

Spring 2009
DCE 116-02
Beginning Jazz Dance Technique
Tuesday and Thursday, 11:00-12:15 HHP 152

Instructor: Kerrie-Jean Hudson

Office: 220 F

Office Hours: By appointment

Email: kahudson@uncg.edu

Prerequisites: None. May be repeated for credit.

For Whom Planned: Dance majors and non-majors at the beginning level of Jazz dance.

Credits: 1 Credit Hour

Course Description

Development of technical skills in jazz dance, including rhythmic perception and spatial awareness, with emphasis on aesthetic and expressive qualities that lead to performance.

Student Learning Goals

To the degree appropriate for the beginning level of jazz dance training, students in this course will learn to:

1. Move contra-laterally during locomotion (left/right body halves in opposition).
 2. Grasp and retain sequences of simple exercises and combinations.
 3. Breathe appropriately and as needed while moving.
 4. Anticipate the beat when required.
 5. Maintain energy throughout each combination and a full class.
 6. Demonstrate commitment/responsibility as appropriate in and out of class.
 7. Demonstrate dynamic alignment (as appropriate to exercises/combinations in the class), avoiding fixed/rigid habitual holding in any part.
 8. Move on the beat when required.
 9. Show appropriate use of the legs and arms as called for in an exercise/combination.
 10. Show appropriate use of the feet, hands and head as called for in an exercise/combination.
 11. Show command of skills involving initiation of movement.
 12. Show command of skills involving weight shift.
 13. Show command of skills involving awareness of center.
 14. Avoid extraneous tension in performing simple movements such as walks, skips, runs, etc.
 15. Fulfill the time/counts given for each part of the movement.
 16. Demonstrate attributes of/qualities in movement as specified.
 17. Demonstrate clarity of bodyline in simple movement combinations.
 18. Demonstrate clarity of spatial direction in simple movement combinations.
 19. Perform set movement with confidence/full engagement.
 20. Respond spontaneously to improvisational prompts, with confidence/full engagement.
- Learning goals 1-20 mark distinct areas of skill in dance technique. Excellence in dance artistry is a matter of developing a high degree of skill in each area and integrating these skills during the performance of movement.

Learning goal 6, 19 and 20 describe efforts/attitudes necessary for progress toward

excellence in dance and indicate specific behaviors that demonstrate them.

Teaching Strategies

To enable student achievement of the learning goals, I will:

1. Demonstrate, explain, analyze, and lead explorations of movement exercises and combinations designed specifically to develop the skills required for achievement of learning goals 1-20;
2. Observe your daily work in class and (a) orally assess your achievement of learning goals 1-20, and (b) make recommendations for improvement in achieving learning goals 1-20;
3. Provide oral assessment of your achievement at mid-term and again near the end of the semester during student conferences.
4. Provide opportunities for individual appointments in which we may discuss your learning efforts;
5. Provide opportunities for you to assess your own progress toward achievement of the learning goals.

Topical Outline

Warm-up exercises and combinations will remain fairly consistent over the course of the semester. Other exercises and combinations will develop over the course of the semester in length, speed, and in rhythmic and qualitative complexity so as to practice the integration of skills inherent to the achievement of learning goals 1-20.

Evaluation Methods and Guidelines for Assignments

The fundamental and ongoing assignments in this class are to:

1. Attend to movement material presented, as well as to explanations and analyses of its specific components.
2. Listen carefully to and apply all corrections and recommendations for improvement that I provide in class.
3. Learn the movement material with increasing speed and depth throughout the semester through observation, exploration, and practice.
4. Perform the movement material as accurately as possible each time you are called upon to do so.
5. Reflect in writing as assigned on your progress toward and actual achievement of the learning goals.
6. Observe other dancers and maintain an active role in creating a positive learning environment.

Your achievement in mastering the learning goals to the degree appropriate for this level course will provide the primary basis for calculating your final letter grade. Your attendance record will be additional factors in calculating your final letter grade.

The relationship between attendance and your final letter grade is as follows: 1/3 of a letter grade will be deducted for each absence incurred over the maximum absences allowed for this class (2).

Point Breakdown

97-100	A+
93-96	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
63-66	D
60-62	D-
below 60	F

Topical Outline:

Warm-up exercises and combinations designed to enable your achievement specifically of learning goals 1-4 will remain fairly consistent over the course of the semester. Other exercises and combinations will develop over the course of the semester in length, speed, and in rhythmic and qualitative complexity so as to (a) enable the achievement specifically of learning goals 5-12 and (b) provide opportunity to practice the integration of skills inherent to the achievement of learning goals 1-10.

Academic Honor Code:

See UNCG Undergraduate Bulletin.

Attendance Policy:

Attendance and participation will be monitored throughout the semester. You may have two absences during the semester. After this, each absence will drop the final grade by 1/3 of a letter (A to an A-, etc). To pass the course, you must attend and participate in 80% of the classes over the semester. If you are ill or injured but able to attend (i.e. not contagious), you may still be counted as present if you attend class and record observations to hand in at the end of the class period. However, this will NOT be counted as a day of participation in the class. See below for the participation requirements. ***Students are expected to be on time and to stay for the duration of the class. Two late arrivals or early departures will equal one absence.*** Please plan your absences accordingly.

Participation Policy:

The Dance Department requires an 80% participation rate. Students must dance in 22 out of the 28 meetings in order to get credit for the course. **Sitting and watching a class does not count as participation.** Students who do not meet the participation requirement for any reason will need to repeat the course.

Special Cases

Situations such as serious illness, long-term injury, or family emergencies may be dealt with on an individual basis. In some cases, students will be given an Incomplete to be made up within the next semester. In other cases, I may recommend withdrawal from the course. Please keep open communication with me so that we can do what is best for the situation.

Make Up Class

Students may make up ONLY 1 class in another instructor's technique class of the same level if permission is received from that instructor. I must receive a signed paper from the other instructor (you get it signed and bring it to me) indicating your participation in his or her class in order to receive make-up credit. See me before beginning this process. Do not wait until the end of the semester to take your make-up class.

Additional Requirements:

You will need to be prepared for class, each and every day. This means:

Appropriate attire No jeans, skirts, hats, chunky jewelry or extra-baggy clothing. You may wear jazz shoes; split-sole jazz sneakers or bare feet although I highly recommend that you purchase jazz shoes for this class! Please pull back long hair.

Appropriate etiquette Be on time, ready to dance. Turn off your cell phone. Do not bring gum or food into the studio. It is a good idea to bring a water bottle.

Appropriate behavior Be aware of your peers during class. When it is not your turn to dance, respect the others by remaining quietly attentive. Ask questions when you have them. You learn as much from listening, watching and asking as you do from doing.

Important dates: TBA