



DAN-127B: ADVANCED INTERMEDIATE JAZZ DANCE

Effective Term

Fall 2023

BOT Approval Date

10/13/2022

Discipline

DAN - Dance

Course Number

127B

Course Title

Advanced Intermediate Jazz Dance

Short Title

Adv 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 continued study of jazz dance at an advanced-intermediate level and focuses on the synthesis of technical skills with artistic expression. Through the study of various expressions of jazz dance with a focus on Africanist aesthetics, influences, and elements, students will deepen their expressive skills and dynamic range as well as their historical understanding of the genre.



Requisites

Prerequisite(s)

Prerequisite(s) (must be taken before)

DAN-123A or DAN-123B or DAN-127A (with a grade of C or better) or 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)

IGETC Area(s)

Learning Objectives

Learning Objectives

Learning Objective
1. Exhibit proficiency in jazz dance technique at an advanced-intermediate level.
2. Distinguish proper practices for injury prevention through the application of dynamic alignment and core support.
3. Demonstrate kinesthetic awareness as well as nuanced dynamic and rhythmic interpretation of complex jazz dance movement combinations and classroom exercises at an advanced-intermediate level.
4. Formulate an understanding of syncopated jazz rhythms as they apply to locomotor steps and jazz dance choreography.
5. Compose movement within a jazz dance aesthetic in response to specific structures created by the instructor.
6. Evaluate and critique class performances for aesthetic value and compositional intent.
7. Examine the cultural roots of jazz dance and understand the development of the form within the history of racism in the United States.
8. Illustrate the ability to perceive and express qualitative differences in movement as expressed within the genre of jazz dance.
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
1. Students will consistently stick to a task.
2. Students will reexamine and revise a craft or product in an ongoing process.
3. Students will absorb and apply information from the environment through sensory stimuli.

Program Learning Outcomes

Learning Outcome
1. Students will apply knowledge and skills gained to new and varied situations through dance expression.
2. Students will compose, perform and evaluate works of artistic expression.
3. Students will develop an awareness of the history, diversity, and cultural significance of dance.
4. Students will discover and evaluate movement through the use of aesthetic tools gained.
5. Students will 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

1. Historical and Cultural impact
 - a. Fusions/multiculturalism
 - i. African Influences
 - ii. European Influences
 - iii. Latin Influences
 - iv. Caribbean or Afro-Caribbean influences
 - b. Reflections of race, gender, sexuality, and class
 - i. Choreographies of inclusion/exclusion
 1. Who is remembered?
 - ii. Appropriation
 - iii. Significance to American Culture
 - iv. Social forms and challenges to the status quo
 - v. Concert forms and reflections of historical time periods
 - vi. Street forms and identity
2. Understanding the canon
 - a. Through video, live performance, and movement practice
 - b. Recognizing aesthetic differences of historical time periods
 - c. Recognizing the cultural influences in various jazz dance forms
 - d. Understanding the historical context of jazz dance forms
 - e. Social
 - f. Concert
 - g. Musical Theater

