



## DANC 1500

**Division:** Fine Arts

**Department:** Dance

**Course:** DANC 1500

**Title:** Jazz Dance I

**Catalog Description:**

This course is designed to introduce students to basic technique, fundamental principles and context of Jazz Dance. Students will experience stylized, lyrical, classical and contemporary Jazz. Performing and observational skills will be developed through participation in class. The history and evolution of Jazz Dance will be discussed in class and in written assignments.

**General Education Requirements:** N/A

**Semesters Offered:** Fall, Spring

**Credit/Time Requirement:** Credit: 1; Lecture: 1; Lab: 2

**Clock/Hour Requirements:** 0

**Offered for Non-Credit:** No

**Justification:**

Jazz is the form of dance that stays current with the popular trends of the day as well as preserving the classical movement of the past. It often represents the "pop culture" of its time period in dress, attitude, music, and movement. Jazz dance includes a wide variety of styles, from the slower lyrical to the faster classical and contemporary movement, and can be used as a Physical Education credit at a 4-year university.

**Student Learning Outcomes:**

Upon completion of this course, students should be able to: demonstrate proper Jazz technique; show increased ability in areas of flexibility, strength and musicality; understand the history of Jazz; comprehend basic Jazz vocabulary; experience the performance and analytical aspect of dance, and gain an awareness and appreciation of dance as an art form.

**Content:**

Students will learn several movement phrases each class period that require physical strength, flexibility, and artistic sensitivity. Basic anatomy and physiology will be discussed to analyze movement and develop solutions to balance and other dance issues. Rhythm and musicality using classical and contemporary music will be examined. Through observation and written critique, students will practice responding articulately to the artistry of Jazz Dance performances. To supplement lectures and videotaped productions, students will research and present information on the beginnings and growth of the art form.

5) Apply a cultural and historical awareness to a variety of phenomena.

Students will learn the cultural and historical context in which Jazz began and gained popularity. Because Jazz reflects the "pop culture" of its time students will become familiar with the latest music and styles of dance, thus creating Jazz history for the next generation.

9) Respond with informed sensitivity to an artistic work or experience.

Students will have the opportunity to respond to both video taped performances, the dancing of their peers in class, and a live performance of the Snow Dance Ensemble. Response will come in the form of a written critique and discussion.

10) Apply personal-fitness and wellness-management principles to lifestyle choices.

The very nature of dance increases physical fitness in many ways: strength, flexibility, endurance and coordination. Through discussion of correct movement principles and how they apply to dance and all types of movement, students have the knowledge to exercise safely in all physical endeavors.

### **Key Performance Indicators:**

As this is an experiential course, attendance and complete participation are necessary (40%). The performance critique paper (15%) and historical presentation (15%) will show the students ability to articulately present research and logically express a viewpoint. The midterm test on vocabulary used each day in class (10%) and the final exam, testing technical improvement, performance skills and theoretical knowledge (20%) will provide further evidence of learning.

### **Representative Text and/or Supplies:**

No Text Required. Supplies: Leotard, tank-top or form-fitting shirt, and dance pants. Jazz shoes are required.

**Optimum Class Size: 20**

**Maximum Class Size: 30**

**Signatures:**

I hereby submit this course syllabus:

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I hereby find this course consistent with the goals and resources of the Dance Department:

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Patricia Meredith, MFA, Assistant Professor, Chair

I hereby find this course consistent with the goals and resources of the Fine Arts Division:

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Vance Larsen, MM, Associate Professor, Dean

I have discussed the need for library resources related to this class with the person submitting the syllabus:

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Lynn Anderson, MLIS, Technical Services Librarian (Main Campus)

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Michelle Olsen, MLS, Campus Librarian (Richfield Campus)