Creative Arts
Texas A&M University
Core Curriculum Cover Sheet
Initial Request for a course to be considered for the Fall 2015 Core Curriculum
1/20/15

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

2. Course prefix and number: KINE 210

3. Texas Common Course Number: [Click here to 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
   - [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? 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: [Click here to enter text.]
    [Click here to enter text.]
    [Click here to 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

14. Department Head

15. College Dean/Designee

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.
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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.
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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
*Oral presentation with class discussion and visual clip of artists’ work

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 sharing their findings and showing a visual clip of 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, accompaniment, intended participants).
*Include the ritualistic purpose, intent, social event portrayed.
*The evolution of the dance.
*The impact of the dance on the culture.
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*Describe typical costuming associated with the dance.

The assessment of the student presentation:

*Significant personal contribution to the collaborative research of the culture studied by the group to present to the class.
*Impart the cultural significance of the dance.
*Each student should take an active role in the oral discussion/presentation of visual clip of cultural piece.

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 210
Dance Appreciation: The Art of Movement
Fall 2015

Instructor: Debra Meco
Office: PE 118
Tel. No.: 740-4915
E-mail: maccod@tamuq.tamu.edu
Office hours: tba
Prerequisite: none

CLASS MEETING SITE(S): Physical Education Facility Rm. 111/ P.E. 107 classroom

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 critique dance performance 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:
- Analyze the works of dance pioneers comparing/contrasting styles, form, and technique.
- Discover creative choices in movement through manipulation of space, time, and energy.

Communication:
- Discover and interpret the work of an artist/choreographer; revealing the intended message/meaning.

Teamwork:
- Create work in order to obtain the shared purpose and reward of creative collaboration

Social Responsibility:
- Reveal intercultural significance by participation in traditional/ritualistic global dance styles.

GRADING POLICY:
*Skill testing is NOT a component of this course. This class is designed to build an appreciation for creative movement; it is not a course to train dancers. It was created with the non-dancer in mind.

Modern Dance group project and report 20%
Ballroom Dance group project and oral report 20%
Written Report Interpretation/Communication 20%
Cultural Dance Research Assignment 10%
Active participation 10%
Written Final 20%

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.
http://www.tamu.edu/stull/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.tamu.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.

Dance Appreciation: THE ART OF MOVEMENT/ COURSE CALENDAR
*Please have the assigned chapter read/reviewed in preparation for the days lecture and discussion.

Week 1  
Tues: Lecture: Chapter 6, Modern Dance. Lecture and class discussion; compare Modern Dance to its predecessor, Ballet. Provide pictures and additional information on Modern pioneers and post-Modern personalities; comparing styles.
Thurs: Activity: Teach basic locomotor skills and rhythms. As activity occurs, compare and contrast the simplicity and commonalities of Modern Dance movement to everyday modalities.

Week 2  
Tues: Lecture: Finish chapter 6 lecture/discussion. Chapter 7, Improvisation and Creative Movement. Explain/discuss that ch. 7 is dependent on self-expression and self-exploration.
Thurs: Activity: Review basic locomotor skills and rhythms previously taught so students experience greater success; communicating about their developmental experience/feelings. Guide students through basic improvisational activities that will foster creative thinking and movement possibilities. Discuss and analyze their choices.

Week 3  
Tues: Lecture: Chapter 2, The Creative Process. Lecture and class discussion. Emphasize that the creative process may be spontaneous for some or it may be a longer period to allow for thinking and planning for others. Once the variables of space, energy and time are added to the creative process, the quality of choreography increases.
Thurs: Activity: Apply the simplistic Modern Dance movement to the creative process by adding choices of space, energy and time. As this activity unfolds, have students share their interpretation. Compare/contrast the first taught pattern with the second. Have students analyze how the changes in space/energy or time made them feel. Allow time for students to explore/create with a partner…fun, lighthearted play.

Week 4  
Tues: Lecture: Make Modern Dance Appreciation assignment. Divide students into teams of 4. Allow time for students to choose the pioneer and post-Modern figure to be studied and encourage group discussion on strategies/plans for their research and oral presentation and dance sequence. The majority of this assignment is intended to compare the styles of the past artists, so be sure students choose people they (as a group/team) find interesting. During oral presentation each student must speak and present their written contribution.
Thurs: **Activity:** Review movement taught last activity class. Discuss with students the large amount of choices that are available in creative movement (provide examples). The instructor will prescribe a movement sequence (8 counts) allowing continued creative thinking, synthesizing into movement. Compare/contrast 8 ct. sequences as several are executed simultaneously.

