

**CALIFORNIA STATE UNIVERSITY, NORTHRIDGE**  
**Department of Kinesiology**

**KIN. 120, 120L—Arts Immersion: Dance**  
**Carolyn Barbian**

**Spring 2008**  
**TUES: 1-3:40 p.m.**

**COURSE OUTLINE**

In this class you will engage in intensive focus on one of the four arts areas. Every course in the visual and performing arts curriculum of the Liberal Studies major at CSUN includes discussion and activities related to all four arts domains: visual art, music, dance, and theatre. Students are expected to apply and integrate the knowledge of the art form under study to all of the arts, and to address the four strands of the Visual and Performing Arts Framework in a holistic manner.

Students are guided through discussion, reflection and application to extend their depth and breadth of understanding in one arts area to the others, resulting in an integrated appreciation of the power of the arts to shape human experience.

**Course Description:** An introductory course in the study of dance as an art form. The concepts of dance will be explored as a means of personal expression. Students will engage in creative dance activities and multi-cultural and international dance forms. Includes one hour of lecture and two hours of lab per week.

**Course Objectives:**

At the conclusion of the course, the students will:

- Experience dance as a way of knowing and relating to the world.
- Demonstrate an understanding of the elements and principles of dance.
- Solve both simple and complex movement problems.
- Demonstrate understanding of the history of dance in varied world cultures.
- Develop observation skills and make informed judgments regarding dance performances and choreography.
- Develop creative skills and artistic perception through choreography and improvisation.
- Express feelings through movement, becoming more attuned to the inner self.
- Describe feelings about personal experience and the observation of dance.
- Apply dance concepts and principles to the development of skillful performance.
- Demonstrate an understanding of other art forms (visual arts, theatre, and music) through the study of dance and the contribution that the arts make to the human condition.

**Text:** Green Gilbert, Anne. (1992). *Creative Dance for All Ages*. Reston, VA: NDA/AAHPERD Publications.

**Course Outline:**

- I. Introduction
  - A. Philosophical and historical aspects of dance
  - B. Relationship of dance to music, art, theatre
  - C. Visual and Performing Arts Framework
  - D. Dance in Education
  
- II. The Concepts of Dance
  - A. Space: place, size, level, direction, pathway, focus
  - B. Time: speed, rhythm, pulse, pattern
  - C. Force: energy, weight, flow
  - D. Body: parts, shapes, relationships, balance
  - E. Movement: locomotor, non-locomotor
  - F. Relationships: unison, succession, antiphonal, opposition
  - G. Form: recurring theme, ABA, abstract, narrative, suite
  
- III. Improvisation and Choreography
  - A. Choreographic approaches: imagery, idea, words, poetry, design, form
  - B. Accompaniment: use of music, sounds, props
  
- IV. Multi-cultural and International Dance Forms
  - A. Cultural and historical aspects
  - B. Step patterns, turns, and forms of locomotion
  - C. Form, styling
  - D. Music
    1. Tempo, accent, phrasing
    2. Relationship of meter of music and musical phrase to movement phrase.
  
- V. Assessment of Dance Performance and Choreography
  - A. Assessment tools: journals, checklists, videotapes
  - B. Analysis of performance: theme, form, technical execution of movement

**Assessment**

1. Partner Dance 15%  
Self-evaluation viewing videotape of own performance utilizing Partner Dance Observation Sheet  
Peer evaluation utilizing Partner Dance Observation Sheet  
Instructor's evaluation utilizing Partner Dance Observation Sheet
2. Small Group Dance 20%  
Self-evaluation viewing videotape of own performance using Movement Analysis Sheet; Reflective Writing Assignment  
Peer evaluation utilizing Movement Analysis Sheet  
Instructor's evaluation utilizing Movement Analysis Sheet
3. Mid-Term Examination 15%
4. Final Examination 15%
5. Performance Critiques 20%
6. \*Participation/Attendance 15%  
Attendance  
0-1 classes missed A  
2 " " B  
3 " " C  
4 " " D  
Class work, projects, and discussions

**Plus/minus grading will be utilized.**

**Office Hours: Monday and Wednesday 9:00 a.m. to 10:00 a.m.  
Tuesday and Thursday 10:00 a.m. to 11:00 a.m.**

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**\*APPROPRIATE DRESS FOR ACTIVITY IS REQUIRED. NO STREET SHOES, DRINKS OR FOOD IN THE DANCE STUDIO.**

**PROPOSED SCHEDULE**

- January 22 Course overview  
Brief History of Dance  
Definition and Value of Dance  
Difference between dance and other movement forms
- January 29 *Visual and Performing Arts Framework: Artistic Perception; Creative Expression; Historical and Cultural Context, and Aesthetic Valuing*  
Fundamentals of Dance: use of space; isolating body parts  
Relationship of dance to pantomime, drama  
Introduction of Partner Dance assignment
- February 5 Introduction to poetry and how it is used in dance  
Developing movement sequences to action poems  
Creating dances using Haiku  
Adding accompaniment to Haiku dances
- February 12 Expressing emotions through use of movement  
Creating dances based upon emotional response to color poems  
Introduction to movement analysis  
Movement analysis of videotape of Alvin Ailey's dance, Revelations  
Introduction of Dance Performances Critique Assignment
- February 19 Partner analysis of movement sequence  
Use of force and energy in dance  
Movement qualities: sustained; percussive; pendular; vibratory—  
relationship to music  
Basic locomotor movements and rhythmic analysis of each  
Relationships: one body part to another; group  
Focus: purpose; importance; single; multi  
Group dance incorporating energy, movement qualities, locomotor  
movement and relationships  
Analysis of group dance
- February 26 **Presentation of partner dances to poem**  
Analysis of partner dances  
Reflective writing: How did you feel about the process of creating a  
dance to a poem? How did you relate to your partner? How did you feel  
about your performance of the dance?

- March 4      View videotape of partner dances  
 Analyze own dance as well as one other dance  
 Use of words in creating a dance  
 Review for Midterm Examination
- March 11     Use of rhythm in dance  
 Groups: write 8 measures of one time signature; create a movement  
 sequence to the measures; present to class
- Midterm Examination**
- March 25     Rhythm activities based upon accent, form, and phrases  
 Introduction to multi-cultural folk dances  
 Folk dances for younger children
- April 1       Folk dances for older children  
 How to present and cue folk dances  
 Use of music in dance  
 Introduction of Group Dance Assignment
- April 8       Analysis of musical selections for groups dances  
 Choreographic process using music  
 Dance forms: ABA, narrative, abstract, and suite
- April 15      Use of imagery in dance  
 Relating language arts, math, science, and social studies to dance
- April 22      Relationship of visual art to dance  
 Use of color, design, level, mood, and texture in dance  
 Practice for group dance
- April 29      **Group Dance presentations**  
 Analysis of performances  
 Introduction of Reflective Writing Assignment
- May 6        Analysis of own performance and one other group based upon viewing  
 videotape of group dances  
 Use of props I dance  
 Summary of dance concepts  
 Review for final Exam  
**Dance Performance Critiques due**  
**Reflective Writing Assignment due**
- May 13       Final Examination