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- h. Hip hop
 - i. Modern jazz
 - j. Connections to musical forms
3. Dance as Practice
- a. The function of technique
 - b. Efficient movement practices
 - c. Injury prevention
 - d. Artistic expression
 - e. Performance and focus
 - f. Building a foundation
 - g. Flexibility and safe practices
 - h. Appropriate strength training
4. Advanced Intermediate Techniques: execution of jazz dance technique and experiential vocabulary
- a. Alignment
 - i. Dynamic alignment
 - ii. Alignment understood as mobile and fluid as opposed to fixed within the body
 - iii. Integration of skeletal alignment in relationship to movement
 - iv. Increased understanding of muscular and skeletal systems and their functions in dance technique
 - b. Warm-up: exercises to condition the large muscle group and increase strength, flexibility and endurance
 - i. Sequential movement
 - 1. Rolling through the spine
 - 2. Undulations
 - 3. Shoulder rolls
 - 4. Isolation of body parts
 - ii. Strength exercises for balanced musculature:
 - 1. Upper body: pectorals, biceps, and triceps
 - a. Plank position(low and high)
 - b. Downward Facing Dog
 - c. Controlled inversions
 - 2. Legs and Feet: hamstrings, quadriceps, calves
 - a. Developpe
 - b. Lunges
 - c. Releve/Eleve
 - d. knee flaps
 - 3. Abdominals: rectus abdominis, transverse abdominis, and obliques
 - a. Scissors
 - b. Roll ups
 - c. Pelvis: iliopsoas, pelvic floor and hips
 - d. Bridge
 - 4. Floor barre
 - 5. Stretching Exercises for increased flexibility
 - a. Large muscle groups of legs, arms and torso
 - b. Attention to the difference in elastic vs. non-elastic tissue
 - c. Center work: the practice of technique at an advanced-intermediate level (parallel and turned-out with proper alignment through rotation of the femur to the feet)
 - i. Isolations
 - ii. Demi and grand plies with complex timings and upper body coordination
 - iii. Balances on one foot in 'leve' and 'releve'
 - iv. Tendu and degage' engaging complex rhythms and articulation through the feet
 - v. Battements, with torso on and off center
 - vi. Moving through contraction to flat back
 - vii. Hinges with torso off center
 - d. Traveling Locomotor movement integrating correct alignment and advanced-intermediate jazz dance vocabulary
 - i. Extended combinations to increase stamina
 - ii. Dynamic weight and directional shifts through space
 - iii. Complex phrasing and musicality

- iv. Syncopation and poly-rhythms
- v. Integration of a variety of tempos and nuanced dynamic expression
 - 1. Fast to slow
 - 2. Percussive to sustained
- vi. Turning and spotting utilizing jazz dance movement vocabulary
 - 1. Focus: internal and external
 - 2. Torso off-center
- vii. Leaping and Jumping
 - 1. Attention to correct technique
 - a. Landing toe, ball, heel
 - b. Form and alignment while in the air
- e. Center Combinations
 - i. Choreographed material which emphasizes performance dynamics representative of the jazz style being taught
 - 1. Musicality and rhythmic interpretation
 - 2. Syncopation
 - 3. Poly-rhythm
 - 4. Multiple time signatures
 - 5. Varied movement dynamics
 - a. Percussive Sustained
 - b. Suspended
 - 6. Artistic impression, interpretation, intent
 - 7. Improvisational explorations
 - a. Exploring a personal movement voice within the jazz dance vernacular
 - b. Spontaneous interpretation of musical inputs
- 5. Awareness of health and wellness through embodied practice
 - a. Physical, social, and psychological impacts (Evaluating the needs of the body)
 - i. Understanding your anatomy
 - ii. Dynamic alignment practices
 - iii. Dancer longevity
 - 1. Safe and effective training methods
 - 2. Injury prevention and care
 - 3. Correct technique in class exercises
 - 4. Flexibility and safe practices
 - 5. Appropriate strength training
 - 6. Exercises for the prevention of injuries
 - 7. Care for muscle soreness
 - iv. Positive impacts on mental health
 - 1. Centering
 - 2. Awareness of the body's communication

Methods of Instruction

Method

Activity

Integration

Group analysis and demonstrations of the ways in which the study of a technique for dance impacts general health and wellness in regards to strength, stamina, balance, and agility and aids the student in creating personal goals for health and wellness.

Method

Discussion

Integration

Discussion/analysis of the various styles within the jazz dance canon investigating its roots, specifically the African American elements and aesthetics that are foundational to the form.

Method

Group Projects

Integration

In pairs, create a movement combination that illustrates Africanist elements and concepts that are foundational to the jazz dance genre.

Method

In-class Exercises

Integration

Rehearsal of movement combinations which investigate syncopated and poly rhythms, percussive to sustained movement dynamics, and intricate spatial patterns that are inherent in the jazz dance form.

Method

Directed Study

Integration

Lecture/demonstration of movement combinations that highlight Africanist aesthetics with a focus on proper execution and technique followed by student repetition and instructor feedback.

Method

Live Performance Viewing

Integration

Attend a live performance as a means of deepening aesthetic awareness as well as an appreciation for the level of technical and artistic skill necessary in professional level dancers.

Method

Observation and Demonstration

Integration

Observation of the integration of correct technique, rhythmic patterns, and musicality as demonstrated by instructor or exemplar student peers.

