COURSE OUTLINE OF RECORD

Number: DANC G130  TITLE: Dance For Musical Theater

ORIGINATOR: Martha Ramm Engle  EFF TERM: Spring 2017
FORMERLYknown AS:

CROSS LISTED COURSE:

SEMESTER UNITS: 2.0
HRS LEC: 27.0  HRS LAB: 27.0  HRS OTHER: 0.0  CONTACT HRS TOTAL: 54.0
STUDY NON-CONTACT HRS RECOMMENDED: 54.0

CATALOG DESCRIPTION:

This course is designed to acquaint the students with basic dance movements and techniques for musical stage productions. Students will learn choreography from famous stage and film musicals.

JUSTIFICATION FOR COURSE:

PREREQUISITES:

COREQUISITES:

ADVISORIES:

ASSIGNED DISCIPLINES:

Dance

MATERIAL FEE: Yes [ ] No [X] Amount: $0.00

CREDIT STATUS: Noncredit [ ] Credit - Degree Applicable [X] Credit - Not Degree Applicable [ ]

GRADING POLICY: Pass/No Pass [X]  Standard Letter [X]  Not Graded [ ]  Satisfactory Progress [ ]

OPEN ENTRY/OPEN EXIT: Yes [ ] No [X]

TRANSFER STATUS: CSU Transferable[ ]  UC/CSU Transferable[X]  Not Transferable[ ]

BASIC SKILLS STATUS: Yes [ ] No [X]  LEVELS BELOW TRANSFER: Not Applicable

CALIFORNIA CLASSIFICATION CODES: Y - Not Applicable

NON CREDIT COURSE CATEGORY: Y - Not applicable, Credit Course

OCCUPATIONAL (SAM) CODE: E

REPEATABLE ACCORDING TO STATE GUIDELINES: No [X]  Yes [ ] NUMBER REPEATS:

REQUIRED FOR DEGREE OR CERTIFICATE: No [ ] Yes [X]

Associate in Arts: Liberal Arts: Emphasis in Social Behavior and Self-Development(associate in Arts)
Dance(associate in Arts)

GE AND TRANSFER REQUIREMENTS MET:

CSU GE Area E: Lifelong Understanding and Self-Development
   E2 - Activity Course
UC Transfer Course
   A. Transfers to UC
GWC AA - Area E Lifelong Understanding and Self-Development
   Area E Lifelong Understanding and Self-Development

COURSE LEVEL STUDENT LEARNING OUTCOME(S) Supported by this course:
1. Move rhythmically and relate to the specific style, time period, feeling and quality of varied musical selections
2. Demonstrate improved co-ordination, strength, flexibility, and agility
3. Perform different styles of movement from different time periods in musical theater history

COURSE OBJECTIVES:
1. Recall and perform appropriate warm-up exercises and techniques
2. Move rhythmically and relate to the specific style, time period, feeling and quality of varied musical selections
3. Demonstrate improved co-ordination, strength, flexibility, and agility
4. Work cooperatively as is necessary in ensemble dance productions
5. Demonstrate improved dance memory for longer dance sequences
6. Project both body and facial expression
7. Perform choreography similar to original choreography from famous stage and film musicals
8. Perform different styles of movement from different time periods in musical theater history

COURSE CONTENT:

LECTURE CONTENT:
A. Instruction and rehearsal of current musical choreographic work in progress:
   1. style
   2. feeling
   3. energy
   4. time period
   5. projected physical expressions of the dancers
B. Instruction and rehearsal of popular musical theater dance styles
   1. Charleston
   2. Boogie Woogie
   3. Jitterbug
   4. Folk styles of dance

LABORATORY CONTENT:
A. Warm-up.
B. Instruction and rehearsal of current musical choreographic work in progress:
   1. style
   2. feeling
   3. energy
   4. time period
   5. projected physical expressions of the dancers
C. Instruction and rehearsal of popular musical theater dance styles
   1. Charleston
2. Boogie Woogie
3. Jitterbug
4. Folk styles of dance

METHODS OF INSTRUCTION:

A. Lecture:
B. Lab:
C. Independent Study:

INSTRUCTIONAL TECHNIQUES:

COURSE ASSIGNMENTS:

Reading Assignments
Instructor prepared handouts

Out-of-class Assignments
1. View video/DVD's of musicals for the purpose of evaluation
2. Attend a live musical or dance performance and write a two-page evaluation.

Writing Assignments
1. Written critique of a live performance of a musical
2. Written critique of a video performance of a musical

METHODS OF STUDENT EVALUATION:
Midterm Exam
Final Exam
Short Quizzes
Written Assignments
Report
Projects (ind/group)
Problem Solving Exercises
Oral Presentations
Skills Demonstration

Demonstration of Critical Thinking:
Written critique of a live performance of a musical

Required Writing, Problem Solving, Skills Demonstration:
Students will be evaluated in the execution of learned dances and through demonstrated skill proficiency

TEXTS, READINGS, AND RESOURCES:

Other:
1. Instructor prepared handouts

Leotards, tights, dancewear, exercise clothes, sweat pants. Appropriate dance shoes as required according to specific dances being learned

LIBRARY:
Adequate library resources include:
Comments:
Attachments: