Creative Arts
Texas A&M University
Core Curriculum Cover Sheet
Initial Request for a course to be considered for the Fall 2014 Core Curriculum

1. This request is submitted by (department name): General Academics / Kinesiology TAMUG

2. Course prefix and number: KINE 210

3. Texas Common Course Number: NA

4. Complete course title: The Art of Movement

5. Semester credit hours: 3

6. This request is for consideration in the following Foundational Component Area:
   - [ ] Communication
   - [ ] Mathematics
   - [x] Creative Arts
   - [ ] American History
   - [ ] Government/Political Science
   - [ ] Social and Behavioral Sciences

7. This course should also be considered for International and Cultural Diversity (ICD) designation:
   - [ ] Yes
   - [x] No

8. How frequently will the class be offered? Fall and spring

9. Number of class sections per semester: One or two

10. Number of students per semester: 20-25

11. Historic annual enrollment for the last three years: Not applicable

   This completed form must be attached to a course syllabus that sufficiently and specifically details the appropriate core objectives through multiple lectures, outside activities, assignments, etc. Representative from department submitting request should be in attendance when considered by the Core Curriculum Council.

12. [Signature]
   Course Instructor
   Date

13. [Signature]
   Department Head
   Date

14. [Signature]
   College Dean/Designee
   Date

For additional information regarding core curriculum, visit the Texas Higher Education Coordinating Board website at www.thecb.state.tx.us/corecurriculum2014

See form instructions for submission/approval process.
Texas A&M University
Core Curriculum
Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Foundational Component Area: Creative Arts

In the box below, describe how this course meets the Foundational Component Area description for Creative Arts. Courses in this category focus on appreciation and analysis of creative artifacts and works of human imagination. Courses involve the synthesis and interpretation of artistic expression and enable critical, creative, and innovative communication about works of art.

The proposed course must contain all elements of the Foundational Component Area. How does the proposed course specifically address the Foundational Component Area definition above?

The Art of Movement will develop an awareness of personal space and group space while moving, changing speeds, directions and dynamics. It will encourage improvisation, creativity and spontaneity in responding to challenges posed in the class. Students will work on spatial designs and patterns in relation to others and will learn to perform movement and dances in an interconnected, flowing, meaningful presentations which will be critiqued by classmates, revised and recreated. Students will also attend and critique an off-campus, “professional” presentation to further enhance their experience and appreciation of “dance/movement”

Core Objectives

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

The proposed course is required to contain each element of the Core Objective.

Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):

The Art of Movement will challenge the students to explore varied directions and pathways using locomotor and non-locomotor movements. The students will also be asked to create different uses of energies for movement expression; varieties of tempos and accent changes; manipulate space, time and energy in movement sequences; apply learned skills to create a compositional form: perform with a group using proper dynamics and movement qualities. Evaluation will be based on written movement analysis, critique and synthesis of performances, followed by student/teacher dialogue.

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

The Art of Movement will challenge the students to develop an awareness of the body’s movement, using sensory information while dancing, both alone, with partners and in groups. Constant feedback between classmates and the instructor, in both written and oral forms will be used to activate creative processes and stimulate thinking and moving “outside the box”. Class discussions and exchanging of ideas/viewpoints will be a frequent component of the daily activities. Students will complete movement analysis charts so to interpret a performance of their peers and of a professional piece.

Teamwork (to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal):
Texas A&M University

Core Curriculum

*Initial Request for a Course Addition to the Fall 2014 Core Curriculum*

The Art of Movement will encourage an awareness of relationships within groups; recognize that all students have an important role in the creation of a production or informal venue; develop a sensitivity, consideration and respect for others; accept successes and performance limitations of others. Also, the class will encourage students to contribute constructively and work cooperatively while creating a group composition. Students will provide written evidence of project contributions. Class discussion will foster a productive exchange of personal views, group goals and accomplishments.

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):

The Art of Movement will recognize that movement/dances are representative of local and global cultural heritage. Through assigned readings, videos and performances, students will look at the relationships between local/folk and world dances and their cultural significance as communicated through dance movement. Students will demonstrate inter-dependence and responsibility while performing cultural dances with a partner and in small groups. Completion of a written test will reflect the students' knowledge of how Western dance evolved.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
Texas A&M University
Core Curriculum
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Texas A&M University at Galveston
KINE
The Art of Movement
Fall 2014

Instructor: Debra Maceo
Office: PE 118
Tel. No.: 740-4915
E-mail: maced@tamug.tamu.edu
Office hours: tba
Prerequisite: none
CLASS MEETING SITE(S): Physical Education Facility Rm. 111

DESCRIPTION OF CLASS: Develop an awareness of personal space and group space while moving, changing speeds, directions and dynamics; encourage improvisation, creativity and spontaneity in responding to challenges posed; work on spatial designs and patterns in relation to others; learn to perform movement and dances in interconnected, flowing, meaningful presentations that will be critiqued by classmates, revised and recreated; attend and critique off campus professional presentations to further enhance student's experience and appreciation of dance/movement.

