Creative Arts
Texas A&M University
Core Curriculum Cover Sheet
Initial Request for a course to be considered for the Fall 2015 Core Curriculum

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

2. Course prefix and number: KINE 210

3. Texas Common Course Number: (enter text)

4. Complete course title: Dance Appreciation: The Art of Movement

5. Semester credit hours: 3

6. This request is for consideration in the following Foundational Component Area:

☐ Communication
☐ Mathematics
☐ Life and Physical Sciences
☐ Language, Philosophy and Culture
☐ 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
☒ No

8. How frequently will the class be offered? Every fall and spring semesters

9. Number of class sections per semester: 1

10. Number of students per semester: 30

11. Historic annual enrollment for the last three years: (enter text) (enter text) (enter text)

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.

13. Submitted by:

[Signature]
Course Instructor

[Signature]
Date
Oct. 21, 2014

14. Approvals:

[Signature]
Department Head

[Signature]
Date
10-21-2014

15. College Dean/Designee

[Signature]
Date
10-24-14

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 2015 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?

Dance Appreciation: The Art of Movement
This course focuses on an appreciation and analysis of basic and creative movement. By the end of the course, the student will develop an awareness of personal space and group space while manipulating the basic elements of dance. An appreciation of various genre, artists, techniques, and styles will be fostered through research and discovery. The students will be able to create and objectively critique movement. They also will be able to have informed opinions and knowledgeable discussions about dance.

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):

Students will interpret and synthesize the elements of dance: space, time, and energy to create movement sequences. They will compare and contrast the variations within each element and write a report comparing their creative piece with the work of a Modern Dance pioneer and also the work of an artist from the Post-Modern era. They will work in groups and write oral presentations for class discussion.

The assessment of the reports will include:

* Historical context (including names, dates, techniques, and styles).
* Reasoning behind their choice of artists; favorable technique, style.
* Critique the artist’s impact on society and dance during their respective era.
* A description of the elements of the students’ creation as compared to the historical artist’s choreographic choices.
* Include theoretical staging, costuming, and accompaniment choices of the students’ work and that used by the historical artists.

The assessment of the creative piece will include:

* Completion of the piece.
* Significant contribution to the creation of the piece.
* Personally took part in the oral discussion with the rest of the class.
Texas A&M University
Core Curriculum

Initial Request for a Course Addition to the Fall 2015 Core Curriculum

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

Students will choose a dance genre and write a report on a well-known piece, to include its intended communication/interpretation between the dancer/choreographer and the audience.

The assessment of the reports will include:

* Historical context (including dates, performing artists, genre, styles)
* The student's logic/reasoning for choosing the historic piece, artist, genre
* An objective critique of the piece
* Interpretation of the choreographer's meaning and message
* Describe and assimilate the audiences active role as a participant is the performance; developing a communication between artist and audience

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

Students will work in couples in groupings of 6 or 8 in order to obtain the shared purpose of completing a ballroom dance sequence and prepare an oral report on the historical background of the ballroom step chosen. Through the use of teamwork, the students are encouraged to contribute constructively and work cooperatively while creating a group composition.

The assessment of the reports will include:

* Historical context (including country of origin of the step, dates, the evolution of the step).
* Personally answer at least one question about the step, rehearsal process, or piece during the group presentation.

The assessment of the ballroom dance sequence will include:

* Completion of the piece incorporating at least 6 variations of the basic step.
* Significant personal contribution to the creation of the piece.
* Design an entrance and exit to and from the dance space for each couple.
* Each student will respect others, accepting successes and performance limitations of each participant in the group.
* Demonstrate a rehearsed and well-planned piece.

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

Students will gain intercultural knowledge and sensitivity by participating in traditional/ritualistic global dance styles. They will increase their civic responsibility by researching a particular culture (possibly their own) and teaching a folk dance relevant to that culture to the rest of the class. They will work in groups of 2 and collect information to report/discuss with the class.

The assessment of the report/class discussion:

* Historical context (country of origin of the dance, dates, acompaniment, intended participants).
* Include the ritualistic purpose, intent, social event portrayed.
* The evolution of the dance.
* The impact of the dance on the culture.
* Describe typical costuming associated with the dance.
Texas A&M University
Core Curriculum
Initial Request for a Course Addition to the Fall 2015 Core Curriculum

The assessment of the student presentation/teaching assignment:

* Significant personal contribution to the collaborative teaching of the dance to the class.
* Impart the spirit of the dance.
* Display a positive attitude and a sincere concern for the class’s success and enjoyment.

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 at Galveston
KINE
Dance Appreciation: The Art of Movement
Fall 2015

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

DESCRIPTION OF CLASS: Dance Appreciation: The Art of Movement is an introductory course that examines and appreciates movement as expressed by every culture since the dawn of humanity. Movement is a function driven by context, whether practical or artistic. This course examines how dance is used to advance personal and social expression via design and patterning, its connoted meaning, and the interconnectivity of form. In addition to in-class discussions, applications, and presentations, students will attend and critique off-campus dance productions to further enhance perspective, experience, and appreciation of dance as movement.

LEARNING OUTCOMES/CORE OBJECTIVES: By the end of the semester students will be able to demonstrate the following core objectives:

Critical Thinking:
- Employ increased coordination and discover an appreciation of spatial concepts to move rhythmically with confidence.
- 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 experience
- Illustrate performer training techniques and kinesthetic sensibility.

Communication:
- Analyze both a professional dance performance and a class project.
- Appraise his or her aesthetic awareness of movement/dance while viewing a live professional performance.

Teamwork:
- Create a group project incorporating a beginning, middle and end.

Social Responsibility:
- Discover local and global cultural meaning of dance as communicated through socially constructed and traditions-based movement.

GRADING POLICY:

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<tr>
<th>GRADING SCALE:</th>
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<tbody>
<tr>
<td>Daily participation</td>
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<tr>
<td>Group project</td>
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<tr>
<td>Movement Analysis Charts</td>
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<td>Written exam</td>
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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.

http://www.tamug.edu/stulife/Academic%20Rules/Rule%207.pdf

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 project
          Select accompaniment
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<tr>
<th>Week 12</th>
<th>Develop group project</th>
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<td>Create costume</td>
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<td>Week 13</td>
<td>Group project/Video</td>
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<td>Students complete Movement Analysis Chart #2 (10 p.s. of final grade)</td>
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<td>Week 14</td>
<td>Discuss and critique video project</td>
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<td>Review for final exam</td>
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