

DANC 110 Proposal

1. What course does the department plan to offer in Explorations? Which subcategory are you proposing for this course? (Arts and Humanities; Social and Behavioral Sciences; Natural and Physical Sciences)

Course: DANC 110: Dance Appreciation

Subcategory: Arts and Humanities

2. How will this course meet the specific learning objectives of the appropriate subcategory? Please address all of the learning outcomes listed for the appropriate subcategory.

Learning Objective 1: Students will demonstrate the ability to utilize basic formal elements, techniques, concepts and vocabulary of specific disciplines within the Arts and Humanities. Students will use appropriate vocabulary for the description and critical analysis of dance performance. They will also explore the major components of various genres of dance technique, basic choreographic elements, creative approaches and terminology used in dance training and performance.

Learning Objective 2: Students will demonstrate the ability to distinguish between various kinds of evidence by identifying reliable sources and valid arguments. Students will be able to identify different forms of dance, including ballet, jazz, modern and tap dance and pose thoughtful descriptions to distinguish between the various forms. Students will demonstrate the ability to analyze dance choreography in video and in performance for the basic elements of dance composition, including space, time and energy. Students will also demonstrate the ability to distinguish and evaluate the corresponding production choices made by technical designers.

Learning Objective 3: Students will demonstrate the ability to demonstrate how social, cultural, and historical contexts influence creative expression in the arts and humanities. Students will analyze how social, cultural and historical contexts have influenced dance technique, choreography and performance throughout various historical periods and in various cultures.

Learning Objective 4: Students will demonstrate the ability to evaluate the significance of human expression and experience in shaping larger social, cultural and historical contexts. Students will explore how dance artists have challenged, supported and/or shaped social values, political systems and aesthetic practices throughout various historical periods and in various cultures. Students will be able to identify and evaluate parallels between dance choreography, including dance aesthetics, costumes, accompaniment choices and choreographic concepts, and the culture.

Learning Objective 5: Students will demonstrate the ability to evaluate enduring and contemporary issues of human experience. Students will identify common themes, ideas and artistic approaches in dance performance from a range of historical periods, and will examine

how these issues as well as newer concerns are currently being addressed by attending and analyzing live dance performances.

3. Syllabus statement of learning outcomes for course. NOTE: In multi-section courses, the same statement of learning outcomes must appear on every section's syllabus.

- 1) Students will use appropriate vocabulary for the description and critical analysis of dance performance. They will also explore the major components of various genres of dance technique, choreographic elements, creative approaches and terminology used in dance practice.
- 2) Students will demonstrate the ability to analyze dance choreography as observed in performance for the basic elements of dance composition, including space, time and energy. Students will also demonstrate the ability to distinguish and evaluate the corresponding production choices made by technical designers.
- 3) Students will analyze how social, cultural and historical contexts have influenced dance technique, choreography and performance throughout various historical periods and in various cultures.
- 4) Students will explore how dance artists have challenged, supported and/or shaped social values, political systems and aesthetic practices throughout various historical periods and in various cultures.
- 5) Students will identify choreographic concepts, ideas and artistic approaches in dance performance from a range of historical periods, and will examine how these issues as well as newer concerns are currently being addressed by attending and analyzing live dance performances.

4. Brief description of how the department will assess the course for these learning objectives.

Instructors for this course will assign a written reflection/critique of a live dance performance and later compile a sampling of these writings. The nature of this assignment will require students to address the five learning objectives within their critique and reflection of the performance. For example, it will be necessary for students to use specific vocabulary covered in class to describe the choreography and movement (Learning Objective 1). Students will have to distinguish between the various dance forms presented and identify the choreographic and production elements of the performance, specifically analyzing how the choreographers have used space, time and energy (Learning Objective 2). As part of their reflection, students will be asked to analyze how their own social and cultural experiences influence their perspective of the performance (Learning Objective 3) along with the ways in which a choreographer's concept and movement is shaped by social and cultural values (Learning Objective 4). Finally, students will be asked to discuss the performance in relationship to other works discussed throughout the course, which will require the students to evaluate commonality in dance themes from various historical periods (Learning Objective 5)

The writing assignment will be anonymously reviewed by the dance faculty to assess students' comprehension of the five learning objectives. Dance faculty will then make any necessary adjustments to course content and teaching approaches.

5. How many sections of this course will your department offer each semester?

We plan to offer 2-3 sections of Dance Appreciation each semester, along with 1-3 sections during Winter/Summer terms.

6. Please attach sample syllabus for the course.

Please send your proposal to: robert.dietle@wku.edu