COURSE OUTLINE OF RECORD

Number: DANC G136   TITLE: Intermediate/Advanced Mid-Eastern Dance

ORIGINATOR: Instructor Placeholder AAA   EFF TERM: Fall 2010
FORMERLY KNOWN AS:

DATE OF OUTLINE/REVIEW: 04-30-2002
CROSS LISTED COURSE:

TOP NO: 1008.00
CID:

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 which incorporates choreography, improvisation, movement, vocabulary, styling, veil work, and finger cymbal playing. Instruction at the intermediate and advanced levels is offered.

ADVISORY: Dance G135

JUSTIFICATION FOR COURSE:

PREREQUISITES:

COREQUISITES:

ADVISORIES:

• DANC G135: Mid-Eastern Dance

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]

Dance(Associate in Arts)

GE AND TRANSFER REQUIREMENTS MET:

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

1. demonstrate to ability to move to rhythmic patterns and to identify 11 rhythms: Baladi, Maksoum, Saidi, Masmoudi Kabeer, Fallahi, Malfuf, Ayoub, Khaleeji, Bolero, Chiftetelli and 9/8.
2. express in movement, the emotional feeling of the music.
3. demonstrate steps of various dances taught.
COURSE OBJECTIVES:
1. Develop 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 music.
3. Demonstrate steps of various dances taught.
4. Demonstrate ability to play finger cymbals.
5. Demonstrate and improve ability to move to rhythmic patterns and to identify 11 rhythms: Baladi, Maksoum, Saidi, Masmoudi Kabeer, Fallahi, Malfuf, Ayoub, Khaleeji, Bolero, Chiftetelli and 9/8.
6. Demonstrate the use of props such as veil, stick/cane and various balancing props.
7. Demonstrate confidence to improvise.
8. Choreograph short dance phrases integrating the various Middle Eastern elements learned in class.
9. Develop showmanship.
10. Acquire an understanding of appropriate costuming.
11. Acquire an understanding of professional ethics.

COURSE CONTENT:

LECTURE CONTENT:

INTERMEDIATE LEVEL
Orientation
  Requirements and procedures
  Pre-evaluation of existing skill level
  Student goals
Activity
  Warm-up incorporating intermediate/advanced level movement
  Intermediate/advanced level technique, demonstration and practice drills
  Vocabulary introduced at the intermediate/advanced level
  Cultural background
  Intermediate/advanced skills in finger cymbal playing and rhythms
  Use of "tabla" and other percussion type instruments
  Instruction in folkloric forms: Dabke, a Lebanese line dance; Khaleeji, an Arab women’s dance from the Arabian Gulf;
  Persian urban dance styles; zar, trance dances from various regions; Egyptian stick dance, Raks Al Assaya; and balancing
  dances using various props such as jugs, swords, and candelabras
  Continued improvisational and choreographic skills and individualized projects
Evaluation
  Skill demonstration of learned movement material
  Skill demonstration of use of props, finger cymbals
  Solo Performance (between two to four minutes)
  Two-page critique on a Middle Eastern dance performance
  Classroom behavior and attendance

ADVANCED
Orientation
  Requirements and procedures
  Individual student goals
Activity
  Warm-up incorporating more complex movement skills
  Advanced level technique, demonstration and practice
  Vocabulary introduced at the advanced level
  Cultural background
  Advanced skills in finger cymbal playing and rhythms
Learning and practicing recognizing and performing to 11 rhythms: Baladi, Maksoum, Saidi, Masmoud Kabeer, Fallahi, Malfuf, Ayoub, Khaleeji, Bolero, Chiftetelli and 9/8
Individualized projects including a solo of approximately 4 minutes in length with appropriate costuming
Lecture and display appropriate costuming
Discussion of professional ethics

Evaluation
Skill demonstration of learned movement and rhythmic material
Demonstration of use of props, finger cymbals
Solo Performance (between two to four minutes)
Two-page critique on a Middle Eastern dance performance
Classroom behavior and attendance

LABORATORY CONTENT:

INTERMEDIATE LEVEL
Orientation
Requirements and procedures
Pre-evaluation of existing skill level
Student goals
Activity
Warm-up incorporating intermediate/advanced level movement
Intermediate/advanced level technique, demonstration and practice drills
Vocabulary introduced at the intermediate/advanced level
Cultural background
Intermediate/advanced skills in finger cymbal playing and rhythms
Use of "tabla" and other percussion type instruments
Instruction in folkloric forms: Dabke, a Lebanese line dance; Khaleeji, an Arab women’s dance from the Arabian Gulf;
Persian urban dance styles; zar, trance dances from various regions; Egyptian stick dance, Raks Al Assaya; and balancing
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METHODS OF INSTRUCTION:
A. Lecture:
B. Lab:
C. Audio – One Way:
D. Independent Study:

INSTRUCTIONAL TECHNIQUES:

COURSE ASSIGNMENTS:
Reading Assignments
- 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 (e.g., Masmoudi Kabeer).
  - Perform in small groups and demonstrate advanced skills
  - Demonstrate ability to play finger cymbal patterns and stay on beat while dancing
  - Demonstrate ability to work with a 3½-foot rectangular veil
  - Demonstrate ability to interpret and express the emotional content of the music
  - Demonstrate an understanding of showmanship in solo presentations
  - Demonstrate the difference between classical and folkloric forms

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).
- Demonstrate ability to identify various regional/folk dances.
Required Writing, Problem Solving, Skills Demonstration:

Students will be required to:

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Demonstrate movement vocabulary specific to indigenous rhythms (e.g., Masmoudi Kabeer).

Perform in small groups and demonstrate advanced skills

Demonstrate ability to play finger cymbal patterns and stay on beat while dancing

Demonstrate ability to work with a 3½-foot rectangular veil

Demonstrate ability to interpret and express the emotional content of the music

Demonstrate an understanding of showmanship in solo presentations

Demonstrate the difference between classical and folkloric forms

TEXTS, READINGS, AND RESOURCES:

Other:

1. Students will need to purchase their own music, hip scarf and veil

LIBRARY:

Adequate library resources include:

Comments:

Attachments:

Attached Files