COURSE OUTLINE OF RECORD

Number: DANC G135  TITLE: Mid-Eastern Dance

ORIGINATOR: Angelika Nemeth  EFF TERM: Summer 2010
FORMERLY KNOWN AS:

CROSS LISTED COURSE:

SEMESTER UNITS: 0.5 – 1.0
HRS LEC: 9.0 – 18.0  HRS LAB: 9.0 – 18.0  HRS OTHER: 0.0
CONTACT HRS TOTAL: 18.0 - 36.0
STUDY NON-CONTACT HRS RECOMMENDED: 18.0 - 36.0

CATALOG DESCRIPTION:
This is a technique course emphasizing the social and stage dances from the region designated as the Near and Middle East.

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[X]  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

COURSE LEVEL STUDENT LEARNING OUTCOME(S) Supported by this course:

1. demonstrate and improve ability to do rhythmic patterns and to improve rhythmic accuracy.
2. express in movement, the emotional feeling of the regional music.
3. demonstrate steps of various dances taught.

COURSE OBJECTIVES:
1. Demonstrate a cultural awareness of social customs throughout the Arab world in terms of music, regional dress, food, and social customs.
2. Express in movement, the emotional feeling of the regional music.
3. Demonstrate steps of various dances taught.
4. Demonstrate ability to play finger cymbals.
5. Demonstrate and improve ability to do rhythmic patterns and to improve rhythmic accuracy.
6. Demonstrate the use of props such as veil, stick, cane, sword, etc.
7. Demonstrate confidence to improvise.
8. Choreograph short dance phrases integrating the various Middle Eastern elements learned in class.

COURSE CONTENT:

LECTURE CONTENT:

Dance 135A - Beginning level
A. Orientation
B. Requirements and procedures
C. Introduction to the Near and Middle Eastern cultures
D. Course objectives
E. Activity
   1. Basic warm-up using Middle Eastern movements and styling: foot patterns, use of torso, hips, arm
   2. Introduction to basic rhythmic patterns
   3. Introduction to improvisation techniques
   4. Short dances utilizing Egyptian dance styling
F. Evaluation
   1. Skill demonstration of basic foot and hip patterns
   2. Skill demonstration of basic finger cymbal playing
   3. Evaluation of dances learned in class
   4. Evaluation of improvisational techniques at the beginning level

Dance 135B - Intermediate level
A. Orientation
B. Requirements and procedures
C. Pre-evaluation of student level
D. Review of dance vocabulary from beginning level
E. Activity
   1. Warm-up
   2. Intermediate technique, demonstration and practice drills
      a. Vocabulary – intermediate level
      b. Cultural background
      c. Intermediate skills in finger cymbal playing and rhythms
      d. Use of props
      e. Intermediate level skills in solo improvisations
      f. Intermediate choreographic skills
      g. Learning of dances and practice
F. Evaluation
   1. Skill demonstration of movement material
   2. Skill demonstration of cymbal playing
   3. Skill demonstration of improvisation and choreographic skills

Dance 135C - Intermediate/advanced level
A. Orientation
B. Requirements and procedures
C. Pre-evaluation of existing skill level
D. Student goals
E. Activity
DANC G135-Mid-Eastern Dance

1. Warm-up incorporating intermediate/advanced level movement
   2. Intermediate/advanced level technique, demonstration and practice drills
      a. Vocabulary introduced at the intermediate/advanced level
      b. Cultural background
      c. Intermediate/advanced skills in finger cymbal playing and rhythms
      d. Use of tabla and other percussion type instruments

3. Instruction in folkloric forms:
   a. Dabke, a Lebanese line dance
   b. Khaleeji, an Arab women’s dance from the Arabian Gulf
   c. Persian urban dance styles
   d. Zar, trance dances from various regions
   e. Egyptian stick dance
   f. Raks Al Assaya
   g. Balancing dances using various props such as jars, swords, and candelabras

4. Continued improvisational and choreographic skills and individualized projects

F. Evaluation
   1. Skill demonstration of learned movement material
   2. Skill demonstration of use of props, finger cymbals
   3. Performance skills in individual projects

Dance 135D
A. Orientation
B. Requirements and procedures
C. Individual student goals
D. Activity
   1. Warm-up incorporating more complex movement skills
   2. Advanced level technique, demonstration and practice
   3. Vocabulary introduced at the advanced level
   4. Cultural background
   5. Advanced skills in finger cymbal playing and rhythms
   6. Learning and practicing ability to recognize and perform to 7 different rhythms:
      a. Belady
      b. Chfite
      c. Telli
      d. Bolero
      e. Saidi
      f. Masmoudi
      g. 6/8, 9/8, and various solo patterns

E. Individualized projects including a solo of approximately 4 minutes in length with appropriate costuming

F. Learn about the rudiments of costume construction

G. Evaluation
   1. Skill demonstration of learned movement and rhythmic material
   2. Demonstration of use of props, finger cymbals
   3. Performance of solo project, choreography, and costume

