

DCE 453

CHOREOGRAPHY 3 GROUP FORMS

2 CREDIT HOURS

FALL 200

M/W/F 11:00 – 12:15 Studio 306

INSTRUCTOR: B.J. Sullivan

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Office hours: - APPOINTMENTS MADE BY EMAIL ONLY.

Final Exam Monday, December 14, 8-11am.

Prerequisites: 251 or 253, and 351 or 353 or equivalent; 2.5 GPA required.

For Whom Planned :This course is for dance majors only unless by permission of the instructor.

Catalog Description: Study of and experience in developing choreographic materials for long dances for different size groups with emphasis on the exploration of formal values and their integration with artistic intention. **Course Description:** Designed to provide experience in the development of choreographic skills within structuring dances of different sizes meaning 2 or more dancers. Close emphasis is on the exploration of musical compositional forms, their integration and application with movement and designing dances. Students will engage in exploratory and compositional movement work with the understanding in the course's content and leading to the presentation of several studies and one final dance. Creative work will be enhanced through many in-class assignments, outside-class research pertaining to in-class assignments, assigned readings, writing assignments, in-class presentations and in-class exercises/discussion.

Course Objectives: To enable students to gain awareness of and control over the intuitive and intellectual processes of dance making so that each dance created is the fullest expression possible of the choreographer's artistic vision and imaginative abilities.

Student learning goals: Students will make substantive progress in learning to:

1. Develop themes and ideas for use as the basis for choreographic design;
2. Generate, explore, analyze, develop, and revise movement and movement structure to embody themes and ideas selected as the basis for choreographic design;
3. Work effectively as a choreographer in multiple ways with dancers to elicit from them creative material for inclusion in a dance, to facilitate their enthusiastic commitment to the choreographic process, and to coach them to a high level of performance;
4. Provide constructive criticism to others engaged in dance making.
5. Develop a critical awareness with sensitivity of other's vision while integrating the differences or similarities with one's own aesthetic taste;
6. Analyze and discuss personal artistic growth as a choreographer.

Teaching strategies: To facilitate students' accomplishments of the learning goals, I will:

1. Provide focused instruction in the form of lectures, demonstrations, in-class exercises, homework assignments, reading/writing assignments, and leading critical/theoretical discussions.

Evaluation Methods and criteria for assessment: Students will be evaluated through oral and/or written feedback on:

1. Effort demonstrated during in-class work sessions;
2. Depth, breadth, and clarity of thought in oral and/or written communication with classmates, dancers, and the instructor;
3. Receptiveness to and willingness to engage with feedback provided by others;
4. Artistic effectiveness of dance studies created.

Markers of students' effort:

1. Arrive to all class sessions on time and ready to work with active focus on assigned tasks;
2. Seek through careful listening, posing relevant questions, and providing constructive commentary to maximize your own and others' growth as dance makers;
3. Complete all assignments on time.

Markers of depth, breadth, and clarity of thought:

1. Provide concise and unambiguous descriptions, analyses, interpretations, and evaluations of your own and others' ideas and artistic accomplishments;
2. Articulate links between your ideas, artistic values, and personal experiences, and the ideas, theories, and artistic works of others.
3. Organize and present your ideas specifically to facilitate the understanding of listeners and/or readers.

Markers of receptiveness to and willingness to engage with feedback provided by others:

1. Identify insights gained from the teacher and peers, and from each successive project, and describe the ways in which your efforts to conceive, plan, develop, revise, and finalize your dances were enhanced by these insights;
2. Identify the ways in which you worked with dancers in creating each work presented, and evaluate the success of your methods.

Markers of artistic effectiveness of works created:

1. Body, space, and time elements should work together and with such extra-choreographic elements as music, costume, and text, clearly and fully to embody the theme or idea that animates the dance.
2. Each choreographic and extra-choreographic element in a dance should contribute something aesthetically necessary to the embodiment of the theme or idea that animates the work, and no element should be superfluous.

Absences and lateness: Students are expected to attend every class session, and to arrive on time. Three absences may be accrued without deduction from the final grade. 1/3 of a letter grade will be deducted from the final grade for each subsequent absence. Students who are absent 6 or more times will not receive credit for the class.

Dance 453 is subject to the UNCG Academic Honor Policy. (See your Student Handbook for a description of this policy.)