LEARNING OUTCOMES: By the end of the semester students will be able to:
- Employ increased coordination and utilize spatial concepts without fear or embarrassment to move rhythmically.
- Utilize space, time and energy to develop creativity, individualism and confidence in movement and improvisation.
- Demonstrate and incorporate the Principles of Movement in each of their movement experiences.
- Illustrate performer training techniques and kinesthetic sensibility.
- Analyze both a professional dance performance and a class performance.
- Create and perform a group performance incorporating a beginning, middle and end.
- Appraise his or her aesthetic awareness of movement/dance while viewing a live professional performance.
- Identify local and global cultural significance as communicated through dance movement.

DRESS: Wear clothes suitable for movement and flexibility. Black top, black pant and barefoot. Keep hair secured back and out of face/eyes.

GRADING POLICY:  

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily participation</td>
<td>40%</td>
</tr>
<tr>
<td>Group production</td>
<td>20%</td>
</tr>
<tr>
<td>Movement Analysis Charts</td>
<td>20%</td>
</tr>
<tr>
<td>Written exam</td>
<td>20%</td>
</tr>
</tbody>
</table>

GRADING SCALE:  

- A 100-90
- B 89-80
- C 79-70
- D 69-60
- F Below 60
ATTENDANCE
The university views class attendance as an individual student responsibility. All students are expected to attend class and to complete all assignments.

The student is responsible for providing satisfactory evidence to the instructor to substantiate reason for absence. Among the reasons absences are considered excused by the university are the following:
1. Participation in an activity appearing on the university authorized activity list.
2. Death or major illness in a student’s immediate family.
3. Illness of a dependent family member.
4. Participation in legal proceedings or administrative procedures that require a student’s presence.
5. Religious holy day.
6. Illness that is too severe or contagious for the student to attend class (to be determined by campus contract clinic or off-campus physician)
   An absence for a non acute medical service does not constitute an excused absence.
7. Required participation in military duties.
8. Mandatory admission interviews for professional or graduate school, which cannot be rescheduled.

ABSENCES
Attendance is a critical component of all KINESIOLOGY classes and is essential to learning a skill. Additionally due to the skill progressions found in teaching activities, it is crucial, for safety reasons, to require regular attendance.

A student shall be allowed 2 unexcused absences without penalty. For each unexcused absence beyond the first two unexcused absences, 15 points will be deducted from the final grade.

PLEASE NOTE: A student will automatically fail upon receiving the 4th unexcused absence. Excused absences, as defined in Rule 7 of the Texas A&M University Student Rules will not result in any point deduction, however written documentation will be required to receive an excused absence. Any combination of excused and unexcused absences totaling 7 or more, where no more than 3 absences are unexcused will require a grade of Incomplete to be issued in the class.

After 10 minutes the student will be considered absent.

ATTENTION STUDENTS:
1. It is the responsibility of the student to inform his/her instructor if they have a condition that may impair or influence participation in an activity class (e.g. physical handicap, allergies, use of medications, etc.)
2. Should you become unable to participate in your regular activity class, contact your instructor immediately.
3. The courses in which you have elected to participate are either required as a part of your major or elected. Regardless of the case, you must realize that there is a certain assumption of risk in which you engage when you participate in activity classes such as these. You must be aware of this assumption.

AMERICANS WITH DISABILITIES ACT
The Americans with Disabilities Act (ADA), is a federal anti-discrimination statute that provides comprehensive civil rights protection for person with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Counseling Office, Seibel Student Center or call 409/740-4587. For additional information visit http://www.tamug.edu/counsel/services/dssprocedures.htm
ACADEMIC INTEGRITY STATEMENT AND POLICY

“Aggies do not lie, cheat, or steal, nor do they tolerate those who do.” Refer to the student honor code at http://aggiehonor.tamu.edu

STATEMENT ON THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)
FERPA is a federal law designed to protect the privacy of educational records by limiting access to these records, to establish the right of students to inspect and review their educational records and to provide guidelines for the correction of inaccurate and misleading data through informal and formal hearings. To obtain a listing of directory information or to place a hold on any or all of this information, please consult the Admissions & Records Office.

Items that can never be identified as public information are a student’s social security number or institutional identification number, citizenship, gender, grades, GPR or class schedule. All efforts will be made in this class to protect your privacy and to ensure confidential treatment of information associated with or generated by your participation in the class.

THE ART OF MOVEMENT/COURSE CALENDAR

Week 1  Introduction, Body/Self awareness experiences and exercises
Week 2  Basic warm-up activities adding new movement form each week
          Locomotor movements/rhythmic development
Week 3  Continue daily conditioning/Locomotor movement
          Distribute and discuss the Principles of Movement
          Teach concept of Space/Time/Energy
Week 4  Continue daily conditioning adding new movement form each week
          Introduce Partner local folk and global dances
Week 5  Continue
Week 6  Continue daily conditioning
          Introduce Modern/Jazz dance form
Week 7  Continue
Week 8  Continue daily conditioning
          Introduce Basic Ballet principles, positions, and basic barre
Week 9  Continue
Week 10 Partner/or small group project with choreography piece using the dance styles presented
          Attend a professional dance performance/Houston
          Assign: Movement Analysis Chart #1 (10 pts. of final grade)
Week 11 Create group performance (20 pts. of final grade)
          Select accompaniment
Week 12
Rehearse group performance
Create costume

Week 13
Group performance/Video
Students complete Movement Analysis Chart #2 (10 pts. of final grade)

Week 14
Discuss and critique video performances
Review for final exam