LABORATORY CONTENT:

Dance 135A - Beginning level
A. Orientation
B. Requirements and procedures
C. Introduction to the Near and Middle Eastern cultures
D. Course objectives
E. Activity
   1. Basic warm-up using Middle Eastern movements and styling: foot patterns, use of torso, hips, arm
   2. Introduction to basic rhythmic patterns
3. Introduction to improvisation techniques
4. Short dances utilizing Egyptian dance styling

F. Evaluation
1. Skill demonstration of basic foot and hip patterns
2. Skill demonstration of basic finger cymbal playing
3. Evaluation of dances learned in class
4. Evaluation of improvisational techniques at the beginning level

Dance 135B - Intermediate level
A. Orientation
B. Requirements and procedures
C. Pre-evaluation of student level
D. Review of dance vocabulary from beginning level
E. Activity
1. Warm-up
2. Intermediate technique, demonstration and practice drills
   a. Vocabulary – intermediate level
   b. Cultural background
   c. Intermediate skills in finger cymbal playing and rhythms
   d. Use of props
   e. Intermediate level skills in solo improvisations
   f. Intermediate choreographic skills
   g. Learning of dances and practice

F. Evaluation
1. Skill demonstration of movement material
2. Skill demonstration of cymbal playing
3. Skill demonstration of improvisation and choreographic skills

Dance 135C - Intermediate/advanced level
A. Orientation
B. Requirements and procedures
C. Pre-evaluation of existing skill level
D. Student goals
E. Activity
1. Warm-up incorporating intermediate/advanced level movement
2. Intermediate/advanced level technique, demonstration and practice drills
   a. Vocabulary introduced at the intermediate/advanced level
   b. Cultural background
   c. Intermediate/advanced skills in finger cymbal playing and rhythms
   d. Use of tabla and other percussion type instruments
3. Instruction in folkloric forms:
   a. Dabke, a Lebanese line dance
   b. Khaleeji, an Arab women’s dance from the Arabian Gulf
   c. Persian urban dance styles
   d. zar, trance dances from various regions
   e. Egyptian stick dance
   f. Raks Al Assaya
   g. balancing dances using various props such as jars, swords, and candelabras
4. Continued improvisational and choreographic skills and individualized projects

F. Evaluation
1. Skill demonstration of learned movement material
2. Skill demonstration of use of props, finger cymbals
3. Performance skills in individual projects

Dance 135D
A. Orientation
B. Requirements and procedures
C. Individual student goals
D. Activity
1. Warm-up incorporating more complex movement skills
2. Advanced level technique, demonstration and practice
3. Vocabulary introduced at the advanced level
4. Cultural background
5. Advanced skills in finger cymbal playing and rhythms
6. Learning and practicing ability to recognize and perform to 7 different rhythms:
   a. Belady
   b. Chfite
   c. Telli
   d. Bolero
   e. Saidi
   f. Masmoudi
   g. 6/8, 9/8, and various solo patterns
E. Individualized projects including a solo of approximately 4 minutes in length with appropriate costuming
F. Learn about the rudiments of costume construction
G. Evaluation
   1. Skill demonstration of learned movement and rhythmic material
   2. Demonstration of use of props, finger cymbals
   3. Performance of solo project, choreography, and costume

METHODS OF INSTRUCTION:

A. Lecture:
B. Lab:
C. Audio – One Way:
D. Independent Study:

INSTRUCTIONAL TECHNIQUES:

COURSE ASSIGNMENTS:

Reading Assignments
A. Required Reading such as:
   Dance journals and magazines

Out-of-class Assignments
Video taped performances
Selected handout materials to be provided and distributed by the instructor

Writing Assignments
Students will be required to:
Present a two-page report on a live Middle Eastern Dance performance (guidelines/format to be given to students).
Demonstrate movement vocabulary specific to indigenous rhythms (i.e. Belady rhythm).
Perform in small groups and demonstrate skills.
Demonstrate ability to play finger cymbal patterns, and the ability to stay on beat.
Ability to walk and play the cymbal patterns at the same ti
METHODS OF STUDENT EVALUATION:
Midterm Exam
Final Exam
Projects (ind/group)
Problem Solving Exercises
Skills Demonstration

Demonstration of Critical Thinking:
Demonstrate ability to identify rhythms (listen and identify).

Required Writing, Problem Solving, Skills Demonstration:
Students will be required to:

Present a two-page report on a live Middle Eastern Dance performance (guidelines/format to be given to students).

Demonstrate movement vocabulary specific to indigenous rhythms (i.e. Belady rhythm).

Perform in small groups and demonstrate skills.

Demonstrate ability to play finger cymbal patterns, and the ability to stay on beat.

Ability to walk and play the cymbal patterns at the same time.

TEXTS, READINGS, AND RESOURCES:

LIBRARY:
Adequate library resources include:

Comments:

Attachments:
Attached Files