Method

Homework

Integration

Examine select readings to contextualize the study of jazz dance within the history and culture of American vernacular dance, noting how the history of jazz dance is closely tied to the history of racism in the United States.



Methods of Evaluation

Method

Class Performance

Integration

Performance of weekly movement compositions appraised for growth in ability to integrate musicality, rhythmic interpretation, form, and proper Africanist and Europeanist techniques.

Method

Class Work

Integration

Class work will be evaluated based on the quality of participation as demonstrated by the student's ability to: apply corrections; move fully through a range of dynamic interpretations; demonstrate growth in movement sequence retention.

Method

Final Performance

Integration

Small group or solo performance of a movement composition choreographed by student(s) or instructor will be evaluated for the student's understanding of the integral relationship between music and movement as it applies to jazz dance.

Method

Group Projects

Integration

Evaluation of student's understanding of terminology, muscular-skeletal function, and proper technique through the observation of peer group discussions.

Method

Homework

Integration

Response papers to live or filmed dance performance will be assessed for student understanding of the historical influences of the artistic work, noting which elements are privileged in the work. Students will discuss the social-cultural biases that lead to some techniques being privileged over other foundational influences. Essays will also be assessed for an understanding of basic compositional organization, cohesion, proper use of terminology, and integration of class concepts.

Method

Exams/Tests

Integration

Occasional movement exams will be evaluated to assess student understanding of dynamic alignment, the specifics of jazz dance style and technique, and artistic growth and expression.

Method

Papers

Integration

Written response to class readings that demonstrates comprehension of the cultural and historical value of jazz dance and its place within American vernacular dance. Papers will be assessed for an understanding of movement idioms and stylistic choices within the genre that are a direct reflection of various historical periods of American culture, including systemic oppressions and biases that reflect the larger culture. Essays will also be assessed for organization, cohesion, and integration of jazz dance terminology.

Assignments**Assignment Type**

Other

In-class and/or outside of class

In-class

Formative or Summative

Formative

Assignment

Perform a movement combination that demonstrates a synthesis of rhythmic analysis, dynamic range, and specificity of shape that is also an accurate reflection of the Africanist elements of the jazz dance genre.

Assignment Type

Other

In-class and/or outside of class

In-class

Formative or Summative

Formative

Assignment

Observe and analyze the dynamic alignment of classmates and offer suggestions and feedback.

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

Write a three-page response paper on a live dance performance that identifies the jazz dance vocabularies employed and their historical influences with particular attention to the African roots of the form.

Assignment Type

Writing

In-class and/or outside of class

Outside of class



Formative or Summative

Summative

Assignment

Write a self-evaluation paper 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 health and self-development.

Assignment Type

Other

In-class and/or outside of class

In-class

Formative or Summative

Summative

Assignment

Work within a small group to create a movement combination that utilizes jazz dance aesthetics and technique at an advanced-intermediate level.

Assignment Type

Other

In-class and/or outside of class

In-class

Formative or Summative

Formative

Assignment

Create movement, within an improvisational exercise, that demonstrates a developing personal movement voice and an understanding of shape, rhythm and dynamics as it applies to jazz dance.

Assignment Type

Reading

Formative or Summative

Formative

Assignment

Read and analyze the article, "Jazz Dance Technique, Aesthetics, and Racial Supremacy" by Carlos R. A. Jones in Rooted Jazz Dance: Africanist Aesthetics and Equity in the Twenty-First Century. This chapter addresses the biases of white supremacy that have impacted the genre and have served to both appropriate and invisibilize Africanist aesthetics and elements. Be prepared to discuss these impacts on the genre of jazz dance and how this reflects the history of white supremacy in the larger US culture.

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

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 material and in remembering past material. Additionally, students create group dances for the midterm and final projects, sharing choreographic ideas that feature jazz dance aesthetics and elements at an advanced-intermediate level.

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, focusing on the techniques and aesthetics of jazz dance, highlighting African-American contributions. Verbal, visual, and hands on feedback is also given throughout the class to individual students and to the group as a whole. Students ask questions of the instructor for clarity and detail 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 related to jazz dance and its history.

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 jazz dance requires an ongoing self-reflection measured visually and in comparison to visual demonstrations and verbal feedback. Written self-reflections on progress will sometimes be utilized.

Key: 1155