**Week 5**

Tues: **Activity:** Discuss and review the Modern Dance Appreciation assignment made last Week 4. Allow creative group work; teacher monitored/help/critique. Create a “creative atmosphere.”

Thurs: **Activity:** Continue the creative group work; moving from group to group discussing their process/success//struggles. This project is to be completed as homework (written and rehearsal time) and is due Tues. of Week 7.

**Week 6**

Tues: **Lecture:** Chapter 10, Social Dance. Lecture and discuss Ballroom dancing past and present. Provide video clips of professional dancers dancing the waltz, tango and swing. Inquire which genre interests the students and why.

Thurs: **Activity:** Begin today’s activity with a discussion of where each step (waltz, tango, swing) came from and its relevance to American culture. Teach each basic step, providing simplistic variations of each. Today the waltz and its variations will be covered.

**Week 7**

Tues: **Lecture:** Group Modern Dance presentation/class discussion.

Thurs: **Lecture:** Group Modern Dance presentation/class discussion.

**Week 8**

Tues: **Activity:** Review the basic waltz step and variations; continue with the tango step and a basic variation. Repeat the same process for the swing step. Compare/contrast these basic steps: their rhythms, aesthetic appeal, personal appeal.

Thurs: **Activity:** Review basic ballroom steps taught; allow for repetition/rehearsal of basic steps and variations to ensure student confidence and sense of accomplishment.

**Week 9**

Tues: **Lecture:** Make a Ballroom Dance Appreciation assignment. Divide students into groups of 4 or 6. They are to choose one of the steps taught, prepare a movement sequence using 2-3 variations of the basic step. Allow time for students to choose the step they wish to research. Encourage group discussions on strategies and step variations. An oral report will be given by each group on the basic step, its background, the rehearsal process, team work experience; each student in the group will speak and a typed outline is required. This project is to be completed as homework (oral report preparation and rehearsal time) and is due Tues. of Week 11.

Thurs: **Activity:** Briefly review variations taught in last activity class. Allow time for creative team work; teacher monitored/help/critique. Create a “creative atmosphere.”

**Week 10**

Tues: **Lecture:** Chapter 5, Ballet. Provide and discuss video clips of past and present Ballet dancers. Include in chapter discussion the structure/codification of Ballet.

Thurs: **Lecture:** Chapter 9, Jazz Dance, Musical Theatre, and Tap Dance. Discuss basic information on each genre, provide video clips of outstanding performers of each genre. Assign a 2-3 page written report on the genre of their choice from chapters 5 or 9. This research should be centered on the genre, not necessarily one artist. This paper is due Tues. of week 13.

**Chapter 4, The Audience.** Discuss pgs. 45 & 46 only, establishing their role as an active audience member.
Week 11  Tues: **Lecture:** Group Ballroom presentation/class discussion.
Thurs: **Lecture:** Group Ballroom presentation/class discussion.

Week 12  Tues: **Lecture:** Chapter 8, Dance in World Cultures. Lecture and discuss the difference between ritual dance and folk dance and the purposes of both. In groups of 2 have students choose a culture (possibly their own) and secure a short video of the dance to share with the class on Thurs. of week 13. Begin review for final exam.
Thurs: **Activity:** Teach 3 or 4 dances from different parts of the world. During the class the teacher will provide a meaningful background on the short dances taught.

Week 13  Tues: **Lecture:** Complete review for written final.
Thurs: **Activity:** Students share researched cultural dances via video/discussion.

Week 14  Tues: **Lecture:** Final exam.
Thurs: **Lecture:** Grade check in.

Course requirements:

I. Modern Dance
   • Create a Modern Dance sequence (group work)
   • Write a report comparing their piece with a Modern Dance pioneer and an artist from the postmodern era.
   • Give oral presentation of report, each student must speak; turn in typed outline.

II. Ballroom Dance
   • Ballroom Dance piece (couple) in groups of 4 or 6. Choosing a ballroom step, prepare a ballroom sequence using several variations of the basic step.
   • Oral report given by group (each group member speaking) on basic step, its background, rehearsal process, group work experience, etc.; turn in typed outline.

III. Report
   • Write a report/choosing a genre, artist, style.
   • Write on their interpretation of what is being communicated in this genre.
   • Include the audiences roll as active participant.

IV. Folk/Cultural Dance.
   • Learning 3 to 4 dances of different cultures.
   • In groups of 2, choose a culture and share the researched dance with the class via video/discussion.
   • Discuss the background/purpose of the dance with the class.