - d. Back
 - 4. Lower body

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- a. Quadriceps
 - b. Hamstrings
 - c. Calves
 - d. Feet
 - i. Metatarsals
 - c. Stretching Exercises for Increased Flexibility
 - i. Quadriceps
 - ii. Hamstrings
 - iii. Calves
 - iv. Hips
 - v. Iliopsoas
 - vi. Upper body
 - d. Center work: technical combinations that utilize the following elements:
 - i. Isolations
 - 1. head/neck
 - 2. shoulders
 - 3. ribs
 - 4. hips
 - ii. polycentric movement
 - iii. polyrhythms
 - iv. syncopation
 - v. Contraction
 - vi. Hinge
 - vii. Plie'
 - viii. Tendu
 - ix. Degage'
 - x. Battements, in all directions
 - xi. Flat back
 - e. Traveling Locomotor movement
 - i. Jazz runs and walks
 - ii. traveling isolations
 - iii. Grapevine
 - iv. Catch step
 - v. Kick ball change
 - vi. Layout
 - vii. Pas de bourree
 - viii. Chasse'
 - ix. Battements
 - x. Traveling Progression
 - 1. Emphasizing rhythmic weight transfer through space
 - 2. Emphasizing shifts in direction and momentum through the use of suspension
 - 3. Emphasizing traveling with varied rhythms and dynamics
 - f. Turning and spotting
 - i. Chaîne
 - ii. Pivot
 - iii. Attitude
 - iv. Pique
 - v. Axel
 - vi. Barrel turn

- vii. Pirouette
 - 1. Parallel
 - 2. Turned-out
- g. Leaping and Jumping
 - i. Stag
 - ii. Hitch kick
 - iii. Jete'
- h. Expression and Sequencing
 - i. Choreographed material which emphasizes performance dynamics representative of the jazz style being taught.
 - 1. Musicality
 - 2. Phrasing
 - 3. Timing
 - 4. Rhythm (poly and syncopated)
 - i. Artistic impression, interpretation, intent
 - j. Improvisational exploration
- 7. Awareness of health and wellness through embodied practice
 - a. Physical, social, and psychological impacts (Evaluating the needs of the body)
 - i. Understanding your anatomy
 - 1. Dynamic alignment practices
 - ii. Dancer longevity
 - 1. Safe and effective training methods
 - a. Injury prevention and care
 - b. Correct technique in class exercises
 - c. Flexibility and safe practices
 - d. Appropriate strength training
 - e. Exercises for the prevention of injuries
 - f. Care for muscle soreness
 - 2. Positive impacts on mental health
 - a. Centering
 - b. Awareness of the body's communication

Methods of Instruction

Method

Activity

Integration

Practice the rhythmic, spatial, and dynamic elements of warm-up and across the floor exercises while simultaneously attending to correct technique and alignment.

Method

Critique

Integration

Provide individual feedback for each student in order to facilitate technical and artistic growth. Critiques may be written, verbal or tactile.

Method

Directed Study

Integration

Directed study of improvisations based on rhythms and movements specific to the jazz dance idiom reflecting the Africanist elements, aesthetics, and influences as well as noting the Eurocentric techniques and ideologies that have been historically privileged.

Method

Experiments

Integration

Group problem solving experiments focusing on technical concepts and/or combinations given by instructor. Student discussion and demonstration may follow.

Method

Film/video Viewing and Discussion

Integration

Occasional video viewing followed by discussion of the various styles and techniques included in the jazz dance vernacular with attention to the African influences, history of those influences, the cultural significance of each form, and how the form reflects systemic exclusions of the larger culture.

Method

Homework

Integration

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

Method

Lecture

Integration

Lecture/demonstration of technical exercises by instructor rooted in Africanist aesthetics and focusing on the execution of vocabulary and rhythm within a movement sequence.

Method

Projects

Integration

Occasional written and/or danced projects that reflect and respond to a specific African-American jazz dance choreographer or style.

Methods of Evaluation**Method**

Class Participation

Integration

Evaluation of class participation based on the student's development of technical dance skills and movement expression.

Method

Class Performance

Integration

Evaluation of student's ability to demonstrate rhythmic interpretation of music and creativity in movement as they perform within improvisational structures.

Method

Class Work

Integration

Weekly assessment by the instructor of the student's progression in technical and expressive skill through observation of class work.

Method

Exams/Tests

Integration

Movement exams to assess the student's mastery of dance sequences based on performance skills, musicality, rhythm and style.

Method

Final Performance

Integration

Final performance of movement project integrating intermediate vocabulary as well as jazz dance components. Evaluation of project based on integration and execution of vocabulary, as well as stylistic expression of movement and rhythms.

Method

Papers

Integration

Two-page analysis paper of jazz dance seen live or in recorded form. Evaluation of essay based on student understanding and analysis of jazz dance elements, technique, and performance style with awareness of its African roots, elements, and aesthetics. Students should also note the Eurocentric techniques that have been historically privileged, including how that has impacted artists of color as well as the genre as a whole. Papers will also be evaluated for organization, cohesion, proper use of terminology, and integration of class concepts.

