

**DANCE 28 Course Outline as of Fall 2005****CATALOG INFORMATION**

Dept and Nbr: DANCE 28 Title: CHOREO FOR PERFORMANCE

Full Title: Choreography for Performance

Last Reviewed: 4/22/2024

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	2.00	Lecture Scheduled	0	17.5	Lecture Scheduled	0
Minimum	2.00	Lab Scheduled	6.00	12	Lab Scheduled	105.00
		Contact DHR	0		Contact DHR	0
		Contact Total	6.00		Contact Total	105.00
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 0.00

Total Student Learning Hours: 105.00

Title 5 Category: AA Degree Applicable

Grading: Grade or P/NP

Repeatability: 34 - 4 Enrollments Total

Also Listed As:

Formerly: PE 31.3

**Catalog Description:**

The purpose of this course is to give intermediate to advanced dance students the opportunity to develop choreography from initial concept through completion and performance. Students will conduct rehearsals, receive feedback on choreography, show their work, and prepare to present dances in a dance production. Students in this course may also perform in dances choreographed by fellow students.

**Prerequisites/Corequisites:**

Concurrent Enrollment in THAR 11.8 ( or THAR 61.8)

**Recommended Preparation:**

Course Completion of DANC 3.1 ( or DANCE 3.1 or PE 25.1 or PE 25 or PE 144) and Course Completion of DANC 27 ( or DANCE 27 or PE 31.2 or PE 151.2)

**Limits on Enrollment:**

By audition

**Schedule of Classes Information:**

Description: In this course, intermediate to advanced dance students choreograph, rehearse, and prepare to present dance pieces for the dance production. (Grade or P/NP)

Prerequisites/Corequisites: Concurrent Enrollment in THAR 11.8 ( or THAR 61.8)



- E. Incorporating choreographic devices
  - F. Choreographic form
  - G. Principles of group choreography
  - H. Use of props or sets
- II. Rehearsal Process
- A. Counting choreography and music
  - B. Teaching skills
  - C. Staging
    - 1. Exits/Entrances
    - 2. Formations
  - D. Rehearsal skills as a dancer in other choreographers' work
  - E. Enhancement of personal choreographic and teaching skills through observation and investigation of other choreographers at work
- III. Pre-production
- A. Cast meetings and callboard procedures
  - B. Music editing and reproduction
  - C. Costuming
  - D. Working conceptually with a lighting designer
  - E. Determining program order: aesthetic and practical considerations
  - F. Selecting a title for a performance and a dance piece
  - G. Publicity
  - H. Ticket sales
- IV. Performance Skills
- A. Coping with performance anxiety
  - B. Projection
  - C. Facial Expression
  - D. Evoking desired performance quality from dancers
- VI. Production analysis
- A. Criteria for judging the aesthetic merits of a dance piece
  - B. Criteria for assessing pre-production elements of a dance performance

**Assignment:**

Assignments may include any or all of the following:

1. Written proposals for choreography, costume, and technical aspects of a dance piece
2. Choreographing a solo, duo or group dance piece
3. Preparing choreography to teach to dancers by reviewing choreography, going over counts, etc.
4. Choreographic notebook including some form of choreographic notation, sketches of formations, ideas for staging, creative ideas and inspiration for the piece, etc.
5. Memorizing and rehearsing choreography of other choreographers
6. Practicing choreography in the interim between rehearsals
7. Reading class handouts and notices or schedules on the production callboard
8. Brief written assessment of the dance production process from the perspectives of a choreographer and dancer including pre-production elements such as publicity, rehearsal schedules, program order and title decisions.
9. Written critique of the aesthetic merit of dance pieces choreographed

for the course (including a self-critique) and brief analysis of the skills and knowledge gleaned from participation in fellow students' pieces.

### Methods of Evaluation/Basis of Grade:

**Writing:** Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

Proposals, choreographic notebook, critique(s)

Writing  
10 - 20%

**Problem Solving:** Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

None

Problem solving  
0 - 0%

**Skill Demonstrations:** All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

Class performances

Skill Demonstrations  
40 - 60%

**Exams:** All forms of formal testing, other than skill performance exams.

None

Exams  
0 - 0%

**Other:** Includes any assessment tools that do not logically fit into the above categories.

Participation

Other Category  
20 - 40%

### Representative Textbooks and Materials:

Instructor prepared materials