Method

Self-Evaluation

Integration

Students' comprehension of the ways in which the study of a technique for dance impacts personal health and self-development will be evaluated through an oral, or written, self-evaluation that discusses individual improvement of strength, flexibility, balance and endurance.

Assignments**Assignment Type**

Reading

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

Read and analyze the chapter, "Stripping the Emperor: the Africanist Presence in American Concert Dance," by Brenda Dixon Gottschilds, and come to class prepared to discuss Africanist aesthetics and the related historical perspectives as they apply to the jazz dance genre. You should be able to name and define all five Africanist aesthetics as described in the chapter and apply these concepts to the movement vocabulary we've studied in class.

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

Write a two-page paper evaluating a jazz dance from a live concert or a choreography on video by a jazz dance innovator. Discuss the multicultural influences with particular attention to the African elements that inform the choreography and how these influences continue the legacy of this American vernacular form.

Assignment Type

Other

In-class and/or outside of class

In-class

Formative or Summative

Formative

Assignment

You will analyze, rehearse, and perform a complex jazz dance combination as learned in class. It is necessary that you demonstrate specificity of performance in regards to proper technique, musicality, dynamics, style, phrasing, rhythm and shape.

Assignment Type

Other

In-class and/or outside of class

In-class

Formative or Summative

Formative

Assignment

Create, rehearse, and perform a duet based on the improvisational structure of Shape, Shape and Reshape, utilizing and demonstrating your understanding of a jazz dance movement vocabulary.

Assignment Type

Other

In-class and/or outside of class

In-class

Formative or Summative

Formative

Assignment

Perform a developpe combination that demonstrates your understanding of proper alignment and technique, including effective use of turn-out, engagement of the iliopsoas, aligned pelvis, and related port de bras. Your performance should also include attention to your available flexibility, strength, endurance, and expressivity.

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

Write a self-evaluation appraising your growth during the semester, evaluating your overall performance, and analyzing the ways in which the study of jazz dance technique has impacted your overall health and self-development.

Course Materials**Textbooks**

Guarino, L., Jones, C., and Oliver, W. (2022). Rooted Jazz Dance: Africanist Aesthetics and Equity in the Twenty-First Century University Press of Florida. ISBN-13 : 978-0813069111

Guarino, L. and Oliver, W. (2015). Jazz Dance: A History of the Roots and Branches University Press of Florida. ISBN: 978-0813061290 Publications .

Class Size Information**Class Size**

32

Class Size Category

G - Large lab 32

Diversity and Inclusion

Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.

While jazz dance has many cultural influences, historically, Eurocentric techniques and ideologies have been privileged, which has served to marginalize the major contributions from African American communities and has systemically eroded the African roots of the form. To combat these exclusions, instructors will center Africanist aesthetics, elements, and influences through lecture, video viewing, discussion, and most importantly, in the teaching of the skills, rhythms, movements, and techniques of jazz dance. Additionally, as students study a dance form, they embody their own racial, sexual, gender, and other identities, all of which are welcomed and respected in each dance course. Mindfulness of the systemic barriers and social oppression that impact some students based on race, gender identity, disability, etc. will be considered with an eye toward reducing harm and creating equitable experiences and outcomes.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

This course is taught utilizing lecture, visual demonstration, verbal description, hands on feedback, movement, music, rhythms, embodied practice, and immediate assessment to deliver the content. These diverse learning modalities provide multiple points of access to the material, allowing students to excel given their individual learning styles, proclivities, and strengths. Student growth is facilitated through class practices and instruction that rely on multiple senses, including the often undervalued kinesthetic and embodied learning modalities. Courses in the performing arts inherently engage multiple intelligences and learning styles and provide a unique educational platform for all, including those students who may not excel in traditional learning environments.

Interactions**Explain how the course will incorporate student-to-student interaction.**

Students work together during class exercises and assist one another in working out the details of new jazz combinations and material and in remembering past material. Additionally, students create group dances based on intermediate jazz dance technique and vocabulary for the midterm and final projects, sharing choreographic ideas regarding theme and movement as well as shaping the project utilizing choreographic elements and jazz dance musicality and rhythms.

Explain how the course will incorporate instructor-to-student interaction.

The instructor delivers course content visually, through movement demonstrations, and verbally through lecture and description, highlighting body isolations, jazz dance techniques, and musicality. Verbal, visual, and hands on feedback is also given throughout the class to individual students to improve alignment and techniques specific to jazz dance. Students ask questions of the instructor for clarity and detail in rhythm, musicality, shape, and quality in movement combinations. Interaction is constant throughout the class.

Explain how the course will incorporate student-to-content interaction.

Interaction with course content occurs mostly in interactions with the instructor as the instructor teaches the techniques, skills, and artistry of jazz dance. Students hone their skills in class, but also practice at home to deepen their knowledge of the movement learned in class. Content is also accessed through video viewing and occasional readings.

Explain how the course will incorporate student-to-self interaction (metacognitive).

Students reflect on their growth and progress on a daily basis. The study of dance requires an ongoing self-reflection measured visually and in comparison to visual demonstrations and verbal feedback. Students continually compare their reflection of the movement with their own image and the demonstrations of the instructor. Written self-reflections on progress will sometimes be utilized.

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